# CHAPTER I
# INTRODUCTION

This chapter discusses the area of the study that will be covered in heading; background of study, research questions of the study, objectives of the study, significance, scope and limitation, and then the definition of the key terms.

## A. Research Background

Nowadays, the development of technology and internet has been widely applied in education. The use of World Wide over the past decade has been dramatically increase because of the use of modern technology in teaching languages[1]. With the development of technology and the Internet in education, it is possible now to study with distance learning using internet to link between students and teacher. Then, they may interact with others in different locations by using technology. It means that teacher should recognize the trend toward the use of internet in this modern era. They should realize that the innovation in teaching environment can be done by using internet, because today's students are facing the virtual world[2].

Furthermore, according to Chih-hung, a young teacher of writing and CALL says that by using internet, it can increase the use of electronic document and save papers, because the use of hard-copy documents has been burden for institution, teachers, and the environment[3]. Then, it helps the teacher to prepare handouts for the larger class, and then the teacher does not need to make a lot of copies materials, because by using electronic documents they can share it easily without using any papers. Additionally, according to Ming-Jen's statement, he says that providing links to some materials are better than supplying hardcopy[4].

In term of recognizing the trend of the use of technology and internet in education, a curriculum of English Teacher

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[1] Yu-li Chen Ã, "A mixed-method study of EFL teachers ' Internet use in language instruction", Vol.24, Taiwan: 2008, 1016
[2] Yu-li Chen Ã, "A mixed-method study of EFL teachers…1022
[3] Yu-li Chen Ã, "A mixed-method study of EFL teachers…1022
[4] Yu-li Chen Ã, "A mixed-method study of EFL teachers…1022

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Education Department in Islamic University of Sunan Ampel Surabaya also applies the development of technology and internet in educational side. The proof is the existence of CALL (*Computer-Assisted Language Learning)* class in sixth semester. This class is preparing students in designing materials and media by using technology and internet that can be applied in teaching-learning process. According to fifth students' CALL class in this department, they say that in a semester the class has many kinds of interactive and interesting tasks; such as video conferencing, collaborative writing, making timelines, making podcasts, etc. which must be posted in individual learners' educational blog. Then, they are needed to do online discussion in several sessions of the semester through Schoology. Those explanations are in line with Chun and Plass' statement about CALL class. They say that multimedia program with video, sound, graphics, and text which allow learners to be exposed to the target language can be got by providing this program. According Laura Schola as the district and technology coach, she states that Schoology is a new innovation of digital learning and teaching that resembles Facebook. It has several facilities such as resources, attendance, analytics, course, assignment, discussion which is created by Jeremy Friedman in May 2009 precisely New York America. By using Scoology, the educators can do things as simple as posting assignments, quizzes and links to additional resources or as sophisticated as conducting online courses, providing one-on-one remediation, or hosting discussions[5]. Besides, students do their discussion and their assignment in everywhere and every time without facing their friends and lecturer directly as long as they have internet connection. All of the materials are required students to learn about the newest technology to improve language skills. Many internet language learning resources are introduced during this program in a semester and it provides between the teachers and students with creative and practical ideas, for the example is providing links to go to the various addresses and the students only need clicking those addresses.

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[5] Laura Schola, "The Description of Schoology", (https://edshelf.com/tool/schoology/, accessed on December 5, 2016)

However, based on the researcher's experiences when joining CALL class in a semester, the researcher got difficulties to find and use the internet language learning resources that appropriate with the researcher's teaching purposes. Therefore, the researcher did a preliminary research on five students in sixth semester who are joining in CALL class. The researcher asked their opinion about the benefit of using internet in education, especially for their teaching practice or their real teaching. Based on their answers, it can be concluded that most of them mention the benefit of using technology and internet, but they also mention the difficulties to use it, such as they still getting confused to find out the appropriate materials with their teaching purposes, because since very often the results of the searching in internet language learning resources are so vast and not focused. Moreover, teacher should use internet language learning resources as an empowering tool to improve their language abilities, especially for their language skills such as reading, listening, writing, and speaking. Besides, according to Lin's explanation, she says that today it has been a necessary basic quality and ability for people to search for information using internet resources[6]. It means that teacher needs the assistance to keep up the expanding internet language resources, such as classifying the internet language resources based on certain categories. By classifying the internet language resources, it can be guided the language teacher to explore those resources and choose the right ones for their teaching purposes.

Related with classification of internet language learning resources based on certain categories, the researcher chooses the classification of internet language learning resources based on bloom's taxonomy and the four language skills. In term of bloom's taxonomy, cognitive development is a part of bloom's taxonomy. According to Forehand's statement, cognitive development is a multi-tiered model of classifying thinking according to six cognitive levels of complexity, such as remembering, understanding, applying, analysing, evaluating, and creating[7]. Then, according to Kathryn Zawisza's explanation, bloom's taxonomy is a powerful

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[6] Eleonora Villegas and Reimers. Teacher Professional Development: An International Review of Literature (Paris:International Institue For Educational Planning, 2003).

[7] Forehand, M. "Bloom's taxonomy: Original and revised. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology", 2005

tool to help develop learning objectives, because it explains the process of thinking[8]. Thus, it is necessary to find out the appropriate materials that is taken from internet language learning resources with the students' cognitive level for improving their language skills, therefore the teaching-learning process can be running well.

Moreover, according to Bates and Slobodina's statement, they say that critical the integration of CALL, creative designing supported activities by using technology, and enhance students' active learning are the issue for teacher in this modern era. Teacher need to dig deeply the knowledge how to take advantages of internet language learning resources that can be applied in teaching-learning process, because there is no reason why teacher should not take advantages of internet language learning resources which have many kinds of materials. It is appropriate with Tsun-hsiang's statement that the internet provides good resources and authentic materials for language teacher teaching[9]. Then, according to Pelgrum, he says that the comprehensive knowledge of the potentiality of technologies and the possibilities for language instruction applications are teacher's need in this 21st era. All of these can enrich their instruction and teaching resources in teaching-learning process. Besides, according to Johnstone's statement, he says that internet language learning resources are tools for teachers which supported the materials for creating, adapting, and using the resources as well as they need[10]. Teachers should know well how to get the internet language learning resources that appropriate with students' cognitive development based on bloom's taxonomy and the four language skills to assure the quality of education and educational practices because the two of the most important in educational goals are to promote retention and transfer[11]. Retention means the students' ability of remember what they have learned, and transfer is the ability of students who do not

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[8] Kathry Zawisza, "Using Bloom's Taxonomy to Write Effective Learning Objectives", (https://tips.uark.edu/using-blooms-taxonomy/ accessed on 11 June 2017)

[9] Yu-li Chen Ã, "A mixed-method study of EFL teachers…1022

[10] Ilkka Tuomi, "Open Educational Resources: What they are and why do they matter Report prepared for the OECD". October, 2006

[11] Lorin W. Anderson, et al. A Taxonomy For Learning Teaching And Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. (Addison Wesley Longman, 2001), 63

only remember what they have learned but also they are able to use it to solve the problems[12].

There are three researchers regarding to this issue have been widely conducted. In Australia, Jeong-Bae Son has similar focus on classification of internet resources for language teaching[13]. His research discusses about the place and role of online language teaching tools in CALL and present a category list of the tools. He classifies of online tools becomes twelve categories based on the main features and the functions. Another similar research is done by Yang S H U Ching in Taiwan[14]. The study examines learners' subjective responses to the use of the World Wide Web within the context of a research project on American states. Data was collected using observations and surveys including demographic information and student perceptions via subjective-quantitative and qualitative questionnaire items. The result of this study is classified based on challenges of using the web, advantages of using web, and the learner attitudes towards the web. Additionally, another research about this concern was conducted by J.J. Sylvia entitled *Using Bloom's Taxonomy to Assess Social Media.* She tries to classify the social media for teaching-learning process based on bloom's taxonomy[15].

Based on those reasons which already explained above, this study is conducted to make differences from the previous study. This study will focus on classification of internet language learning resources that facilitate the students' cognitive development based on bloom's taxonomy and the four language skills. Therefore, the teacher will be easier and faster to select the right internet language learning resources that appropriate with their teaching purposes.

## B. Research Question

In relation to the background of the study above, this study is intended to examine the following questions:

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[12] Lorin W. Anderson, et al. A Taxonomy For Learning Teaching And Assessing…64

[13] Jeong-Bae Son. "Online Tools for Language Teaching". Vol.15, No.1, University of Southern Queensland, Australia. June, 2011.

[14] Yang, S. H. U. C. Language Learning On the World Wide Web : An Investigation of EFL Learners' Attitudes and Perceptions, 24(2), 155–181. 2001.

[15] J. Sylvia IV, "Using Bloom's Taxonomy To Assess Social Media Assignments", VOL. 3, No.1, North Carolina State University: 2014

What are the classification of internet language learning resources that can facilitate the students' cognitive development based on bloom's taxonomy and the four language skills?

## C. Objectives of the Study

This research will be aimed to find out:

The classification of internet language learning resources which are able to facilitate the students' cognitive development based on bloom's taxonomy and the four language skills.

## D. Significance of the Research

This result of the study is expected to give contributions, such as:

1. Generally in English Teacher Education Program, this research can be one of references to find out easier and faster some internet language learning resources that provides many kinds of materials for EFL teaching which appropriate with the students' cognitive development based on bloom's taxonomy and the four language skills.
2. For students who take English Teacher education, this research can helpful for their teaching practice by having some internet language learning resources, because it can be found easier and faster on the table of classification of internet language learning resources that appropriate with students' cognitive development based on bloom's taxonomy and the four language skills. The next students of English Education also can take this study as the resource related to the effectiveness of internet resources for facilitating the students' cognitive development based on bloom's taxonomy and the four language skills.
3. While for lecturer, this research can raise their knowledge when they want to find out internet language learning resources that facilitate students' cognitive development based on bloom's taxonomy and the four language skills easily. So, they do not need to get difficulties or directionless again. Further, this study can be one of ways to help both English student teacher and lecturer in Islamic University of

Sunan Ampel Surabaya as the assistance and guidance to find out some internet language learning resources which have many kinds of English materials for facilitating students' cognitive development based on bloom's taxonomy and the four language skills.

4. In particularly, it can be the effective way to find out some internet language learning resources for EFL easier and faster. Thus, the main point is all of them can select the right internet language learning resources that appropriate with their teaching purposes based on bloom's taxonomy and the four skills.

## E. Scope and Limitation

The scope of this study is a Web-Site (http://www.englishtests.webs.com/) that comes from Agarwal's study which is explained on an international journal entitled Internet-Based Language Learning and Teaching[16]. This study shows many kinds of internet language resources materials for all level of learner's ability on seven categories, such as my favourites, my test, video lessons, grammar, listening, reading, and some more. On those table, it consist of online dictionaries, games, quizzes, instant scoring of test with the explanation, etc. People can access all of it by clicking on this link "http://www.englishtests.webs.com/ "[17]. It means that the focus of this study is only this website "http://www.englishtests.webs.com/" that contain of four selected web resources based on the four language skills, such as http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice is for reading skill,  http://www.esl-lab.com/ is for listening skill,  www.myenglishpages.com is for writing skill, and http://www.audioenglish.org/ is for speaking skill.

The limitation of this study is the classification of the internet language learning resources based on a study of Agarwal which appropriate with the categories of students' cognitive development based on bloom's taxonomy and the four language skills.

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[16] M. Kumar Agarwal, "Internet-Based Language Learning and Teaching", Vol.1, No.8, February 2010

[17] Learn and Test English With Dr.Kumar, (http://www.englishtests.webs.com/, accessed on February 28, 2017

Remembering, understanding, applying, analyzing, evaluating, and creating are included in Bloom's taxonomy and reading, listening, writing, and speaking are include in four language skills. Furthermore, to make it clearer, the researcher has a role "if an internet language learning resources already classified into a level of cognitive development based on Bloom's Taxonomy and the four skills, it does not mean that it will impossible to classified it again in another table".

## F. Definition of Key Terms

In order to have the same idea and to avoid misunderstanding of this study, the researcher clarifies the term used in this study as follow:

### 1. EFL Teaching

As cited from a journal entitled EFL Teaching and EFL Teachers in the Global Expansion of English, Berns and Paulston state that English is not a primary language that they are used in their daily life, where English is not the mother tongue of the majority of the population, and the situations of EFL teaching is the majority of teachers of English are not native speakers due to obvious reasons. In this study, the researcher has the same opinion about EFL teaching, because English is not the primary language that they are used in daily life and most of English teachers are not native speakers.

### 2. Internet Language Learning Resources.

According to Johnstone's statement, he says that internet language learning resources is anything that can be used to organize and support learning and teaching process that consist of tools for teachers and support materials to enable them to create and adapt it[18]. Thus, all of the internet language learning resources for EFL teaching as the English material will be classified in this study based on bloom's taxonomy and the four language skills.

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[18] Rupert Herington, "Teaching EFL/ESL Students How To Use Search Engines and Develop Their English", Vol. Viii, No. 12, December 2002

3. **Language Learning Materials.**

Based on Materials Development in Language Teaching book, the definition of language learning material is anything which is used by teachers or learners to facilitate the learning of a language[19]. The materials can be cassettes, videos, CD-ROMs, dictionaries, grammar books, newspaper, native speaker, internet resources, etc. In short, they can be anything which is used to improve the learners' knowledge or experience of the language. Therefore, related with this study teacher can use the internet language learning resources as the teaching materials by selecting and choosing it based on their teaching purposes that will be classified based on classification of bloom's taxonomy and the four language skills.

4. **Bloom's Taxonomy.**

According to Forehand's statement on his e-journal, he states that bloom's taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity[20]. It means that there are six level of cognitive development that is started from the simplest ability to the most complex ability, such as remembering, understanding, applying, analyzing, evaluating, and creating. Thus, the categories of bloom's taxonomy in this study is about the cognitive development that will be the main focus of classification of internet language learning resources.

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[19] Brian Tomlinson, "Materials Development in Language Teaching", (Cambridge University Press: 1998), 2

[20]Forehand, M. "Bloom's taxonomy: Original and revised. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology", 2005