

CHAPTER IV

THE RESULT AND DISCUSSION

This chapter was intended to report the result of the data evaluation of five of most visited English learning websites. The data was gained from website evaluation criteria as the instrument to evaluate five of most visited English learning website.

A. The Result

1. Website Number One

The Website Evaluation Criteria			
The type of connection: Flexi Mobile Broadband			
The type of web browser: Mozilla Firefox			
The name of URL of webpage: www.totalesl.com			
The name of site: Total ESL			
Evaluation Checklist	yes	no	other
A. Usable			
1. Is there any error or disable features of website?		✓	
2. Is there any limit to number of the visitor to use the website?		✓	
B. Has something he/ she want			
1. Does the content of the website base on student needs and wants?	✓		
2. Does the website base on student's target?	✓		
C. Author Authority			
1. Is there any information about author?	✓		
D. Purpose			
1. Is the purpose of the website clear?	✓		
2. Does the intent of website sell product or provide information?			Provide information

E. Pedagogy				
1. Does the use of multimedia fit with English learning for students?	✓		much	
2. Is the use of multimedia worked effectively?	✓			
3. How much interactivity for English learning provided in the programs or features of the website?				
4. Does the website provide a mechanism for feedback to the information?	✓			
5. Can the student give input whether the website is static or dynamic?	✓			Only on-line
6. Does the website provide contact information?	✓			
7. Can the user make communication to the author either on-line or off-line?	✓			
F. Design/Construction				
1. Is the language learning appropriate for target of learner?	✓			
2. Is the language developed with free of mistakes and error such as spelling, grammatical, syntax?	✓			
3. Does the link of the site relate and accord with same topic?	✓			
4. Is the site free of dead link?	✓			
5. Is the site updated regularly?	✓			
6. Is the use of navigational aids designed clearly and easily to find pages?	✓	✓		
7. Is the website fast to load the pages?				
8. Is the content of pages fast to download?				
9. Do you find error in the use of HTML code?				

Description Evaluation:

I found Total ESL site is very useful educational website for English language learning. Total ESL website provides ESL/EFL/TEFL/TESOL for everyone who wants to learn English in internet. Total ESL website is very helpful for students who want to learn, enhance and improve their English skills.

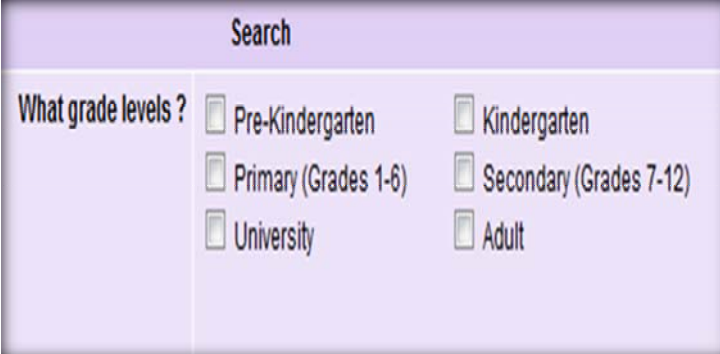
In the term **usable**, I didn't find any disable features and programs in the website. The features and the programs of the site are worked properly and could be used effectively. Thus, the students could use it without finding any disable features and programs.

The site also is not intended for particular user or visitor to access it but the site could be accessed by everyone. In addition, there is no limit to number of the visitors to access and use the website.

The site was build to help the students improving and enhancing their English skills with various activities instead of learning English in their classroom. In the term **has something he/ she wants**, the site is designed based on demands of students. So the students are not to worry to work and access the site in internet. Here are below some examples that the site is designed based on the demands of the students.

The ESL/EFL resources of the site are designed based on students' need and want. The ESL/EFL resources are provided based on their grades

levels (see figure 4.1). The students could select which classes are appropriate with their levels.



The image shows a search interface with a purple header bar containing the word "Search". Below the header is a section titled "What grade levels ?" which contains six radio button options arranged in two columns. The options are: Pre-Kindergarten, Kindergarten, Primary (Grades 1-6), Secondary (Grades 7-12), University, and Adult.

Figure 4.1⁴³

Thereby, it gives the guidance for students to learn English which is appropriate with their levels and grades. So their English learning activities in the site is directed and right.

Total ESL is educational website which provides much information about ESL resources. It gives students more information for ESL resources and they could choose and select which ESL resources that they like and want to access and work with the site (see figure 4.2).

⁴³ www.totalesl.com

Site Name	Grade level	Description
Links English	Primary	Standardized ESL teacher/tutor teaching curriculum and system
Busy Teachers	Primary	Free printable worksheets
ESL Challenge	Primary	ESL Teaching Resources
Vicky Blackwell's Teacher Website	Primary	Teacher Templates for Powerpoint Activities
Canada-ESL.com	Primary	Christmas vocabulary flashcards
Okanagan College	Primary	Online English Pronunciation/Listening Activities
Cyberkidz	Primary	Educational games for kindergarten - primary - elementary
Free Reading	Primary	Free early literacy activities and games
Teach Children ESL	Primary	ESL Worksheets, Flashcards and Games
TeachHub	Primary	Daily Free Printable ESL/EFL Student Activities
Apples for the Teacher	Primary	Free Elementary Foreign Language Activities
LessonCorner's Puzzle Worksheets	Primary	Puzzle worksheet generator for creating puzzle worksheets
InfoVisual	Primary	Visual dictionary and encyclopedia
Hot Potatoes Clip Art Gallery	Primary	Collection of ESL/EFL flashcard clip art for classroom presentations
Jefferson County School-Premade Powerpoints	Primary	A collection of premade elementary (primary) language arts powerpoints
Creative Chalk	Primary	Share ESL teaching materials and activities online
Reading A-Z	Primary	Free Reading Samples
Disney's Print Station	Primary	Printables and Activity sheet for Disney Characters
StarFall.com	Primary	Online reading and phonics activities
Bling and Bong's Tiny Planets	Primary	English story books, videos with corresponding lesson plans, interactive games
Lesson Plans Page	Primary	Collection of 2,500 elementary lesson plans

Figure 4.2⁴⁴

In the term of **author authority**, the site gives the information about the author on the bottom of webpage. The author is from the member of Icon group Thailand (IGT). Icon Group Thailand is group of ESL, EFL, TEFL, TESOL websites providing the resources and materials for teachers, schools and students.

In the term of **purpose**, the site also gives the information about the intent of website itself. The information is very clear. The intent of the

⁴⁴ www.totalesl.com

site is providing the information about educational resources such as ESL, EFL, TEFL, and TOEFL rather than selling product (see figure 4.5).

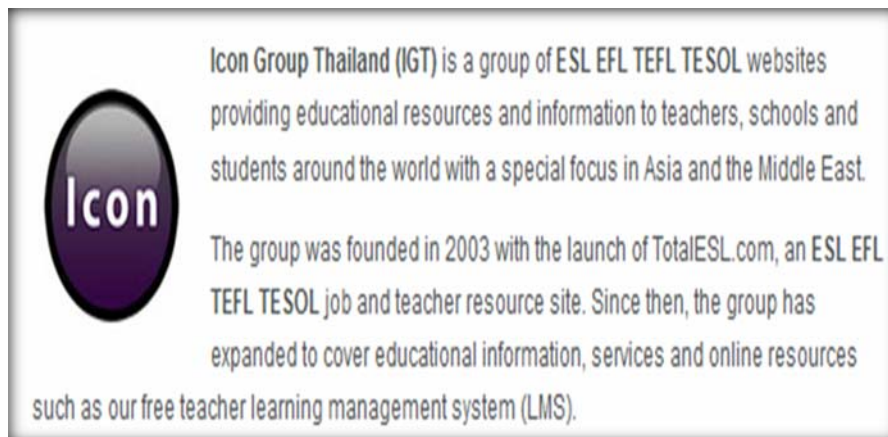


Figure 4.5⁴⁵

In the term of **pedagogy**, I found that the uses of multimedia of Total ESL are worked properly and effectively. Total ESL provided multimedia with various kinds of English learning activities such grammar, pronunciation, conversation, idioms, vocabulary and etc. The uses of multimedia of the site, such as ESL, TEFL, TESOL videos are provided and designed based on English language learning for students with interesting and fun contents. The Students could select which skills they want to work with those English learning activities multimedia. Here is the example of the multimedia for grammar activity (see figure 4.3)

⁴⁵ <http://www.icongrouphailand.com>

ESL TEFL TESOL Videos - Grammar			
Back to ESL TEFL TESOL Video Page			
Verbs: Simple Past Tense	Verbs: Present Perfect	Prepositions	Prepositions of Time: In/On
			
Adjectives: -ing vs. -ed	It's versus Its	Conditionals	Passive Voice
			

Figure 4.3⁴⁶

The multimedia for grammar activity is provided with various activities concerning with grammar such as tenses (simple present, simple past etc.) prepositions, conditionals, adjective, passive voice and etc. Those multimedia activities help the students more desire in mastering their English skills in the site.

The students also have some useful information in the articles program. In the articles program, the site provides some tips concerning

⁴⁶ www.totalesl.com

with English learning. They could read them as insight how to master English well (see the figure 4.4).



Figure 4.4⁴⁷

the site also provides a mechanism for feedback to the information such as test, contact information, social media and other information about teaching job, teacher training and etc.

In the term of **design/construction**, first concerning about language learning in the website is very good, simple, and understandable for students. In addition, the researcher has examined the grammatical of language learning with the aid of Ginger Software to ensure is there any error of the language learning in the site. The result is the language of the

⁴⁷ www.totalesl.com

site is developed with free of mistake and error of spelling and grammatical.

Second, the link of the site is free of dead link and the link relates to the same topic not going out to another topic.

Third, the site is often updated, so the students feel new and fresh when they come back again. Furthermore, the uses of navigational aids of the site are designed with easy to find pages and fast to load pages. It helps the students are easy to find what they are looking for and not waiting long time to load the pages.

Fourth, the researcher didn't find any error of using HTML code. The use of HTML code in the site is under controlled so far.

2. Website Number 2

The Website Evaluation Criteria			
The type of connection: Flexi Mobile Broadband			
The type of web browser: Mozilla Firefox			
The name of URL of webpage: www.funenglish.com			
The name of site: Fun Easy English			
Evaluation Checklist	yes	no	other
A. Usable			
1. Is there any error or disable features of website?		✓	
2. Is there any limit to number of the visitor to use the website?		✓	
B. Has something he/ she want			
1. Does the content of the website base on student needs and wants?			somewhat
2. Does the website base on student's target?	✓		
C. Author Authority			
	✓		

1. Is there any information about author?	✓		
D. Purpose			
1. Is the purpose of the website clear?			Provide information
2. Does the intent of website sell product or provide information?			
E. Pedagogy			
1. Does the use of multimedia fit with English learning for students?	✓		
2. Is the use of multimedia worked effectively?	✓		
3. How much interactivity for English learning provided in the programs or features of the website?	✓		much
4. Does the website provide a mechanism for feedback to the information?	✓		
5. Can the student give input whether the website is static or dynamic?	✓		Only on-line
6. Does the website provide contact information?			
7. Can the user make communication to the author either on-line or off-line?	✓		
F. Design/Construction			
10. Is the language learning appropriate for target of learner?	✓		
11. Is the language developed with free of mistakes and error such as spelling, grammatical, syntax?	✓		
12. Does the link of the site relate and accord with same topic?	✓		
13. Is the site free of dead link?	✓		
14. Is the site updated regularly?	✓		
15. Is the use of navigational aids designed clearly and easily to find pages?	✓	✓	
16. Is the website fast to load the pages?			
17. Is the content of pages fast to download?			

18. Do you find error in the use of HTML code?			
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Description Evaluation:

I found Fun Easy English is good English educational resources for students. The site provides English learning resources with various interesting activities. It can be additional references for students to visit fun easy English as electronic media to learn English.

In the term of **Usable**, the researcher didn't find any error and disable features and programs of the site. The features worked effectively and well. No serious problems concerning with the features and programs found in Fun Easy English. In addition, there is no limit to the number of visitors who visit the site.

In the term **has something he/ she want**, Fun Easy English is good enough in providing English resources for students' need. But the site should classify and differentiate the ESL resources based on the levels and grades of students in order that the students will be more effective to learn English.

Fun Easy English provides much information about English learning resources for the students. The students could take useful information from Fun Easy English website as the resources to learn English (see the figure 4.6).



Figure 4.6⁴⁸

In the term of **Author Authority**, the researcher is easy to find the author of the website. The site belongs to personal. The owner name of the site is Howie Hayman. He is English teacher. He also provides his account in social media like facebook for visitors who want to make chat, consultation, and share to him concerning with English learning.

In the term of **Purpose**, Fun Easy English is the site which provides English resources for students who want to learn English easily. The English skills are classified into different topic in order that the students are easy to improve and enhance their English learning. (see the figure 4.7).

⁴⁸ Funeasyenglish.com

Figure 4.7⁴⁹

In the term of **Pedagogy**, the multimedia of English learning of the site are designed with interesting and fun contents including sounds, videos, graphics and texts, so the students will be enthusiasm to learn English using the multimedia aids. The multimedia for language learning of the site could be worked effectively and there are no problems regarding disable features and programs so far.

The interactivity for English language learning of the site also is provided with various activities such as pronunciation, grammar, classroom, test, vocabulary, alphabet, idioms, slang, activities and etc (see figure 4.7 above).

The site provides mechanism for feedback to the information such as test, classroom, and contact information via email and the visitors also

⁴⁹ Funeasyenglish.com

could post their comments via facebook (see the figure 4.8). It will guide the students to learn English correctly and it will make them easily to have chat, share to the author concerning with English language learning in the site.



Figure 4.8⁵⁰

In the term of **Design/Construction**, the language learning of the site is developed based on target of learners. The language learning of the site is designed clearly and understandably in order that the learners are easy to understand it. Furthermore, the researcher has examined the grammatical of language learning of the site using the aids of gingersoftware.com to ensure is there any mistake and error of grammar, spelling, and syntax in the site. The result is the language learning of the site is free of error and mistake of grammar, spelling and syntax. So the language learning of the site is developed correctly.

⁵⁰ Funeasyenglish.com

The link of the site relates to the same topic and the researcher did not find any dead link of the site. In addition, the site is updated regularly, so the students find it fresh when they come back to access the site.

Concerning with the navigational aids, the navigation of the site was designed clearly and easily to navigate and find the pages in the webpage. In addition, all features of the contents of the site were designed based on the users' want. For example: the site is fast to load the pages and download the contents.

The researcher also did not find any error of the use of HTML (hyper text markup language) code in the website. The use of HTML code of the site is still worked correctly and effectively.

3. Website Number 3

The Website Evaluation Criteria			
The type of connection: Flexi Mobile Broadband			
The type of web browser: Mozilla Firefox			
The name of URL of webpage: www.english-guide.org			
The name of site: English Guide			
Evaluation Checklist	yes	no	other
A. Usable			
1. Is there any error or disable features of website?		✓	
2. Is there any limit to number of the visitor to use the website?		✓	
B. Has something he/ she want			
1. Does the content of the website base on student needs and wants?	✓		
2. Does the website base on student's target?	✓		
C. Author Authority			Not clear

1. Is there any information about author?	✓		
D. Purpose			
1. Is the purpose of the website clear?	✓		Provide information
2. Does the intent of website sell product or provide information?			
E. Pedagogy			
1. Does the use of multimedia fit with English learning for students?	✓		
2. Is the use of multimedia worked effectively?			much
3. How much interactivity for English learning provided in the programs or features of the website?	✓		
4. Does the website provide a mechanism for feedback to the information?	✓		
5. Can the student give input whether the website is static or dynamic?	✓		Only on-line
6. Does the website provide contact information?			
7. Can the user make communication to the author either on-line or off-line?	✓		
F. Design/Construction			
1. Is the language learning appropriate for target of learner?	✓		
2. Is the language developed with free of mistakes and error such as spelling, grammatical, syntax?	✓		
3. Does the link of the site relate and accord with same topic?	✓		
4. Is the site free of dead link?	✓		
5. Is the site updated regularly?	✓		
6. Is the use of navigational aids designed clearly and easily to find pages?	✓	✓	
7. Is the website fast to load the pages?			
8. Is the content of pages fast to download?			

9. Do you find error in the use of HTML code?			
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Description Evaluation:

I found that English Guide is good English learning website. The English learning activities of the site are designed based on target of learners. English Guide can be resources for students as media of electronic to learn English via internet.

In the term of **Usable**, the researcher did not find any disable features concerning with English learning materials. All the features of English learning materials could be used and worked normally without any problem found. In addition, there is no limit to the visitors or users who access and visit the site.

I found that English Guide is good English learning website. The English learning activities of the site are designed based on target of learners. English Guide can be resources for students as media of electronic to learn English via internet.

In the term of **Usable**, the researcher did not find any disable features concerning with English learning materials. All the features of English learning materials could be used and worked normally without any problem found. In addition, there is no limit to the visitors or users who access and visit the site.

In the term of **has something he/ she want**, the contents concerning with English resources and materials of the site are designed based on students' need and wants as elaborated below:

The English materials of the site are provided based on students' levels. So the learners could select which levels are appropriate with their skills (see the figure 4.9). It gives guidance for students to learn English effectively in the site.

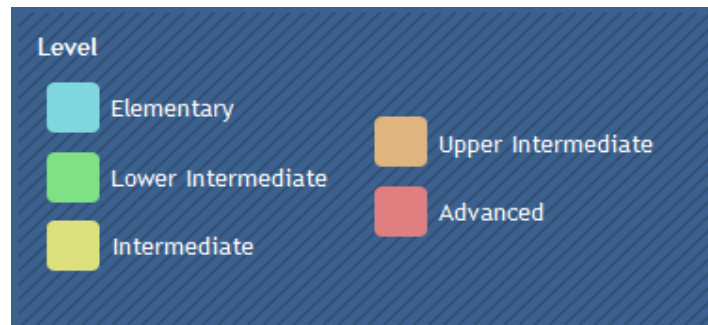


Figure 4.9⁵¹

The site categorizes the English materials and rates each page by the content and topic skills such as listening, reading, vocabulary, grammar, writing, reading and etc. it will guide the learners to learn English based on their target..



Figure 5.0⁵²

⁵¹ www.english-guide.org

All the materials and resources provided in the site are aimed to give useful information concerning with English learning for students and to help students enhancing and improving their English via internet.

In the term of **author authority**, the researcher did not find about the author of the site. But this site actually did not commercialize any information provided in the site and the site was designed and provided to give useful information for all users of internet with free of charge.

The researcher found that the site is not commercial website is from the word **.org**. The word **.org** indicates that the site is non-profit organizations. So all the features and the programs provided and presented of the site is free for anyone who wants to access and work with the website.

In the term of **Purpose**, the aim of the site is very clear that is providing the information concerning with English materials and resources for everyone who wants to learn English via internet.

In the term of **pedagogy**, the uses of multimedia such as sounds, videos, and graphics which are integrated with English materials are provided to present new nuance for English learning activity. The multimedia of English learning activity was designed with interesting and fun contents to make the students more creative to learn English in the site. For an example in the grammar activity: the multimedia for grammar activities especially in part of adjective is designed with various activities

⁵² www.english-guide.org

such as describing words, trampoline game, study zone, trapped game and etc (see figure 5.1).



Figure 5.1⁵³

The researcher did not find any error feature concerning with the uses of multimedia for English learning in the site and all the features of multimedia for language learning are still worked effectively and correctly.

The site also provides a machine for feedback to the information in the website concerning with English materials such as test, exam, key answer and etc. It will help and give the guidance for the learners to learn English correctly. The site also provides social media like facebook, email for learner who wants to have chat and share anything about English learning in the site.

⁵³ www.english-guide.org

In the term of **Design/Construction**, the language learning of the site is designed concisely, clearly and understandable for all the levels of learners. Moreover, the researcher has checked the grammar by using the aids of gingersoftware.com to ensure is there any mistake and error for grammar of the site. The result is the language learning of the site was designed and developed with free mistake and error of grammar.

The researcher did not find any dead link of the site and the link was worked correctly and related to the same topic. Furthermore, the site is updated regularly concerning with English learning activities so the students will find it fresh when they come back to access the site (see the figure 5.2).



Figure 5.3⁵⁴

⁵⁴ www.english-guide.org

The navigational aids of the site also are designed with simple, clear and with the lists of English materials activities presented in the webpage. The navigation also is fast to load the pages, so the learners will be easier and not take too long to find what they are looking for in the site (see the figure 5.3).



Figure 5.3⁵⁵

In addition, the researcher did not find any error and problem with the use of HTML code. The use of HTML code is still worked well in the site.

⁵⁵ www.englishguide.org

4. Website Number 4

The Website Evaluation Criteria			
The type of connection: Flexi Mobile Broadband			
The type of web browser: Mozilla Firefox			
The name of URL of webpage: www.learningchocolate.com			
The name of site: Learning Chocolate			
Evaluation Checklist	yes	no	other
A. Usable			
1. Is there any error or disable features of website?		✓	
2. Is there any limit to number of the visitor to use the website?		✓	
B. Has something he/ she want			
1. Does the content of the website base on student needs and wants?			somewhat
2. Does the website base on student's target?			
C. Author Authority			
1. Is there any information about author?	✓		
D. Purpose			
1. Is the purpose of the website clear?	✓		Provide information
2. Does the intent of website sell product or provide information?			
E. Pedagogy			
1. Does the use of multimedia fit with English learning for students?	✓		much
2. Is the use of multimedia worked effectively?	✓		
3. How much interactivity for English learning provided in the programs or features of the website?			
4. Does the website provide a mechanism for feedback to the information?	✓		
	✓		

5. Can the student give input whether the website is static or dynamic?	✓		Only on-line
6. Does the website provide contact information?			
7. Can the user make communication to the author either on-line or off-line?			
F. Design/Construction	✓		
1. Is the language learning appropriate for target of learner?	✓		
2. Is the language developed with free of mistakes and error such as spelling, grammatical, syntax?	✓ ✓		
3. Does the link of the site relate and accord with same topic?	✓		
4. Is the site free of dead link?	✓		
5. Is the site updated regularly?	✓		
6. Is the use of navigational aids designed clearly and easily to find pages?	✓	✓	
7. Is the website fast to load the pages?			
8. Is the content of pages fast to download?			
9. Do you find error in the use of HTML code?			

Description Evaluation:

I found that Learning Chocolate is effective English vocabulary learning for students who want to enrich English vocabulary. Learning Chocolate provides kinds of English vocabularies learning which are designed with various activities to help learners memorizing English vocabulary easily and pleurably. The activities were designed based on students' want, so the students were not bored to do the English learning activities in the site.

In the term of **Usable**, the researcher did not find any disable features and programs of the contents provided in the site. All the programs and the features dealing with English learning are worked effectively and efficiently. Furthermore, the site did not limit to the numbers of the visitors who want to access in the site.

In the term of **has something he/she want**, the features of English vocabulary learning are designed based on learners' wants. The English learning activities of Learning Chocolate were designed with fun, interesting and pleasure activities using the aids of multimedia such as pictures, sounds and videos to make the students passionate to learn English in the site.

The English materials of the site are provided and presented based on students' target. The English materials are designed to be categorized based on topic of the skill of English materials so the learners will be easy to find English material activity based on their target.

Learning Chocolate actually provides English learning activities for vocabulary only. Even though Learning Chocolate only provides English vocabulary learning, the site tries to make something new in learning English vocabulary. The English vocabulary learning is provided with various different activities. It is designed to help the learners easily memorizing English learning vocabulary and make them not getting bored to do the activities (see the figure 5.4)

Figure 5.4⁵⁶

But the designer of the site should provide the classification of the levels and grades of the students in every single of English vocabulary material activity presented in the webpage, so the learners know the English lesson materials which appropriate with their levels and grades and it will guide the students to use the

In the term of **Author Authority**, the author of the site clearly indicated in every single topic of English materials activities presented in the webpage and it will be useful for students to be given the information about the author of the English materials presenting in the site to easily have question, chat and share if the students have difficulty in learning the English materials and it gives the information to the students to know who

⁵⁶ www.learningchocolate.com

is responsible for presenting the English materials in the site (see one of example of the figure 5.5).



Figure 5.5⁵⁷

The purpose of the site is clear to provide the English vocabulary materials to help the learners who have difficulty in memorizing English vocabulary. Even though, the domain name extension of the site is intended for commercial business, but the contents of English materials provided in the site is free to use by everyone. The information is shown in the webpage also free of advertisement products.

In the term of **pedagogy**, the uses of multimedia for language learning include graphics, sounds, videos and etc. are designed with interesting and fun contents. The uses of multimedia are applied to many

⁵⁷ www.learningchocolate.com

English materials learning with different activities and uses in providing English materials in the site. One of example in Five Senses activity. In this activity, the multimedia such as sound and graphic was applied to describe the five senses words. The words are taste, hearing, touch, smell, and sight (see the figure 5.6).

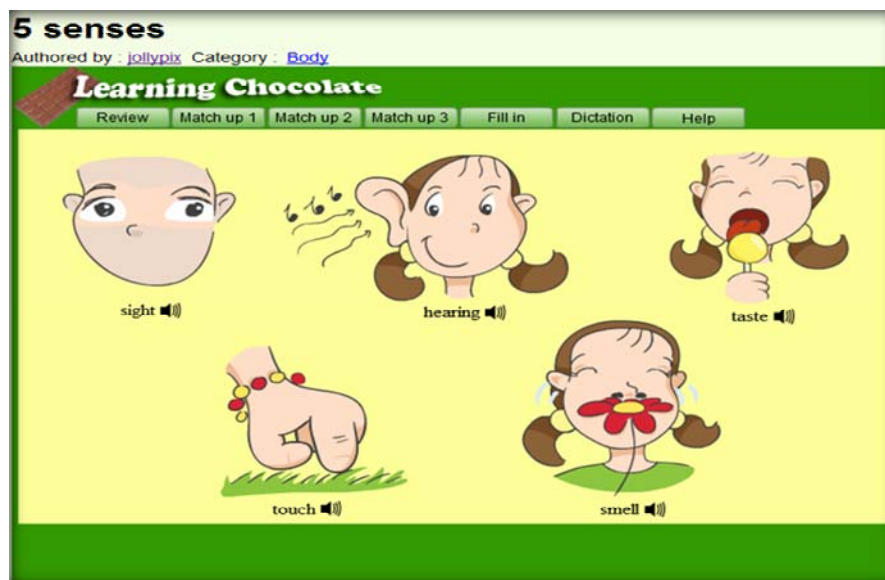


Figure 5.6⁵⁸

The researcher did not any error of the uses of multimedia for language learning in the site. All the uses of multimedia applied to English materials activities are worked effectively so far.

The site provides kinds of English materials learning with different activities in order that the students could use another one of English materials learning if they are bored to use one. In every single activity, the

⁵⁸ www.learningchocolate.com

site provides some exercises dealing with English materials to test and measure their skills and comprehensions after doing the exercise.

The site also provides some a mechanism for feedback to the information such as test dealing with English materials, email, facebook, and twitter. The test could help them to measure how far their comprehensions to the activity presented, while in social media such as email, facebook, and twitter, the learners could use it as media to have chat and share to the owner of the site and they can give input to the information provided in the site.

In the term of **Design/Construction**, the use of language learning of the site is designed with simple and understandable for the learners understand it. Moreover, the researcher has examined the grammar of language learning of the site using the aids of Ginger Software and the result is the language learning of the site is developed with free of error grammar.

The researcher did not find any dead links of features provided in the site. Furthermore, the site also is updated regularly so the site could be said dynamic website not static website.

The uses of navigational aids are designed clearly and easily to work. The navigational aids of the site are categorized based on the topic, so the learners will be easy and clear to find the pages based on their desires (see the figure 5.7).

Figure 5.7⁵⁹

Moreover, the researcher found that the features of the contents provided in the site are fast to load the pages. In addition, the researcher did not find any error of the use of HTML (hyper text markup language) code.

5. Website Number 5

The Website Evaluation Criteria				
The type of connection: Flexi Mobile Broadband				
The type of web browser: Mozilla Firefox				
The name of URL of webpage: www.primaryenglish.com				
The name of site: Primary English				
Evaluation Checklist		yes	no	other
A. Usable				
1. Is there any error or disable features of website?			✓	
2. Is there any limit to number of the visitor to use the website?			✓	
B. Has something he/ she want				
1. Does the content of the website base on student needs				somewhat

⁵⁹ www.learningchocolate.com

and wants?	✓		
2. Does the website base on student's target?	✓		
C. Author Authority	✓		
1. Is there any information about author?	✓		
D. Purpose			
1. Is the purpose of the website clear?			Provide information
2. Does the intent of website sell product or provide information?			
E. Pedagogy	✓		
1. Does the use of multimedia fit with English learning for students?	✓		much
2. Is the use of multimedia worked effectively?			
3. How much interactivity for English learning provided in the programs or features of the website?	✓		
4. Does the website provide a mechanism for feedback to the information?	✓		
5. Can the student give input whether the website is static or dynamic?	✓		Only on-line
6. Does the website provide contact information?			
7. Can the user make communication to the author either on-line or off-line?	✓		
F. Design/Construction			
1. Is the language learning appropriate for target of learner?	✓		
2. Is the language developed with free of mistakes and error such as spelling, grammatical, syntax?	✓		
3. Does the link of the site relate and accord with same topic?	✓		
4. Is the site free of dead link?	✓		
5. Is the site updated regularly?	✓	✓	
6. Is the use of navigational aids designed clearly and			

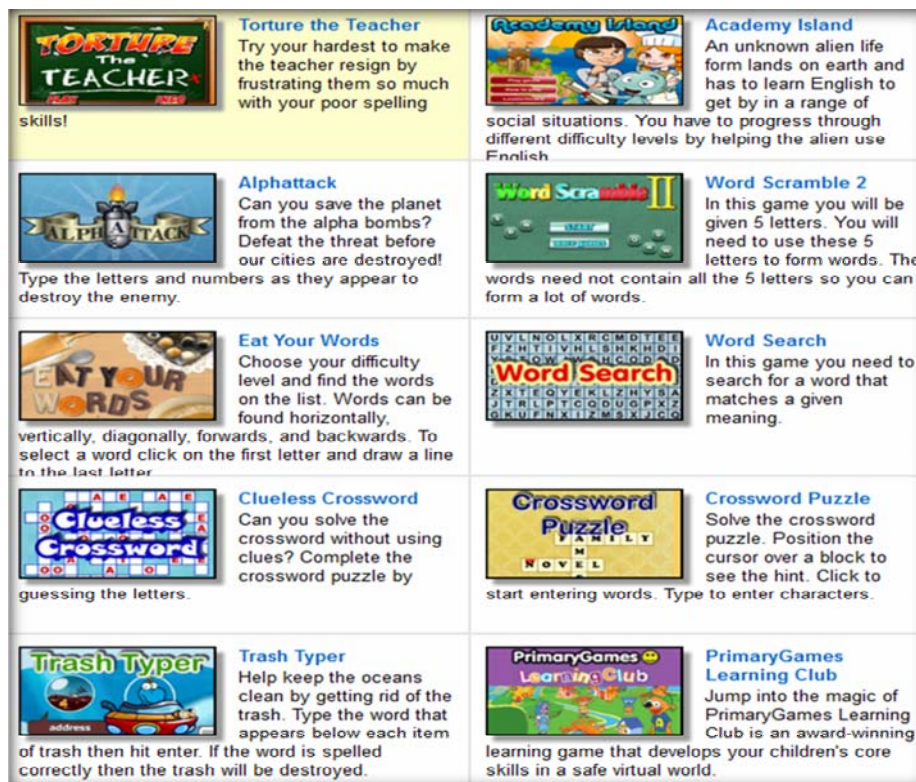
easily to find pages?			
7. Is the website fast to load the pages?			
8. Is the content of pages fast to download?			
9. Do you find error in the use of HTML code?			

Description Evaluation:

I found that Primary Games is good educational website for kids who want to learn English with fun and pleasure activities. The English materials activities of the site are designed based on the kids' need and want. The activities are designed with education games activities, so it will make the kids happy and fun to learn English since they tend to do the fun and pleasure activities.

In the term of **usable**, the researcher did not find any disable feature and program provided in the site. All the programs and the features of the site are worked effectively. Moreover, there is no limit to the number of visitor who access and use the site.

In the term of **has something he/ she wants**, the contents concerning with English learning of the site are designed based on the learner's want. The English material learning of the site is designed with kinds of activities through education games such as *simple sentences game*, *sight words game*, *space words defense game*, *torture the teacher game* and etc (see the figure 5.8).

Figure 5.8⁶⁰

The education games materials activities are very effective way for kids to learn English since they tend to do and play something is fun and pleasure. Furthermore, the researcher found that the education games materials activities of the site are not designed based on the students' levels and grades, so in particular English games activities the learners sometimes have difficulties in playing them. So that's way, the site should provide the information about the levels and grades of the students dealing with English games materials activities before playing them in order that they can play and learn English games effectively and efficiently.

⁶⁰ www.primarygames.com

In the term of **Author Authority**, the site was build in 2000 by Susan Beasley' company and her company got a lot of awards from other companies and institution (see the figure 5.9).



Figure 5.9⁶¹

The purpose of the site is very clear that is to provide information dealing with English learning resources to help the learners learn English easily. Primary Games site provides English learning resources especially dedicated for kids to help them learn English with fun and pleasure activities through education games.

In the term of **pedagogy**, the uses of multimedia of the site for language learning are designed with interesting and fun contents in providing the information in the site. The uses of multimedia were applied to kinds of English materials activities through education games. There are a lot of education games with different activities provided in the site. The

⁶¹ www.primarygames.com

uses of multimedia such as sounds, videos and graphics were applied to English games activities in the site and the researcher did not find any error use of multimedia to the site. All the features of the use of multimedia are still worked effectively in the site.

The site also gives a mechanism for feedback and error correction to the information, for an example: test for English materials, and other social media such as twitter, facebook, email, Gmail, Linkedin and etc.

In the term of **Design/Construction**, the use of language learning of the site is designed clearly and simply and it is appropriated with target of learner. So the learner will be easy to understand language learning of the site and operate the features of English learning materials on the webpage. Moreover, the researcher has examined the grammatical of language learning of the site using the aids of Ginger Software to ensure that the language learning of the site is free of error grammar. The result is the language learning of the site is developed with free of mistake and error grammar.

The researcher did not find any dead link of the site especially concerning with English materials activities. In addition, the contents of the site are updated regularly and the site also gives the information about the latest contents presented in the webpage so the students will find it fresh when they come back.

The use of navigational aids of the site is designed clearly and simply and it will be easy for the learners to find what they are looking for

in the webpage. The uses of navigational aids in the contents of English materials are categorized based on the particular topics and the topic will directly deliver the user from the selected topic to the target without going out the topic. Furthermore, the contents of the site are fast enough to load and work the pages.

The researcher also did not find any error of the use of HTML (Hyper Text Markup Language) code and the use of HTML of the site are worked well in all features of English materials.

After gaining all the evaluation results of five English learning websites, the researcher used the scoring from each question of the criteria to determine the reliability of websites. The scoring considered four things that are worse, bad, good, and excellent. “Worse” got score 1 means that the feature of the site considered poor. “Bad” got score 2 means that the feature of the site is not appropriate. “Adequate” got score 3 means that the feature is acceptable. “Good” got score 4 means that the feature is appropriate and excellent got score 5 means that the feature is perfect. After that, each of five English learning websites that have been scored was calculated to know how much each of the five websites got score. Here are the scoring results of all five English learning websites:

1. Website Number One

TOTAL ESL	SCORE				
	Worse (1)	Bad (2)	Adequate (3)	Good (4)	Excellent (5)
DESCRIPTION OF SCORING					

<ul style="list-style-type: none"> • The website fulfilling the requirement of each question from the criteria in point A (Usable) 1. Is there any error or disable features of website? 2. Is there any limit to number of the visitor to use the website? 				<p style="text-align: center;">5</p> <p style="text-align: center;">5</p>
<ul style="list-style-type: none"> • The website fulfilling the requirement of each question from the criteria in point B. (has something he/ she wants) 1. Does the content of the website base on student needs and wants? 2. Does the website base on student's target? 				<p style="text-align: center;">5</p> <p style="text-align: center;">5</p>
<ul style="list-style-type: none"> • The website fulfilling the requirement of each question from the criteria in point C. (Author Authority) 1. Is there any information about author? 				<p style="text-align: center;">5</p>
<ul style="list-style-type: none"> • The website fulfilling the requirement of each question from the criteria in point D. (Purpose) 1. Is the purpose of the website clear? 2. Does the intent of website 				<p style="text-align: center;">5</p> <p style="text-align: center;">5</p>

sell product or provide information?																																				
<ul style="list-style-type: none"> • The website fulfilling the requirement of each question from the criteria in point E. (Pedagogy) <ol style="list-style-type: none"> 1. Does the use of multimedia fit with English learning for students? <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"></td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">5</td> </tr> </table> 2. Is the use of multimedia worked effectively? <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table> 3. How much interactivity for English learning provided in the programs or features of the website? <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">5</td> </tr> <tr> <td style="width: 60%;"></td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table> 4. Does the website provide a mechanism for feedback to the information? <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"></td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table> 5. Can the student give input whether the website is static or dynamic? <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%;"></td> </tr> </table> 6. Does the website provide contact information? <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">5</td> </tr> </table> 7. Can the user make communication to the author either on-line or off-line? <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table> 		4		5								5		4				4					3					5								
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	4																																			
		3																																		
			5																																	

<ul style="list-style-type: none"> • The website fulfilling the requirement of each question from the criteria in point F. (Design/Construction) <ol style="list-style-type: none"> 1. Is the language learning appropriate for target of learner? 2. Is the language developed with free of mistakes and error such as spelling, grammatical, syntax? 3. Does the link of the site relate and accord with same topic? 4. Is the site free of dead link? 5. Is the site updated regularly? 6. Is the use of navigational aids designed clearly and easily to find pages? 7. Is the website fast to load the pages? 8. Is the content of pages fast to download? 9. Do you find error in the use of HTML code? 			4	5	5
$\frac{\text{TotalScore}}{115} \times 100 = 93\%$					

2. Website Number Two

FUN EASY ENGLISH	SCORE				
	Worse (1)	Bad (2)	Adequate (3)	Good (4)	Excellent (5)
DESCRIPTION OF SCORING					
<ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point A (Usable) <ol style="list-style-type: none"> Is there any error or disable features of website? Is there any limit to number of the visitor to use the website? 					5 5
<ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point B. (has something he/ she wants) <ol style="list-style-type: none"> Does the content of the website base on student needs and wants? Does the website base on student's target? 				4 4	
<ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point C. (Author Authority) <ol style="list-style-type: none"> Is there any information about author? 				4	
<ul style="list-style-type: none"> The website fulfilling the requirement of each question 					

<p>from the criteria in point D. (Purpose)</p> <ol style="list-style-type: none"> 1. Is the purpose of the website clear? 2. Does the intent of website sell product or provide information? 				5	5
<ul style="list-style-type: none"> • The website fulfilling the requirement of each question from the criteria in point E. (Pedagogy) <ol style="list-style-type: none"> 1. Does the use of multimedia fit with English learning for students? 2. Is the use of multimedia worked effectively? 3. How much interactivity for English learning provided in the programs or features of the website? 4. Does the website provide a mechanism for feedback to the information? 5. Can the student give input whether the website is static or dynamic? 6. Does the website provide contact information? 7. Can the user make communication to the author either on-line or off-line? 		3	4 4 4	5 5 5	

<ul style="list-style-type: none"> • The website fulfilling the requirement of each question from the criteria in point F. (Design/Construction) 1. Is the language learning appropriate for target of learner? 2. Is the language developed with free of mistakes and error such as spelling, grammatical, syntax? 3. Does the link of the site relate and accord with same topic? 4. Is the site free of dead link? 5. Is the site updated regularly? 6. Is the use of navigational aids designed clearly and easily to find pages? 7. Is the website fast to load the pages? 8. Is the content of pages fast to download? 9. Do you find error in the use of HTML code? 					<p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>4</p> <p>4</p> <p>4</p> <p>5</p>
$\frac{TotalScore}{115} \times 100 = 90\%$					

3. Website Number Three

ENGLISH GUIDE	SCORE				
	Worse (1)	Bad (2)	Adequate (3)	Good (4)	Excellent (5)
DESCRIPTION OF SCORING <ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point A (Usable) <ol style="list-style-type: none"> Is there any error or disable features of website? Is there any limit to number of the visitor to use the website? 					5 5
<ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point B. (has something he/ she wants) <ol style="list-style-type: none"> Does the content of the website base on student needs and wants? Does the website base on student's target? 					5 5
<ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point C. (Author Authority) <ol style="list-style-type: none"> Is there any information about author? 		2			
<ul style="list-style-type: none"> The website fulfilling the 					

<p>requirement of each question from the criteria in point D.</p> <p>(Purpose)</p> <ol style="list-style-type: none"> 1. Is the purpose of the website clear? 2. Does the intent of website sell product or provide information? 				5	5
<p>• The website fulfilling the requirement of each question from the criteria in point E.</p> <p>(Pedagogy)</p> <ol style="list-style-type: none"> 1. Does the use of multimedia fit with English learning for students? 2. Is the use of multimedia worked effectively? 3. How much interactivity for English learning provided in the programs or features of the website? 4. Does the website provide a mechanism for feedback to the information? 5. Can the student give input whether the website is static or dynamic? 6. Does the website provide contact information? 7. Can the user make communication to the author either on-line or off- 		3	4	4	5

line?					
<ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point F. (Design/Construction) <ol style="list-style-type: none"> Is the language learning appropriate for target of learner? 5 Is the language developed with free of mistakes and error such as spelling, grammatical, syntax? 5 Does the link of the site relate and accord with same topic? 5 Is the site free of dead link? 4 Is the site updated regularly? 4 Is the use of navigational aids designed clearly and easily to find pages? 5 Is the website fast to load the pages? Is the content of pages fast to download? Do you find error in the use of HTML code? 					
$\frac{\text{TotalScore}}{115} \times 100 = 88\%$					

4. Website Number Four

LEARNING CHOCOLATE	SCORE				
	Worse (1)	Bad (2)	Adequate (3)	Good (4)	Excellent (5)
DESCRIPTION OF SCORING <ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point A (Usable) <ol style="list-style-type: none"> Is there any error or disable features of website? Is there any limit to number of the visitor to use the website? 					5 5
<ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point B. (has something he/ she wants) <ol style="list-style-type: none"> Does the content of the website base on student needs and wants? Does the website base on student's target? 			3	4	
<ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point C. (Author Authority) <ol style="list-style-type: none"> Is there any information about author? 				4	
<ul style="list-style-type: none"> The website fulfilling the 					

<p>requirement of each question from the criteria in point D.</p> <p>(Purpose)</p> <ol style="list-style-type: none"> 1. Is the purpose of the website clear? 2. Does the intent of website sell product or provide information? 				5	5
<p>• The website fulfilling the requirement of each question from the criteria in point E.</p> <p>(Pedagogy)</p> <ol style="list-style-type: none"> 1. Does the use of multimedia fit with English learning for students? 2. Is the use of multimedia worked effectively? 3. How much interactivity for English learning provided in the programs or features of the website? 4. Does the website provide a mechanism for feedback to the information? 5. Can the student give input whether the website is static or dynamic? 6. Does the website provide contact information? 7. Can the user make communication to the author either on-line or off- 		3	4 4 4	5 5 5	

line?					
<ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point F. (Design/Construction) <ol style="list-style-type: none"> Is the language learning appropriate for target of learner? 5 Is the language developed with free of mistakes and error such as spelling, grammatical, syntax? 5 Does the link of the site relate and accord with same topic? 5 Is the site free of dead link? 4 Is the site updated regularly? 4 Is the use of navigational aids designed clearly and easily to find pages? 5 Is the website fast to load the pages? Is the content of pages fast to download? Do you find error in the use of HTML code? 					
$\frac{\text{TotalScore}}{115} \times 100 = 89\%$					

5. Website Number Five

PRIMARY GAMES	SCORE				
	Worse (1)	Bad (2)	Adequate (3)	Good (4)	Excellent (5)
DESCRIPTION OF SCORING					
<ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point A (Usable) <ol style="list-style-type: none"> Is there any error or disable features of website? Is there any limit to number of the visitor to use the website? 					5 5
<ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point B. (has something he/ she wants) <ol style="list-style-type: none"> Does the content of the website base on student needs and wants? Does the website base on student's target? 			3 3		
<ul style="list-style-type: none"> The website fulfilling the requirement of each question from the criteria in point C. (Author Authority) <ol style="list-style-type: none"> Is there any information about author? 				4	
<ul style="list-style-type: none"> The website fulfilling the 					

<p>requirement of each question from the criteria in point D.</p> <p>(Purpose)</p> <ol style="list-style-type: none"> 1. Is the purpose of the website clear? 2. Does the intent of website sell product or provide information? 				5	5
<ul style="list-style-type: none"> • The website fulfilling the requirement of each question from the criteria in point E. <p>(Pedagogy)</p> <ol style="list-style-type: none"> 1. Does the use of multimedia fit with English learning for students? 2. Is the use of multimedia worked effectively? 3. How much interactivity for English learning provided in the programs or features of the website? 4. Does the website provide a mechanism for feedback to the information? 5. Can the student give input whether the website is static or dynamic? 6. Does the website provide contact information? 7. Can the user make communication to the author either on-line or off- 		3	4	5	5

line?					
<ul style="list-style-type: none"> • The website fulfilling the requirement of each question from the criteria in point F. (Design/Construction) 					
1. Is the language learning appropriate for target of learner?					5
2. Is the language developed with free of mistakes and error such as spelling, grammatical, syntax?					5
3. Does the link of the site relate and accord with same topic?				4	5
4. Is the site free of dead link?				4	
5. Is the site updated regularly?				4	
6. Is the use of navigational aids designed clearly and easily to find pages?					5
7. Is the website fast to load the pages?					
8. Is the content of pages fast to download?					
9. Do you find error in the use of HTML code?					
$\frac{\text{TotalScore}}{115} \times 100 = 88\%$					

After doing scoring of all five English learning websites, then finally the researcher made the final deduction. In the final deduction, if the website got score over 50%, it means that the website considered reliable, and if the website got score below 50%, it means the website considered not reliable. The description was explained further in chapter 5.

B. Discussion

In this part, the researcher needed to be flashback to the research problems to clarify all the elements and components that supported to conduct and finish this research. The first research problem is what the most visited English learning websites that were conducted in this research. The most visited English learning websites were gained from <http://english.gotop100.com>. This site contains 100 English learning websites that are organized based on the rank from 1 to 100 sites. The process of the rank of the site <http://english.gotop100.com> was gained from how many numbers of visitors that visit and access the ESL site, and then they are calculated based on numbers of users. If the ESL site has big number of visitors, it will be top of the rank from the site and if the ESL site has small number of the visitors, it will be under the rank of the site. This site always monitors the visitors who access English learning websites regularly, so this site knows well the progress of numbers of visitors that come in and out every day.

From 100 ESL websites, the researcher took five ESL websites which are considered as following reasons: First, the researcher just took ESL

websites from the first rank to the fifth rank because those five websites have greater number of visitors than the other websites. It could be considered that the great number of visitors were indicated that the ESL websites are as users' favourite. Second is accuracy, with the small number of websites that were evaluated, the researcher is more focus and maximal to do the research.

The ESL websites were taken from <http://english.gotop100.com> in this research are:

6. **Total ESL** from <http://www.totalesl.com>
7. **Fun Easy English** from <http://www.funasyenglish.com/>
8. **English Guide** from <http://www.english-guide.org/>
9. **Learning Chocolate** from <http://www.learningchocolate.com/>
10. **Primary Games** from <http://www.primarygames.com/>

The second research problem is the criteria of good English learning websites. the criteria of good English learning websites that were used to evaluate those five ESL websites had been gained from some theories of designing good websites for ESL. The theories were gained from good resources and trusted from journals in the internet that have non-profit domain name extensions. According to eMINTS National Center, to know and determine the trusted source of the site, the

site should have non-profit domain name extensions not commercial extensions⁶².

The criteria of designing good ESL websites that were taken in this research are from “the system for evaluating ESL Websites” by Jeffrey T. Nelson accessed on <http://itp.innoved.org>; the second is from eMINTS National Center ”Evaluating and Using Internet Resources” accessed on www.emints.org; and the third criteria is from *The Internet TESL Journal* “Guidelines for Designing a Good Web Site for ESL Students” by Charles Kelly on <http://iteslj.org/>.

Those criteria of good English learning websites from those theories have equal functions but have different criteria. Thus, the researcher had synthesized and determined some criteria that have different purposes in order that the evaluation criteria are more complete. Then, the researcher used the synthesis result to evaluate selected English learning websites.

Third, to determine the reliability of those five English learning websites, the researcher evaluated those five ESL websites used Website Evaluation Criteria form through two phases: Evaluation Checklist and Description (see appendix 1). The example of website evaluation criteria forms were taken from <http://www.ccc.commnet.edu/library/webchecklist.htm> and

⁶² eMINTS National Center. ”Evaluating and Using Internet Resources”, (www.emints.org, accessed on August 02, 2012) page 10.

<http://cuip.uchicago.edu/wit/2000/curriculum/homeroommodules/assessEdSites/evaluate.htm>

After doing evaluation using evaluation checklist and description, the researcher make the final deduction using scoring (see appendix 2). The scoring was conducted to know how many percents those five ESL websites fulfilling the requirement of the criteria of good ESL. The example of scoring test was taken from Jeong-Bae Son, “Exploring and Evaluating Language Learning Web-Sites”⁶³.

⁶³ Jeong-Bae Son, “Exploring and Evaluating Language Learning Web-Sites” (<http://www.usq.edu>, accessed on June 08, 2012) page 224.