

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Internet Use in Language Instruction

According Marzano's statement, he said that for regarding the effective teaching and learning process, teacher must be focused on improving students learning and develop a viable tool for fostering expertise in teaching¹. Therefore, in order to have a successful teaching and learning process, teacher needs supplies and resources, such as literature textbooks, writing textbooks, handouts, worksheet, internet resources, etc. Then, related with this modern era, teacher should recognize the trend toward the use of internet that has been widely applied in language teaching. Furthermore, as cited from a journal entitled *A Mixed-method Study of EFL Teachers' Internet use in language instruction*, some researchers state that it has been dramatically increasing the development of technology in teaching language on the World Wide Web over the past decade. It has become possible and feasible for language teachers to make effective use of instructional materials, especially in teaching language. Besides, one benefit of using internet resources is the most recent and pertinent information for students can be easily retrieved by the teacher². Besides, the development of hypertext and hypermedia within the context of the World Wide Web, both teachers and students can search and access authentic materials.

2. Types of Internet Resources and Tools for Teaching:³

According to a website of Yale University, it has information about kinds of internet resources and tools. It is divided into seven categories which describe as follow:

¹ Peggy Schooling, Ed.D-Michael Toth-Robert Marzano, Ph.D, "The Critical Importance of A Common Language of Instruction", Marzano Center, 2013. 1

² Yu-li Chen A, "A mixed-method study of EFL teachers...1016

³ Yale University (<http://cls.yale.edu/online-teaching-tools-resources>, accessed on December 12, 2016)

- a. **Audio recording and editing** : an online tool for recording, sharing audio messages and editing, such as [Audacity](#), [Vocaroo](#)
- b. **Photo editing** : an online tool for editing photos, such as Pixlr, SumoPaint
- c. **Multimedia projects**: a set of online tools for creating multimedia-enhanced language learning materials, activities, and assessment (requires initial registration), such as CLEAR's Rich Internet Applications which has many tools:
 - 1) Audio Dropbox: a drop box for students' audio recordings that can be put on any webpage
 - 2) Broadcasts: a podcasting program for language learning
 - 3) Conversations: a tool for recording questions for students to answer them asynchronously
 - 4) Mashups: a great tool that allows for combining video, audio, text, and interactive exercises
 - 5) QuizBreak: a flexible program for creating fun language games
 - 6) Revisions: a platform that supports process writing
 - 7) Scribbles: a tool for handwriting practice online
 - 8) SMILE: a tool for creating interactive language-practice exercises
 - 9) Video Dropbox: a dropbox for students' video recordings that can be put on any webpage
 - 10) Viewpoint: an audio and video repository that allows for recording audio and video files online, or uploading existing media.
 - 11) Worksheets: interactive worksheets that allow for audio/video recording, multiple-choice and matching questions, etc.
- d. **Collaborative working and writing**: a set of applications for creating, sharing, and collaborating on online documents, spreadsheets, presentations, etc, such as GoogleDocs.

- e. **Presentation:** an online presentation and collaboration tool that allows for creating multimedia slideshows and commenting using voice, text, audio file, or video, such as VoiceThread, Prezi.
- f. **Video conferencing:** software for text chatting, instant messaging, and video calling (requires installation), such as Skype.
- g. **Video production and editing:** an easy-to-use online tool for creating videos, such as: Animoto.

3. Internet Language Learning Resources

On 1st February 2010, there is a study about internet-based language learning and teaching which is conducted by Agarwal as the teacher of Riga Technical University. This university is not only focused on providing high quality education, but also conducts advanced research and innovation and technology. Therefore, it can be concluded that both of technology and education have relation for increasing and improving education, especially for EFL teaching process.

On his study, he tries to classify many kinds of internet language learning resources on his web-site. He classifies those web resources become seven categories, such as my favourites, my test, video lessons, grammar, listening, reading, and some more, which has different contents for each table.

This table can be found on (<http://www.englishtests.webs.com/>). Only clicking the table, people directly go to the web resources that have many kinds of language materials for improving the four language skills. (*See Appendix 2.1*)

Moreover, both of teacher and learners can not only find online dictionaries, games, a chat site, quizzes for defining the level of English language knowledge, but also the various of English test with the explanations. Besides, there are some international web-site as internet language learning resources are included on this web-site, such as British Council. According to British Council web-site, British Council is the UK's international

organization for cultural relations and educational opportunities. Then, their work in English purposes is to bring high-quality language materials to every learner and teacher who wants them. Besides, they can teach English and train teacher through radio, web and television broadcasts. Therefore, that is a reason why the researcher choose this web-site, because the table consist of many kinds of English materials. The table of language materials on the web-site are appear below:

Learn English Online
My Dear Students,
I'm your Kumar and I have created this website with my tests and the addresses of all these awesome sites for you. I believe you will find it helpful and benefit from it. Please be informed that besides my own materials, there are several links to other online resources and I do not take any responsibility for the content of these sites.
Kumar

Sign in or Register
Recent Blog Entries
Hi by arshidhans | 0 comments
Share on Facebook

My favourites				
Videos, books and more	Music videos to learn English	Test your vocabulary	Dictionary of slang	Everything for learning English
Reading with audio and translation	Songs with exercises	Books and audio	Idioms	Short films with subtitles
Films with subtitles and translation 1	Videos with exercises	Any word in a sentence	New English words	Films with subtitles
Films with subtitles and translation 2	Audio English	Videos and quizzes	Phrasal verbs	Short films

My tests			
Present Tense	Preposition	Articles 1	Inversion
Past Tense	Preposition of time	Articles 2	Indirect Questions
Future Tense	Order of Adjectives	Articles 3	Question Tags
Infinitive or Gerund	Conditionals	Articles 4	Tagged Speech

Video lessons				
Speaking English	Level based English lessons	English lessons	Let's talk	All about English
More English lessons	Learn American English	Two-minute-long English	Go on speaking	Pronunciation

Grammar			
Explanation and Exercises	Quizzes	In detail	Reference lessons

Listening			
Links	Tests	Exercises	Level based

Reading			
Exercises	Tests	Level based 1	Level based 2

Some more			
Translate a text	Chat with a bot	Text to speech	

Figure 2.1 Agarwal's Web Resources (Learn and Test English with Dr.Kumar, <http://www.englishtests.webs.com/>, accessed on February 28, 2017)

The figure 2.1 is the result of a study about the internet language learning resources that conducted by Agarwal in 2010. He classified 61 web resources based on seven categories with different web address. Additionally, according to Brian Tomlinson, he summaries some researchers' opinion about the basic principles of materials development for teaching of languages:

a. Materials should require and facilitate learner self-investment⁴.

For gaining students learners' attention, invest interest, effort in learning activities, materials can help them to achieve it by giving the topic control and engaging them in learner-centered activities.

b. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes⁵.

Most of researcher agree that the learners should get the opportunities for communicate with other people rather than just to practice in the class. Therefore, the teacher should provide the authentic materials which consist of the real situation in daily life.

c. Materials should take into account that learners differ in learning styles⁶.

Different learners have different style in learning, such as visual, auditory, kinesthetic, studial, experimental, analytic, global, dependent, and independent. Teacher should understand and try to provide materials which can facilitate all of learner's learning style. By using internet language learning resources, there are various interesting English

⁴ Brian Tomlinson, *Materials Development in Language Teaching...* 11

⁵ Brian Tomlinson, *Materials Development in Language Teaching* (Cambridge University Press, 1998), 14.

⁶ Brian Tomlinson, *Materials Development in Language Teaching...* 17

materials for the learners. The knowledge is not only from the book, but also from the internet which more interesting.

4. Bloom's Taxonomy: Original and Revised

a. The History of Bloom's Taxonomy⁷

In 1948, the Convention of American Psychological Association led Bloom to spearhead a group of educators who eventually undertook the ambitious task of classifying educational goals and objectives. Their intent was to develop a method of classification for thinking behaviors that were believed to be important in the processes of learning. At the time, educators were wrestling with a number of questions, many prompted by the influx of World War II veterans enrolling in college. The veterans wanted a good education, but what makes an education "good"? How could instructors ensure that learners graduated with more than just lower-level factual knowledge? Then, one of Bloom's students, Lee S. Shulman, recalls when these questions were raised, educators were just beginning to consider assessment.

Bloom, as the director of the examiner's office at the University of Chicago was developing assessments to measure the learning. When he tried to share ideas and test items with other evaluators, he found that instructors agreed that they wanted learners to "understand," but they had very different ideas about what understanding meant. Bloom imagined a taxonomy that would organize educational goals into a hierarchy. It seems like the biologists who classify the living of creatures into categories that ascend from species to kingdom. The taxonomy

⁷ Cecelia Munzenmaier, Nancy Rubin, Perspective Bloom Taxonomy: What's Old Is New Again (2013 The eLearning Guild, 3)

that bears his name is based on the work of hundreds of collaborators, including reviewers, contributors of case studies and examples, and a core of working group for about 30 people. Then, the result of their efforts are published in 1956. It is officially known as *Taxonomy of Educational Objectives*. Bloom often called this work *The Handbook*.

However, the educators, instructional designers, researchers, and evaluators who apply this classification generally call it as Bloom's Taxonomy. This recognizes Bloom's foundational contribution to the project: He convinced his collaborators to organize learning behaviors on a continuum from the simplest to the most complex.

b. The Original Taxonomy Of Cognitive Domain

In 1956, Bloom said that the cognitive domain involves knowledge and the development of intellectual skill. Cognitive domain is included in recalling specific facts, procedural patterns, and concepts that serves in the development of intellectual abilities and skills⁸. There are six categories of cognitive domain which is starting from the simplest ability to the most complex ability, or it can be called as degrees of difficulties. In an effort to decrease the confusion of the six level of bloom's taxonomy, the table of cognitive domain are appear below:

⁸ Forehand, M. "Bloom's taxonomy: Original and revise"
(<http://www.coe.uga.edu/epltt/bloom.htm>, accessed on November 29, 2016)

Table 2.1 The Original of Bloom's Taxonomy

Category	Key Words (Verbs)		
Knowledge: Recall data or information	Arranges	Labels	Recalls
	Defines	Lists	Recognizes
	Describes	Matches	Reproduces
	Identifies	Names	Selects
	Knows	Outlines	States
Comprehension: Understand the meaning, translation, interpolation, and interpretation of instruction and problems. State a problem in one's own words.	Comprehends	An example	Rewrites
	Converts	Infers	Summarizes
	Defends	Interprets	Translates.
	Generalizes	Paraphrases	
	Give	Predicts	
Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	Applies	Discovers	Prepares
	Changes	Manipulates	Produces
	Computes	Modifies	Relates
	Constructs	Operates	Shows
	Demonstrates	Predicts	Solves Uses
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Analyses	Deconstructs	Infers
	Breaks down	Differentiates	Outlines
	Compares	Discriminates	Relates
	Contrasts	Distinguishes	Selects
	Diagrams	Identifies	Separates
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.		Illustrates	
	Categorizes	Explains	Relates
	Combines	Generates	Reorganizes
	Compiles	Modifies	Revises
	Composes	Organizes	Rewrites
	Creates	Plans	Summarizes
	Devises	Rearranges	Tells
Designs	Reconstructs	Writes	
Evaluation: Make judgments about the value of ideas or materials.	Appraises	Critiques	Interprets
	Compares	Defends	Justifies
	Concludes	Describes	Relates
	Contrasts	Discriminates	Summarizes
	Criticizes	Evaluates	Supports
	Explains		

c. The Revised of Bloom's Taxonomy

In 2001, a former student of Bloom's, Lorin Anderson, and a group of cognitive psychologists,

curriculum theorists and instructional researchers, and testing and assessment specialists published a revision of Bloom's Taxonomy entitled A Taxonomy for Teaching, Learning, and Assessment⁹.

Table 2.2 The Revised of Bloom's Taxonomy

Category	Key Words (Verbs)		
Remembering: Shallow processing: drawing out factual answers, testing recall and recognition.	Choose	Locate	Recite
	Describe	Match	Recognize
	Define	Memorize	Select
	Identify	Name	State
	Label	Omit	
Understanding: Comprehending the meaning, translation, interpolation and interpretation of instructions and problems. State a problem in one's own words.	List		
	Classify	Illustrate	Represent
	Defend	Indicate	Restate
	Demonstrate	Interrelate	Rewrite
	Distinguish	Interpret	Select
	Explain	Infer	Show
	Express	Judge	Summarize
	Extend	Match	Tell
Applying: Knowing when to apply, why to apply, and recognizing patterns of transfer situations that are new, unfamiliar or have a new slant for students.	Give example	Paraphrase	Translate
	Apply	Organize	Show
	Choose	Paint	Sketch
	Dramatize	Prepare	Solve
	Explain	Produce	Use
	Generalize	Select	
Analyzing: Breaking down into parts, forms.	Judge		
	Analyze	Differentiate	Point out
	Categorize	Distinguish	Select
	Classify	Identity	Subdivide
Evaluating: According to some set of criteria and state it why	Compare	Infer	Survey
	Appraise	Criticize	Compare
	Judge	Defend	
Creating: Combining elements into a pattern not clearly there before.	Choose	Develop	Make up
	Combine	Do	Originate
	Compose	Formulate	Organize Plan
	Construct	Hypothesize	Produce
	Create	Invent	Role play
	Design	Make	Tell

⁹ Forehand, M. "Bloom's taxonomy: Original and revise"
(<http://www.coe.uga.edu/epltt/bloom.htm>, accessed on November 29, 2016)

The graphic below illustrates the differences between Bloom's original taxonomy and the 2011 revised taxonomy¹⁰:

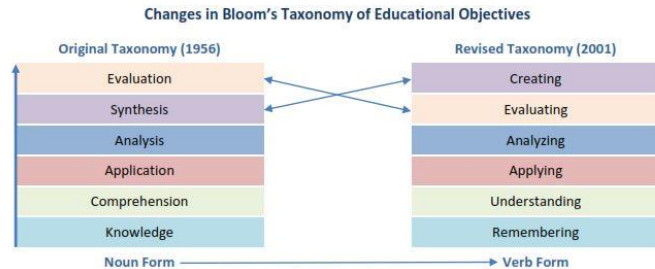


Figure 2.2 Changes in Bloom's taxonomy of Educational Objectives, (The International Assembly for Collegiate Business Education, *Bloom's Taxonomy of Educational Objectives and Writing Intended Learning Outcomes Statements* (Lenexa, Kansas-USA, 2014-2016), 4, accessed on 19 October, 2016

The most obvious differences between the 1956 and 2001 versions is in revising the taxonomy between evaluation and synthesis. The highest level is not the evaluation, but a new category of creating becomes the highest level. This category was originally recognized as synthesis. Another significant change is the category names. Changing the name of six categories is in noun form becomes the verb form.

Then, according to Zawisza's explanation, she said that bloom's taxonomy is the powerful tool to help develop learning objectives, because it explains the process of thinking. Therefore, in this study the researcher used the categories of bloom's taxonomy to identify the internet language learning resources.

¹⁰ The International Assembly for Collegiate Business Education, *Bloom's Taxonomy of Educational Objectives and Writing Intended Learning Outcomes Statements* (Lenexa, Kansas-USA, 2014-2016), 4

5. The Four Language Skills¹¹

a. Reading

According to Hornby, he said that when people look at the written or printed words or symbol and they are understand the meaning of those, it means that they are reading. Besides, according to Harmer's explanation, there are two types of reading; Extensive and intensive reading. When the teacher have their own reading program for the students which includes materials, guidance, tasks, and libraries, it means that the teacher applies extensive reading. On the other hand, intensive reading means detailing focus on reading text and complementing with some activities, such as study about grammar or vocabularies. It will be better if the students have opportunities to choose what they want to read, therefore they will read some text with pleasure and the teacher can motivate the students to read intensively and extensively by engaging them with different topics and tasks.

Then, according to the theory of micro and micro reading skill that stated by Brown and Abeywickrama in 2010¹², commonly for micro skills those websites are recognize a core of words and interpret word order patterns and their significance, recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses, and for macro skills those websites are recognize the communicative functions of written texts, according to forms and purpose, then infer context that is not explicit by activating schemas (using background knowledge), from described ideas, infer links and connections between events, deduce causes and effects, and detect such us relations as

¹¹ Muñoz Bastíasin, "Tegration Of The Four Skills Of The English Language And Its Influence On The Performance Of Second Grade High School Students", (Chili, 2011), 17, 23, 27, 32

¹² H. Douglas Brown – Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices* (Longman: 2010), 63

main idea, supporting idea, new information, given information, generalization and exemplification, then develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

b. Listening

According to Harmer, he mentions two different kinds of listening. First, Extensive Listening “refers to listening which the students often do for pleasure or some other reason. The audio material they consume in this way often on CDs in their cars, on MP3 players, DVDs, videos or on the internet should consist of texts that they can enjoy listening to because they more or less understand them without the intervention of a teacher or course materials to help them.

Then, according to the theory of micro and macro listening skill that stated by Brown and Abeywickrama in 2010¹³, commonly for micro skills those websites are recognize English stress patterns, words in stressed and unstressed positions, intonation contours, and their role in signing information, and for macro skills those websites are recognize the communicative functions of utterances, according to situations, participants, and goals, then infer situations, participants, goals using real-world knowledge, and from events and ideas described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such us information generalization and exemplification, then develop and use a battery of listening strategies, such us detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension thereof.

¹³ H. Douglas Brown – Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices...* 67

c. Writing

According to Richards & Renandya, they mention that writing is the most difficult skill for L2 learners, since they need to generate ideas, organize them and translate these ideas into readable text which can be very difficult for students. Then, Harmer mentions some important aspects that are considered in writing such as Handwriting, even though communication takes place electronically nowadays. However, there are example in which students write by hand, for example in language exams.

Related with writing skill, the researcher connected with the theory of micro and macro writing skill that stated by Brown and Abeywickrama in 2010¹⁴. Particularly, there are some websites are produce an acceptable core of words and use appropriate word order patterns, use cohesive devices in written discourse. Those are the objectives of micro skills in writing skills. Then, for the micro skills are use the rhetorical forms and conventions of written discourse, appropriately accomplish the communicative functions of written texts according to form and purpose, convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, recognize a core of words and interpret word order patterns and their significance, recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses, and for macro skills those websites are recognize the communicative functions of written texts, according to forms and purpose, then infer context that is not explicit by activating schemas (using background knowledge), detecting discourse markers, guessing the

¹⁴ H. Douglas Brown – Priyanvada Abeywickrama, Language Assessment: Principles and Classroom Practices... 70

meaning of words from context, and activating schemata for the interpretation of texts.

d. Speaking

Hornby defines speaking is an activity where people are having a conversation or talking with somebody. Besides, according to Hadfield, he says that speaking is an interaction among people which is the listener can give response to the speaker and deliver the message. However, it is still difficult for learner of EFL having interaction each other, because they need to understand what they speak.

Related with speaking skill, the researcher connected with the theory of micro and macro speaking skill also that stated by Brown and Abeywickrama in 2010¹⁵. Commonly, there are some websites are produce the English patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours, produce fluent speech at different rates of delivery, produce speech in natural constituents: in appropriate phrases, pause groups, and sentence constituents. Those are the objectives in micro speaking skills. Then, the macro skills are appropriately accomplish communicative functions according to situations, participants, and goals, convey links and connections between event and communicate such relations, conversation rules, floor and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations, convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

B. Previous Studies

In this part, the researcher reviews the previous study that conducted by Jeong-Bae Son which has similar focus on classification of internet tools for language teaching that is entitled “Online Tools for Language Teaching” which

¹⁵ H. Douglas Brown – Priyanvada Abeywickrama, Language Assessment: Principles and Classroom Practices...74

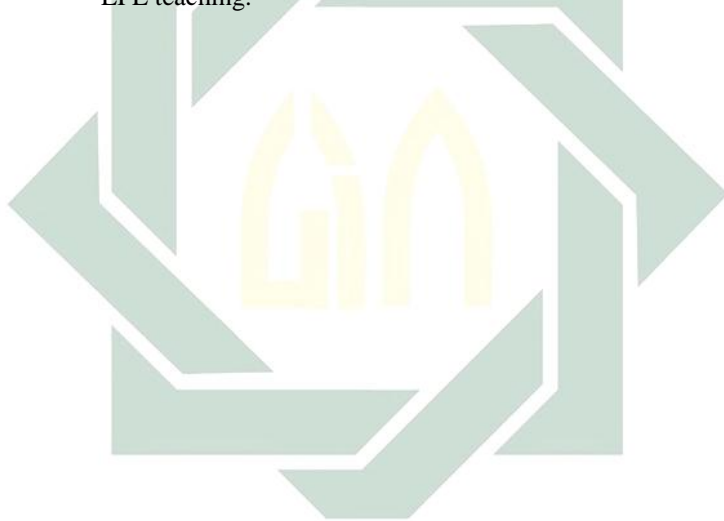
conducted in Australia¹⁶. His research discusses about the place and role of online language teaching tools in CALL and present a category list of the tools. Then, according to the main function and the features, he classified the internet resources into twelve categories, such as learning content management, communication, live and virtual words, social networking and bookmarking, blogs and wikis, presentations, resources sharing, website creation, web exercise creation, web search engine, dictionaries and concordances, and utilities. However, this study is different with that study, because it is more specific in classifying of Agarwal's study about the internet language learning resources which is able to facilitate the students' cognitive development based on bloom's taxonomy and the four language skills. The classification is only focus on web resources that classified by Agarwal in his study for EFL teaching that has related with bloom's taxonomy and language skill (writing, speaking, listening, and reading) where the teacher can easily to find out the appropriate internet language learning resources in online educational websites for EFL teaching in every stages of students' cognitive development.

Another research has been conducted by Yu-Li Chen in Taiwan with her research entitled *A mixed-method study of EFL teachers' Internet use in language instruction*¹⁷. The researcher was intended to answers about the factors that influence the teachers in integrating the Internet into their instruction. Then, the result shows that teacher training is the most prominent determinant factors of Internet use, but before getting the result of the study, the researcher tries to classify many kinds of internet tools and resources. She wants to know about kinds of internet tools and resources that are very often used by the teachers in that place. However, this study only classify of a website as the internet language learning resources that comes from Agarwal's study, and it will be included into the table of Bloom's Taxonomy and the four language skills.

¹⁶ Jeong-Bae Son. "Online Tools for Language Teaching". Vol.15, No.1, University of Southern Queensland, Australia. June, 2011

¹⁷ Yu-li Chen A, "A mixed-method study of EFL teachers' Internet use in language instruction", Vol.24, Taiwan: 2008, 1015–1028

Another research about this concern was conducted by **J.J. Sylvia** entitled *Using Bloom's Taxonomy to Assess Social Media*¹⁸. This study is conducted for assessing social media using bloom's taxonomy, because in this modern era, when students are often use social media in socializing, it does not guarantee that they know how to use social media for education field. Then, the researcher classifying the social media for teaching-learning process based on bloom's taxonomy. Although J.J Sylvia's study uses bloom's taxonomy also, but it is still different with study, because J.J Sylvia classifies the social media. It is not internet language learning resources for EFL teaching.



¹⁸ J. Sylvia IV, "Using Bloom's Taxonomy To Assess Social Media Assignments", VOL. 3, No.1, North Carolina State University: 2014