

I love Indonesia: Perceptions of Web-facilitated language learning among learners of English as a Foreign Language

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Integration of computers into Foreign Language (FL) learning has become the all-but-inevitable direction for the future, given the (a) considerable benefits this affords for students of English as a Foreign Language (EFL), (b) characteristics of today's learners as Generation Z (González-Lloret & Ortega, 2014), and (c) widespread use of the internet in the twenty-first century. This situation has spurred a transformation of Computer-Assisted Language Learning (CALL) into Web-Facilitated Language Learning (WFLL) as an alternative paradigm for EFL teachers and learners. Furthermore, Task-Based Language Teaching (TBLT) is likely to serve as a pedagogical framework in designing the web for the purpose of FL learning. The primary objectives of the present study were therefore to (a) develop a teacher-designed learning website, namely I Love Indonesia, and (b) gather information from high school learners of English in Indonesia with different attitudes towards CALL (positive/moderate/negative) in correlation with how they perceive WFLL (agree/disagree) and perform web-based activities. Descriptive Statistics, IF Function in Excel, Correlation Analysis, and Independent-samples T-test were employed in the study. Finally, the study findings demonstrate that (a) the majority of learners participating in the study have positive attitudes towards CALL, (b) all focused participants have positive perceptions of WFLL and (c) learners with positive attitudes are likely to have more positive perceptions (to agree) than moderate and negative attitude learners (ones who disagree) on the use of the website for language learning. In addition, the website seems to benefit EFL learners in some specific areas. Consideration should be given to working with

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a greater number of learners over a longer period of time when conducting further studies on the effectiveness of the website for EFL learners in order to be able to shed some light on the development of their language skills.

Keywords: attitude, perception, task-based language teaching, web-facilitated language learning

Introduction

It is now undisputed that technology is exerting an ever-growing influence on human activities, including in educational settings. This has created a strong incentive for the use of computers and any other information and digital technology in the context of English as a Foreign Language (EFL) teaching and learning. If language educators are to profit from advancements in technology and the benefits created by this progress, they will need a keen awareness and to strive for integration of technology into language teaching to enable the development of more effective and attractive methods of language learning. In view of the widespread use of the internet in the twenty-first century, digital literacy (Eshet-Alkalai, 2004) is also becoming an issue in some countries where EFL learners are expected to acquire this kind of literacy while learning a Foreign Language (FL). In recent years, information has come to light suggesting that the use of technology in FL learning contributes significantly to proficiency in the FL that is learned.

As internet-based technology keeps advancing with each passing year, there is a growing perception of the transformation of Computer-Assisted Language Learning (CALL) into Web-Enhanced Language Learning (WELL), which represents a new paradigm for teachers and learners (Taylor & Gitsaki, 2003). In addition, Blake (2011) elaborates further on current trends in Online Language Learning (OLL). Web-Facilitated Language Learning (WFLL) is one of the leading formats supported by OLL that is now attracting widespread attention within the CALL sector.

Indonesia, one of 11 countries in Southeast Asia, is a developing country that is still forging rapid expansion in internet access coverage and the speed of internet connections. In the Q4/2015 report published by Akamai – which portrays itself as *the global leader in Content Delivery Network (CDN) services* – Indonesia was leading the way with an improvement of 109%, ahead of other countries in the Asia Pacific. This impressive progress was more than double that achieved in the preceding year when measured by Average Connection Speed (ACS). In 2015, Indonesia came in 92nd place with ACS at 3.9 Mbps, but remained behind other Southeast Asia countries, such as Singapore (16th), Thailand (42nd), Malaysia (73rd), and Sri Lanka (78th). Furthermore, in the fourth quarter in 2015, Akamai also ranked Indonesia 6th by Average Peak Connection Speed (APCS) among APAC countries and territories. That quarter, Indonesia advanced more rapidly than the other countries with the APCS at 79.8 Mbps and a 157% jump quarter-to-quarter, not to mention a 495% gain year-on-year.

This positive trend is consistent with the implementation of the 2013 curriculum, the latest curriculum used in educational settings in Indonesia, stating that learners need to develop the requisite skills for the challenges of globalization, advances in information technology (IT), and the convergence of science and technology. That is why technology literacy, and computer and internet literacy in particular, was incorporated as language-

learning outcomes in tandem with digital literacy. In this study, the feasibility of integrating WFL for the purpose of FL learning will be investigated in greater depth within the Indonesian context, where the present trend of CALL is of interest to educators, teachers, lecturers, and material developers.

Therefore, the present study begins by taking a look at the attitudes of EFL learners towards CALL. On the basis of this information about attitudes (negative, moderate, or positive), the study will then investigate the general perceptions of negative-attitude learners, moderate-attitude learners, and positive-attitude learners during the implementation of WFL. These perceptions involve a number of issues that will be examined here, such as learning enjoyment, self-confidence that reduces FL anxiety, digital literacy, learning autonomy, and perceived language skills. Furthermore, the website used in this research is one specific website (www.iloveindonesia.my.id), which has been established and developed by the researcher and his colleague for this purpose. The website contains interactive learning materials supported by two particular program applications (H5P and GoAnimate). Additionally, the learning activities on the website built around the theme of *Hopes and Dreams*, which is related to the educational curriculum currently in use in Indonesia.

This study specifically discusses the attitudes and perceptions of EFL learners because few studies have been conducted on WFL in Indonesia, and therefore these two relevant aspects will be a very good point of departure for further research. Both are crucial to the task-and-web integration because of their influence on the way EFL learners think, decide, and perform during the learning process. Consequently, these two aspects can help create more effective and successful language learning. More importantly, to look at the dynamic of the learning process for learners, a simple tracking system facility was built into the website to emphasise the roles of the teacher as the facilitator, instructor, and administrator. This facility enables the teacher to track learner participation during online on-task and off-task activities within the allocated period of time.

Based on learner participation records and their responses gathered in a perception questionnaire, the researcher was then able to analyse whether positive-attitude learners, moderate-attitude learners, and negative-attitude learners carry out and perceive web-based activities as expected, that is, with consistently more active website participation and more positive perceptions of WFL among positive-attitude learners compared to moderate-attitude learners and negative-attitude learners. Using SPSS Descriptive Statistics, the IF Function in Excel, correlation analysis, and the independent-samples T-test to analyse data about EFL learner attitudes, web participation, and perceptions, this study seeks to answer the following questions:

1. What are EFL learners' attitudes towards CALL before using the website?
2. What are the perceptions of EFL learners about WFL after using the website?
3. Is there any correlation between the attitudes of EFL learners towards CALL and their web participation and perceptions on WFL?

Literature review

In recent times, the use of computers for language learning has become a core issue in educational settings due to many benefits computers can provide for learners of EFL. Some studies prove that computers contribute positively towards the quality of language teaching and learning by supporting learner productivity (Işman, Çağlar, Dabaj, Altınay, & Altınay, 2004), offering skill-based real-world situations (Yang & Chen, 2007), increasing

motivation and promoting learner-centred instruction and engagement in the learning process (Dwyer, 1996; McGrath, 1998), and fostering learning autonomy (Beatty, 2013). Likewise, computers help teachers organise learning activities (Kitchakarn, 2015), facilitate learning and development (Sackes, Trundle, & Bell, 2011; Lim, 2012), benefit low achieving learners through the effects of multimedia (audio, visual, and audio-visual) in reducing FL anxiety and building self-confidence (Nowaczyk et al., 1998), enhance digital literacy (Eshet-Alkalai, 2004), and engender positive attitudes and perceptions among learners of the integration of computers into FL learning (Stepp-Greany, 2002; Kitchakarn, 2015).

In addition to all this, the integration of computers in service of FL learning is all but certain for the future given that today's learners are the Generation Z or iGeneration or Net Generation (González-Lloret & Ortega, 2014); these are learners who: "...[w]ere born in the early 2000s or later and therefore do not know anything other than life with the full spread of the Internet and the gadgets and technologies that support its use (p. 2)".

A key characteristic of Generation-Z learners is that the internet plays a pivotal role in language teaching and learning. Many teachers are now making increasing use of the more authentic web resources available to give learners support in improving their language knowledge and skills. This language learning format refers to a series of specially designated web-based activities for the purpose of language learning. Stepp-Greany (2002), Taylor & Gitsaki (2003), and Son (2007, 2008) are some of the researchers who claimed the usefulness of the Web in FL learning.

Use of Web is drawing serious attention because it represents "...[o]ne of the most diverse and revolutionary media in human history (Warschauer & Healey, 1998, p. 64)", and recently language teachers have become more interested in promoting Web 2.0 technologies, defined as technologies that can support learners in transforming information and *harnessing collective intelligence* (O'Reilly, 2005: p. 2). Web 2.0 technologies include blogs, chats, wikis, gaming environments, virtual worlds, and synthetic immersive environments.

From a pedagogical perspective, the Web affords learners unlimited resources for accessing and selecting authentic materials used in real-life contexts for their own language learning (Warschauer, Turbee, & Roberts, 1994; Murray & McPherson, 2004; Son, 2005; Zhou, 2018). In addition, Schneiderman (1998) and Surayatika (2017) explain that learners are also offered by the web a plethora of interactive multimedia in the forms of videos, sounds, pictures, and animation. Levy (1997) postulates that the web allows five types of interaction; (1) learners are able to interact with a web site, (2) learners are able to interact with a form-field, which is an interactive form to be completed by the user, (3) learners are able to interact with a teacher or another learner (involving two people), (4) learners are able to interact with/within a group, and (5) learners are able to use the web as a learning environment. These interactions can undoubtedly be optimised with the support of the teacher as facilitator (Taylor & Gitsaki, 2003) who provides necessary guidance (Barson, 1998; Felix, 1999), sets group and/or individual projects and makes sure that the web has no technical problems that would hamper completion of the tasks.

In view of modern pedagogical theories (Taylor & Gitsaki, 2003), there is good reason to believe that web-based language learning fosters the seven characteristics of meaningful learning described by Jonassen (1995), namely *active*, *constructive*, *collaborative*, *intentional*, *conversational*, *contextualised*, and *reflective*, as it encourages *student-centred classrooms*, *learner autonomy*, and *project-based learning*. Pino (2008) also found that instructions in web-based language learning reduced the anxiety level of learners and enabled them to

FL teaching and learning (Son, 1998; Liou, 1999), and this calls for substantial efforts to integrate the web into the learning process.

Additionally, two similar studies on learners' perceptions and attitudes on the use of web materials in learning activities were carried out by Stepp-Greany (2002) and Zamari, Adnan, Idris, & Yusof (2012). In her research, Stepp-Greany (2002) investigated 358 learners in Spanish Technology-Enhanced Language Learning (TELL) classes, which included web-based work as one of main activities, and provided them with a 45-statement questionnaire about how they perceived the role and importance of the instructor, the relevance and accessibility of the online resources and/or the lab environment. Learners were also asked about the perceived effects of all these on the subject being taught, language skills, language-learning interest and enjoyment, self-confidence, technical skills, and in-class performance assessment. The data that was collected demonstrated that learners viewed the instructor as playing an important role in TELL (including WELL) and can therefore have significant impact on acquisition of cultural knowledge, development of listening and reading skills, and learning autonomy.

In the other study, Zamari, Adnan, Idris, & Yusof (2012) analysed 97 questionnaires completed by the first-semester students in Universiti Teknologi MARA Perak, Malaysia (UiTM) who enrolled in BEL120 (Consolidating Language Skills classes). Their research focused on six areas of learner perceptions of the use of online language learning materials, and learners engaged in web-based learning activities as part of completing their assignments. Feedback obtained from participants was grouped by six key issues: (1) how frequently learners visited the websites, (2) choice, (3) recommendations, (4) what problems learners encountered, (5) how effective the task was in the learners' opinion, and (6) learner initiatives in accessing the websites. The result proved that the majority of students at UiTM found web-supported FL learning to be helpful and interesting for improving their English language skills, but their study hampered by problems with slow internet access that discouraged some learners and put them off further language learning with online materials. This problem needs to be understood as one of the biggest obstacles in terms of implementing web-based language learning in developing countries where internet connections are not as fast and universally available as in developed countries.

When investigating the prior relevant empirical studies, a number of researchers (Kung & Chuo, 2002; Osuna & Meskill, 1998; Rosell-Aguilar, 2004; Son, 2007; Son, 2008; Stepp-Greany, 2002; Taylor & Gitsaki, 2003; Zamari, Adnan, Idris, & Yusof, 2012) conducted several experiments which examined web-based language-learning activities in relation to learner attitudes and perceptions as the central concern of their research and this present study as well. Son (2007) observed 12 English as a Second Language (ESL) learners, consisting of 3 males and 9 females with the average age of 26, in an upper-intermediate English Language Intensive Courses for Overseas Students (ELICOS) context. All of them had 2-9 years of internet experience. The most frequent activities while on the web or accessing internet were reading email, browsing information, downloading (pictures, songs, games), and chatting. As participants in the study, learners were provided guidance on the use of the web and were also scrutinised when performing two web-based activities (pre-created web activities and task-based web activities).

Son (2007) then concluded that "...[t]he web is a useful tool and a supplementary resource for learning ESL; the students' engagement in the suggested activities was observed and their attitudes toward the activities were found to be positive (p. 21)". A year later, Son (2008) presented another study which supported his previous arguments on the

usefulness of the web in language teaching and learning. Twelve ESL learners (7 males and 5 females) in an Upper-Intermediate ELICOS program with the mean age of 27 participated in the study. At that time, the program had four Web-Based Language Learning (WBLL) sessions (a 1.5 hour-session per week for 4 weeks) covering three types of activities (pre-created web activities for grammar, vocabulary, reading, and listening; task-based web activities requiring learners to use the web to produce certain outcomes; teacher-made web activities). The results revealed that after using the web site, learners showed positive attitudes towards WBLL. Moreover, learners felt that WBLL stimulated their interest in web-based activities for foreign/second language learning during and outside class time.

Three studies performed by Osuna & Meskill (1998), Kung & Chuo (2002), and Rosell-Aguilar (2004) yielded similar results, with noticeably positive attitudes among learners on the use of the web for FL learning. Another study by Taylor & Gitsaki (2003) examined 106 Japanese university freshmen aged 18 to 19. They were computer novices, but outside classroom time they had access to computer labs. The research was conducted over a six-month period and during that time, participants were taught English communication skills through web-based activities. A 90-minute class was held each week in a traditional classroom with web-based homework to be completed outside classroom time. The study evaluated learner perceptions, attitudes, and beliefs about the use of the web for language learning using a 6-point Likert-scale questionnaire consisting of 23 statements. The results showed that 95% of participants noticed improvement in their computer skills and 66% of them agreed that they learned more English through the web. Hence, it can be concluded that the web has a positive value as a language-learning tool.

Furthermore, the present challenge is how provide learners with appropriate exposure to the overwhelming abundance of resources on the web and keep it in line with the language-learning syllabus of the set curriculum. In respect to the use of the web in FL learning, Task-Based Language Teaching (TBLT) offers a promising pedagogical framework for using the web as a support for language learning as well as a bridge to integrate technology and tasks within the existing curriculum. Therefore, any exploration of the suitability of TBLT for use in the web-based activities will provide useful contributions to further discussion.

TBLT is seen as a separate teaching pedagogy underpinned by the umbrella Communicative Language Teaching (CLT) that encourages learners to perform meaningful tasks in the target language. This pedagogy focuses on the use of authentic language, so that learners will not only achieve linguistic outcomes (knowledge-based experience), but also non-linguistic outcomes (real-life-based experience, e.g. making an appointment, reserving a flight ticket, sharing hopes and dreams, etc). Moreover, the tasks should encompass a primary focus on meaning, some types of gap (information gap, reasoning gap, and opinion gap), the interests of the learner, and clearly defined communicative or non-linguistic outcomes (Ellis, 2003).

In relation to the infusion of new technologies, TBLT has potential for synergy with web-facilitated language learning, given that both are able to support the simultaneous learning of languages and digital literacy. As such, they may add remarkable educational value for learners, and therefore the promotion of technology-mediated TBLT curricula will be of importance in the future. However, developing such technology, in this case a website, to know how the students perceive and make use of it is not an easy task. That is why the present study examines the perceptions of EFL learners about Web-Facilitated

Methodology

This section explains the methodological approach used to examine the three research questions outlined in the previous section. The explanation is divided into four sections, namely (1) subjects, (2) procedure, (3) materials, and (4) analysis.

A. Subjects

This study included 232 Indonesian learners of English (141 female; 91 male) as initial participants. The researcher actually contacted the participants personally via social media, and he also received help from some English teachers. The participants came from 6 different high schools in Central Java, Indonesia, and were aged between 14 to 18 years old. In addition, 74 participants were first-year students, 146 second-year students, and 12 third-year students. In disaggregation by type of school (government school or private school), 164 participants attended 5 different government high schools, and 68 go to a private high school. Ninety-two participants had previous instruction from native English teachers, 140 had engaged in conversation with foreigners, and none of them had ever stayed abroad (at least three months in length).

B. Procedure

This study was conducted in 7 steps: (a) distributing the first online-questionnaire (see Appendix A) on learner attitudes towards CALL, (b) analysing the result and categorising participants based on their attitudes towards CALL, (c) setting up the website and developing the interactive learning materials, (d) trying out the website with the learners approximately for 1–2 weeks, (e) distributing the second online-questionnaire (see Appendix B) on learners' perceptions on WFL after using the website, (f) interviewing learners and an English teacher in relation to WFL, and (g) analysing and interpreting the results and making a report on it. Two questionnaires used in this study were translated into *Bahasa* (the Indonesian language) by the researcher, and the translations were checked by a proficient bilingual Indonesian-English speaker before implementation.

In addition, the participants of this study were narrowed down from 232 to 23 learners. These 23 participants became the focus group of the study tasked with trying out a certain website and completed the second questionnaire as well as being interviewed by the researcher. This small number of participants was selected due to time constraints and the specific aim of the researcher to conduct in-depth investigations of no more than 20 to 30 students. The underlying reasoning that the total of 20 to 30 students could represent one ideal class-size.

At the time the study was conducted, the participants (learners and teacher) were living in Central Java, Indonesia. They communicated with the researcher through online tools. Furthermore, they were not told that some might get a few incentives for participation.

C. Materials

A particular website, namely www.iloveindonesia.my.id, was designed by the researcher and established with the help of his colleague from Indonesia. The name of *I Love Indonesia* was chosen for synergy with one of 18 educational values of nation's culture and characters **163**

upheld by the Ministry of Education and Culture, Indonesia since 2010; *nationalism* or a *sense of belonging to Indonesia*. Moreover, the website was developed using a programming language outside the expertise of the researcher, and hence a colleague of his gave a considerable support in this study. Meanwhile, the learning contents on the website were created by the researcher using two primary program applications; H5P and GoAnimate. Both program applications are very useful platforms for teachers when creating more interactive and interesting contents for learners.

Using H5P and GoAnimate, 8 main interactive contents were uploaded on the website in the form of audio-visual/video material (activity 1, 2, 4, 6, 8), flashcards (activity 3), memory games (activity 5), and presentations (activity 7). The videos/animation used in activity 1, 2, and 4 were taken from YouTube, and other videos/animations presented in activity 6 and 8 were made in GoAnimate. H5P with its 27 content types are assumed to play an important role in helping the researcher make the web content more engaging and attractive, for instances, by using course presentation, interactive video, memory games, and flashcards. These activities were built around a specific theme of learning, namely *Hopes and Dreams*, presented in the English course-book for high school learners in Indonesia. All activities (activities 1 to 8) were aimed at exposing learners with receptive-skill-based activities (listening and reading). After that, the learners were expected to access some features to enhance their productive skills (speaking and writing). The features were *Wall* (to post or give comments), *Message* (chatting with another web member or native speaker), *My Secret Diary* (writing a personal writing), and *Talk with Me* (video-calling with members and/or native speakers). Optional features, such as *Edu-Comic* and *Culture Corner*, were also designed to provide comics with educative values and also information in the target language about culture around the world.

D. Analysis

To answer the first research question, the questionnaire by Kitchakarn (2015) was employed. Her survey presented 16 questions overall, focusing on student attitudes towards using computers as a learning tool in language learning. The questionnaire used a five-rating scale, allowing participants to select one of five options (*not at all/disagree*, *not so much/slightly disagree*, *so-so/in-between*, *quite a lot/slightly agree*, *very much/agree*) that they felt applied their own situations.

The question items were tested in advance and proven to indicate rather high internal consistency in almost all of the items, with the reliability coefficient value of 0.795. Moreover, SPSS Descriptive Statistics and IF Function in Excel were utilised in order to analyse the result obtained from this first online-questionnaire and describe them appropriately. Mean values were then used to categorise learners into five categories; *very positive* (*very much/agree*), *positive* (*quite a lot/slightly agree*), *moderate* (*so-so/in-between*), *negative* (*not so much/slightly disagree*), and *very negative* (*not at all/disagree*).

The questionnaire also required some information on (a) the background of the participants, (b) frequency of time spent online, (c) general components that can motivate learners in FL learning, (d) general FL learning experience and FL experience with computers, (e) availability of technology or supporting environment to access online materials, and (f) technology-based activities or experiences.

164 Answers for the second research question were sought using an adapted version of the questionnaire by Taylor & Gitsaki (2003). The questionnaire contains 23 statements with

a six-point Likert scale; *strongly agree*, *agree*, *slightly agree*, *slightly disagree*, *disagree*, and *strongly disagree*. SPSS Descriptive Statistics and IF Function in Excel were employed to ascertain learner perceptions of WFLL after using the website. The results obtained from the online questionnaire were analysed and described. Mean values were then used to ascertain whether learners agreed with the use of a particular website as part of learning activities. Some key questions were also used in conducting an interview with several students and an English teacher.

To answer the third research question, Correlation Analysis by SPSS/Window program was employed because both investigated variables (attitudes towards CALL before using the website and perceptions of WFLL after using the website) were interval variables. Consequently, Pearson r or r_{xy} was used with a significance value (α) set at 0.01. This correlation coefficient (Pearson r) ranges from -1 to 1 . If the value of r_{xy} is 0, it means that there is no relation between both variables. Moreover, the relationship is considered positive if the value of r_{xy} is above 0. If the value of r_{xy} is below 0, the relationship is negative. The strength of relationship depends on the magnitude of the difference between the value of r_{xy} and 0. Furthermore, the significance value (α) indicates whether the relationship between the two investigated variables is significant or not.

Additionally, Correlation Analysis was used in this case due to the assumption that there are no independent and dependent variables. This analysis was actually aimed at examining the correlation between learner attitudes towards CALL before using the website and their perceptions concerning WFLL after using the website. Moreover, an independent-samples t -test was also used to examine the difference between two categories of learners, based on their web participation (low and high participation on the website) in connection with learner attitudes and perceptions.

Results

This section explains the results of the study in three separate sections. Each section answers pertinent research questions as presented in the previous section. Section one focuses on the analysis and interpretation of the first questionnaire (Kitchakarn, 2015) on the attitudes of EFL learners towards CALL. Section two elaborates the results of the second questionnaire (Taylor & Gitsaki, 2003) on learner perceptions of WFLL. Finally, section three describes two types of measurement used to investigate learner attitudes towards CALL, web participation, and perceptions of WFLL.

A. EFL learner attitudes towards CALL

A total of 232 learners of English from several high schools in Indonesia initially participated in the study. Relating to (b) frequency of online activity, 113 participants (48.7%) stated that every day they had online activities, 82 (35.3%) engaged in online activities often or more than three times in a week, and 36 (15.5%) rarely accessed material online. One participant (0.43%) mentioned that he/she had never engaged in online activities, but in fact he/she was found to be quite active on a social media platform; he/she sometimes uploaded pictures to it.

Regarding (c), the general components that can motivate learners in FL learning, participants indicated the three most important aspects likely to support their FL learning, namely teachers (cited by 165 participants or 71.1%), computer-mediated materials such as

interactive videos, power points, games, online materials, chatting tools (116 or 50%), and learning environment (111 or 47.8%).

About (d), the general FL learning experience with computers, as many as 210 participants (90.5%) had learned English by computer and/or online at some time, and 109 of them (46.9%) had had opportunity to chat with foreigners on computer and/or online.

Concerning (e), the availability of technology or supporting environment to access online materials, 190 participants (81.9%) said that they used smartphones to access online materials, and 161 of them (69.4%) had their own computers/laptops. A total of 36 participants (15.5%) indicated that they used school computers and/or borrowed a computer/laptop from somebody else to access online materials. Sixty-two of them (26.7%) relied on internet cafés.

On the other hand, looking at (f), technology-based activities or experience performed by the participants, 227 of them (97.8%) stated that they had accessed Google before, 221 (95.3%) were familiar with blogs or websites, and 216 (93.1%) were able to use YouTube. The participants were also active users of accounts of some popular social media, such as Facebook (227 participants or 97.8%), Twitter (123 or 53%), Yahoo Messenger (64 or 27.6%), Instagram (160 or 68.9%), WhatsApp (79 or 34%), WeChat (11 or 4.7%), Line (164 or 70.6%), KakaoTalk (11 or 4.7%), and Blackberry Messenger (177 or 76.3%).

From the above data, it can be inferred that (1) the majority of learners engage in online activities frequently, (2) 50% of the learners (116) feel that computer-mediated materials are needed to motivate them in FL learning, (3) most learners have experience in learning English using computers and/or by online, and even some of them have engaged in conversation with foreigners by computer and/or online before, (4) technology or supporting environment to access online materials was available to learners, and (5) the majority of learners had experience in using Google, blog/website, and YouTube, not to mention social media. The above data clearly suggest that it is feasible to implement web-based FL learning in Indonesia.

Next, EFL learner attitudes were measured through 16 statements presented in the first questionnaire on attitudes towards CALL. The 16 statements used to identify learner attitudes revealed the following important information. Of the total, 61.6% or 143 learners agreed that using computers was likely to help them learn and perform assignments more easily and conveniently; 60.3% or 140 learners felt that they could use computers to save time while performing activities or assignments, and 89.2% or 207 learners indicated that they found computers helpful in searching and obtaining information about English and other languages around the world. For 59.9% or 139 learners, computers made learning English more enjoyable. In addition, learners found that computer assistance contributed to improvement in (a) creativity (59.5% or 138), (b) productivity (54.3% or 126), (c) autonomy (52.2% or 121), and (d) critical thinking (52.6% or 122).

Concerning computer-aided improvement in English language skills, learners reported more opportunities to practice writing (57.8% or 134) and improvement in reading skills (62.1% or 144). Learners also felt that computers helped them learn and use new vocabulary (75.9% or 176), practice listening and speaking skills easily (71.1% or 165), and improve grammatical knowledge (62.9% or 146). When asked whether the use of computers in learning English could help learners communicate with teacher and classmates easily, 64.2% of learners (149) agreed that computers helped them in this area. Furthermore, 67.7% of learners (157) believed that in learning English, using computers helped them update their course information. A further 84.9% of learners (197) mentioned that downloading

Table 1 Question items, mean, standard deviation, and category per Item

Question items	Category*					Mean	SD
	Very negative		Very positive				
	Negative	Moderate	Positive	Negative			
Using the computer makes me learn and do my assignments more easily and more conveniently.	4	17	68	69	74	3.83	1.02
Using the computer while doing activities or assignments saves time.	2	25	65	72	68	3.77	1.02
Using the computer helps me search and get information related to English language and others from around the world.	2	5	18	53	154	4.52	0.80
Using the computer in learning English makes it more enjoyable.	1	18	74	71	68	3.81	0.96
Using the computer in learning English increases my creativity.	3	21	70	77	61	3.74	0.99
Using the computer in learning English increases my productivity.	5	22	79	78	48	3.61	0.99
Using the computer in learning English makes me more autonomous.	11	17	83	71	50	3.57	1.05
Using the computer in learning English improves my critical thinking.	6	28	76	77	45	3.55	1.02
I have more opportunities to practice my writing while using the computer.	6	30	62	64	70	3.69	1.11
While using the computer, I can improve my reading skills.	5	17	66	69	75	3.83	1.03
Using the computer in learning English helps me learn and use new vocabularies.	1	7	48	67	109	4.19	0.89
Using the computer in learning English helps me practice my listening and speaking skills easily.	4	17	46	86	79	3.94	0.99
Using the computer in learning English helps me improve grammatical knowledge.	2	23	61	75	71	3.82	1.01
Using the computer in learning English helps me communicate with my teacher and classmates easily.	2	20	61	65	84	3.90	1.02
Using the computer in learning English helps me update my course information.	5	15	55	71	86	3.94	1.03
Using the computer in learning English makes me download teaching materials or upload assignment and homework easily.	6	4	25	61	136	4.37	0.93
Total (Average)						3.88	0.99

*The category is based on the following range (Kitchakarn, 2015); 1.00–1.50 = very negative, 1.51–2.50 = negative, 2.51–3.50 = moderate, 3.51–4.50 = positive, 4.51–5.00 = very positive

teaching materials or uploading assignment and homework was easy to do with the support of computers as an English learning tool.

Table 1 above presents relevant information on the mean, standard deviation, and category for the responses of each question in the first questionnaire.

With an average of 3.88 for the individual mean values, learner attitudes towards CALL were categorised positive. For ease of further analysis, the number of learners with 'very positive' and 'positive' attitudes were aggregated, and likewise the learners with 'very negative' and 'negative' attitudes, because both actually expressed the same stance, although differing in magnitude. Furthermore, according to the total average scores of each learner, 124 of the learners (53.4%) had positive attitudes towards CALL; 41 of them (17.7%) were even very positive, and 58 learners (25%) had a moderate opinion. There were only 9 learners (3.9%) who showed negative attitudes towards CALL, and none of them was very negative about CALL.

In addition, to ascertain participation by Positive Attitude Learners (PALs), Moderate Attitude Learners (MALs), and Negative Attitude Learners (NALs) on the website (www.iloveindonesia.my.id), a simple tracking system facility was built. Data of learner participation was recorded by calculating how many times the learners clicked (accessed) particular menus or features. In addition, the system also tracked participation in posting comments, text-based chatting, and diary-writing.

Learner participation on the website was divided into three categories, namely (1) High-Participation Learners (HPLs), (2) Low-Participation Learners (LPLs), and (3) Zero-Participation Learners (ZPLs). The HPLs are learners who registered and accessed (clicked) the features on the website more than 8 times; this is because of the short duration of the experiment (around 1 week), so that it is assumed that each day the learners at least accessed (clicked) one feature, and hence, in one week they would click a minimum of approximately 8–9 times. On the other hand, LPLs referred to the learners who registered and accessed (clicked) the features on the website less than 8 times. ZPLs recorded no activity at all, other than registering themselves. The file containing the participation record was imported directly from the website with the help of the tracking system facility. Table 2 below presents information about the three categories of learners based on their web participation.

Table 2. Categories of web participation, frequency and number of participants per category

Category of web participation	Frequency	Number of participants
Zero participation	0	11
Low participation	< 8 times	28
High participation	≥ 8 times	21
Total		60

In these results, 35% of the learners (21) were active on the website, participation was low for 46.7% (28), and 18.3% (11) merely completed the web registration and did not participate at all. Moreover, in total, there were only 60 out of 232 learners who were willing to take part in the web-based activities. Responding to the brief questionnaire given to them, the majority of learners who did not participate stated that they were very busy with their

cited by the remaining non-participants included (a) lack of available internet connection, (b) they forgot to participate, (c) they did not feel like participating at the time, (d) they did not really understand how to operate the website, (e) use of the website was not mandatory and did not affect the grade of English language subject at all, (f) third-year learners were focused on studying for college entrance exam, (g) lack of the requisite equipment, such as computers or laptops, cited by a few students (h) no urge to get involved on the website, and (i) various personal issues (e.g. helping parents' works, having part-time jobs, and preferring online games when connected to the internet).

Using a simple tracking system facility, it was also possible to identify some most-visited features or menus on the website. *Activity* and *My Secret Diary* were accessed by learners 323 and 105 times. *Messages* (a chatting tool) and *Wall* were accessed 61 and 48 times, compared to only 36, 24, and 14 times for *Edu-comic*, *Talk with Me*, and *Culture Corner*.

B. EFL learner perceptions of WFL

After obtaining information on learner attitudes towards CALL and web participation, 49 learners (high-participation learners and low-participation learners) already active on the website were selected as focused participants of this study; 11 participants (zero-participation learners) were excluded because it was irrelevant to take them into account. However, only 23 learners returned the second questionnaire on perceptions of WFL. Therefore, these 23 learners were carefully examined to ascertain their perceptions about WFL after using the website. Moreover, at first, they were asked about the frequency of using the website. A total of 10 learners (43.5%) accessed the website less than three times in a week; 4 learners (17.4%) used the website every day, and 9 of them (39.1%) performed the web-based activities more than three times in a week. However, when it was verified by the usage data imported with the help of the tracking system facility, 3 of 4 learners who stated that they used the website every day in fact did not participate actively; these three learners were even categorised as low-participation learners. Other responses on the frequency of accessing the website were consistent with actual participation.

Furthermore, the learners were investigated through the 23 statements provided in the second questionnaire on perceptions of WFL. Based on the given questionnaire, 91.3% or 21 of the learners saw the website as a helpful learning tool and for 82.6% or 19 learners, the ability to use the website was a useful skill; 91.3% or 21 thought that the use of the website is necessary, and 56.5% or 13 said they liked using the website for the English language subject. For 91.3% (21), use of the website made the subject more interesting. Use of the website enabled learners to gain more computer skills (73.9% or 17) and learn more English (65.2% or 15).

With regard to English language skills and knowledge, the information on the website is perceived as helping the learners learn grammar (95.6% or 22), vocabulary (91.3% or 21), and culture (78.3% or 18). A slight majority (52.2% or 12) agreed that the use of the website in the English language subject enabled them to talk more to their classmates (through e-mail or in person). Significantly, 73.9% or 17 learners stated that the website presented more up-to-date information for the English language subject than textbooks or magazines; 56.5% or 13 also felt that it is easier to read information on the website than to read English textbooks. Furthermore, 47.8% or 11 learners mentioned that in the use of the website in the learning process will help them attain a better grade in the English language subject and 73.9% or 17 also wanted to take another subject that includes the use of the website.

The vast majority felt comfortable using the website to find information (91.3% or 21 learners) and more confident in using computer technology (86.9% or 20 of the total). Nearly all (95.6% or 22 learners) thought that the web browser (e.g. Internet Explorer, Mozilla Firefox, and Google Chrome) is an easy program to learn, with 91.3% or 21 saying 'Activity instructions were easy to follow' and 73.9% or 17 confirming that 'Access to the website was possible at all times'. Among the learners, 43.5% (10) finished the assignment in 1 hour or less, and 60.9% (14) used the website even after the assignment was done. When asked whether the learners are likely to continue using the website after the end of the course, 73.9% or 17 learners indicated agreement.

Table 3 below presents relevant information on the mean, standard deviation, and category for the responses of each question in the second questionnaire.

With an average of 4.92 for the mean values of the individual items, learner perceptions of WFLC come within the category of 'agree' (positive perceptions). Moreover, the average scores of each learner showed that 16 of 23 learners (69.6%) indicated agreement (positive perception) with the use of the website as part of language learning; 3 learners (13%) strongly agreed (positive perception), 4 of them (17.4%) slightly agreed (positive perception) and none of them had negative perceptions of the website.

More importantly, in the second questionnaire, the learners were asked to describe the strengths and the weaknesses of the website and provide constructive suggestions. About the strengths, the learners stated that (1) the activities helped them learn English and enrich their knowledge about Indonesia, (2) the materials were easy to follow and understand (not complicated), (3) and the activities prevented boredom and helped learners gain new experience, (3) the website had many interesting features, (4) learners could communicate with other users, (5) the website was user-friendly, (6) the videos were helpful, (7) the website helped learners in improving English vocabulary and grammar, (8) the listening parts were useful, and (9) the diary was useful for practicing writing every day.

However, for the learners, the website also had its shortcomings. For example, (1) the loading process for the website initially took some time, (2) there was no facility for uploading pictures or files, (3) the web-based language learning took up their spare time, (4) an internet connection was always needed, (5) the purpose of the website was not explained clearly, (6) excessive use was made of video materials, (7) native speakers were not available (online) at all times, (8) the website was not interesting, (9) there was no facility for editing of posted comments, (10) the learning environment was unfamiliar, (11) animations were lacking, (12) the learning process was internet-oriented, and (13) some questions and sentences were difficult to comprehend.

Learners also suggested that (1) the website should not be too heavy, (2) the ability to upload pictures or files to learn online with other users will make it more interesting, (3) the web display should be simplified and made more attractive, (4) more animations will prevent boredom, (5) a bank of questions (and the answers) on the website will be useful, (6) more edu-comics are needed, (7) music in the background while reading texts will be helpful, (8) more activities should be added, and (9) a web-tutorial can be of help.

Table 3 Question items, mean, standard deviation, and category per item

Question items	Category*						Mean	SD
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree		
Overall, the website is a valuable learning tool.	0	0	0	2	12	9	5.30	0.63
Being able to use the website is a valuable skill.	0	0	0	4	13	6	5.09	0.67
The use of the website is necessary.	0	1	0	1	10	11	5.30	0.93
I liked using the website for the English subject.	0	0	0	10	12	1	4.61	0.58
Use of the website in the English subject made it a more interesting subject.	0	0	0	2	16	5	5.13	0.55
I learned more computer skills because of using the website.	0	0	1	5	12	5	4.91	0.79
I learned more English because of using the website.	0	0	0	8	13	2	4.74	0.62
The information on the website has helped me learn English grammar.	0	0	0	1	19	3	5.09	0.42
The information on the website has helped me learn English vocabulary.	0	0	0	2	14	7	5.22	0.59
The information on the website has helped me learn more about culture in English.	0	0	0	5	14	4	4.96	0.64
I talked to my classmates (through e-mail or in person) more because of the use of the website in the English subject.	1	0	2	8	10	2	4.39	1.08
The website provided more up-to-date information for the English subject than textbooks or magazines.	0	1	0	5	15	2	4.74	0.81
It is easier to read information on the website than it is to read English textbooks.	0	0	2	8	8	5	4.69	0.93
I will get a better grade in the English subject because using the website was part of the English subject.	0	1	1	10	9	2	4.43	0.89

Question items	Category*						Mean	SD
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree		
I would like to take another subject that includes the use of the website.	0	1	0	5	13	4	4.83	0.89
I am comfortable using the website to find information.	0	0	0	2	10	11	5.39	0.66
I feel more confident using computer technology now than before.	0	0	0	3	14	6	5.13	0.62
The web browser I used (e.g., Mozilla Firefox, Internet Explorer, Google Chrome) is an easy program to learn.	0	0	1	0	12	10	5.35	0.71
Activity instructions were easy to follow.	0	0	1	1	15	6	5.13	0.69
Access to the website was possible at all times.	0	0	0	6	12	5	4.96	0.71
I completed my assignment in 1 hour or less.	0	1	1	11	8	2	4.39	0.89
I used the website even after my assignment was completed.	0	2	1	6	11	3	4.52	1.08
I will probably continue using the website even after the end of the English subject (this semester).	0	0	0	6	12	5	4.96	0.71
Total (Average)							4.92	0.74

*The category is based on the following range; 1.00–1.50 = strongly disagree, 1.51–2.50 = disagree, 2.51–3.50 = slightly disagree, 3.51–4.50 = slightly agree, 4.51–5.50 = agree, 5.51–6.00 = strongly agree

C. Correlation analysis and independent-samples T-test of EFL learner attitudes towards CALL, Web participation, and perceptions of WFL

Below is detailed information on attitudes towards CALL, perceptions of WFL and web participation of the 23 learners who were focused participants of this study. As briefly explained earlier, the total scores of each learner were averaged, and the learners were then categorised by certain ranges. The ranges were already mentioned in the tables 1.1, 1.2, and 1.3.

Next, learner attitudes towards CALL and their perceptions of WFL were examined using a correlation analysis in SPSS. After that, learner web participation was assessed using the independent-samples t-test in connection with the previously mentioned variables. Table 5 and Figure 1 below present information on the results of the correlation analysis. Following that, relevant information is presented on the results of the independent-samples t-test.

Table 4 Attitude towards CALL, perceptions of WFLL and Web participation by the 23 learners

Student	Attitude towards CALL	Perception of WFLL	Web participation
2	5	Very positive	5.52 Strongly agree High participation
15	4.06	Positive	5.13 Agree High participation
16	3.06	Moderate	4.17 Slightly agree High participation
18	4.75	Very positive	5.69 Strongly agree Low participation
19	4.5	Positive	5.56 Strongly agree Low participation
20	3.31	Moderate	4.74 Agree High participation
51	4.06	Positive	4.43 Slightly agree Low participation
70	4.87	Very positive	5 Agree Low participation
72	3.06	Moderate	4.61 Agree Low participation
212	4.37	Positive	5 Agree High participation
213	4.56	Very positive	5.48 Agree High participation
214	4.81	Very positive	5.22 Agree High participation
216	4.69	Very positive	4.56 Agree High participation
221	3.94	Positive	4.43 Slightly agree High participation
223	3.94	Positive	5.13 Agree High participation
225	4.06	Positive	4.83 Agree Low participation
226	4.25	Positive	4.78 Agree Low participation
227	3.69	Positive	4.65 Agree Low participation
228	4.62	Very positive	5.30 Agree Low participation
229	4.75	Very positive	4.87 Agree High participation
230	3.81	Positive	4.74 Agree Low participation
231	5	Very positive	4.96 Agree Low participation
232	2.19	Negative	4.43 Slightly agree Low participation

Table 5 Correlations of EFL Learners' Attitudes towards CALL and Perceptions of WFLL

		AttitudeCALL	PerceptionWFLL
AttitudeCALL	Pearson correlation	1	.652**
	Sig. (2-tailed)		.001
	N	23	23
PerceptionWFLL	Pearson correlation	.652**	1
	Sig. (2-tailed)	.001	
	N	23	23

** Correlation is significant at the 0.01 level (2-tailed).

In Table 5, a significant positive relationship is evident between EFL learner attitudes towards CALL and their perceptions of WFLL, i.e. $r = 0.65$; $p < 0.01$ (two-tailed). The higher the score for attitudes, the more positive the perceptions of the learners.

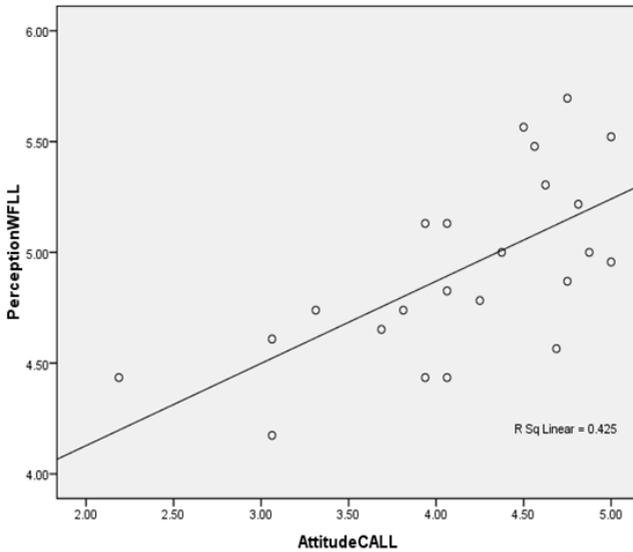


Figure 1. Scatter plot of EFL learners’ attitudes towards CALL and perceptions of WFL

Since the value of r_{xy} is positive and greater than 0.5, the relationship is assumed to be positively strong. In this case, it signifies that if the values of attitudes towards CALL go up, the values for perceptions of WFL will also go up.

In addition, learner web participation (high and low participation₁) was analysed together with attitudes towards CALL and perceptions of WFL using the independent-samples t-test. Before performing the t-test, data was checked using SPSS to see whether normal distribution and equality of variance could be assumed or not. Because the sample size was smaller than 50, the significance value of Shapiro-Wilk in Tests of Normality was then used. This indicates a normal distribution of the data, because the value of significance is above 0.05. Furthermore, equality of variance could also be assumed after performing the Test of Homogeneity of Variance. The significance value of the given data was above 0.05, confirming that the two groups (high-participation learners and low-participation learners) were equal in variance. After that, the independent-samples t-test was run in SPSS. Based on the results, (1) on average, the high-participation learners on the website showed more positive attitude towards CALL ($M = 4.23$, $SE = 0.19$) than the low-participation learners ($M = 4.07$, $SE = 0.23$). This difference was not significant ($t(21) = -0.51$; $p > 0.001$), (2) on average, the high-participation learners on the website had more positive perceptions of WFL ($M = 4.93$, $SEE = 0.13$) than the low-participation learners ($M = 4.92$, $SE = 0.12$). This difference was not significant ($t(21) = -0.09$; $p > 0.001$).

Discussion

The primary objectives of this study are (a) to support the development of a dedicated learning website for high school learners of English in Indonesia, and (b) to investigate

EFL learner perceptions of WFLL in connection with their attitudes towards CALL and web participation. The results obtained in the previous section are discussed below.

A. EFL learner attitudes towards CALL

The first hypothesis of this study was that most high-school learners of English in Indonesia have positive attitudes towards CALL. The findings from the first questionnaire confirmed that the majority of participants shared these attitudes towards CALL. There are three possible reasons for the findings to support the first hypothesis; (a) the characteristics of today's learners known as Generation Z (González-Lloret & Ortega, 2014), (b) the widespread use of the internet in the twenty-first century (Blake, 2011), and (c) the implementation of the 2013 curriculum, the latest curriculum used in educational settings in Indonesia, which encourages learners to develop the requisite skills for the challenges of globalisation, advances in information technology (IT), and the convergence of science and technology (the Ministry of Education and Culture, the Republic of Indonesia, 2014). This is also supported by findings pointing to the need for learners to have computer-mediated materials (e.g. interactive videos, power points, games, online materials, and chatting tool) to motivate them to engage actively in the learning process. Also, the fact that most learners mentioned that they engage frequently in online activities using computers and/or smartphones supports the feasibility of CALL for implementation, specifically when it comes to OLL. Moreover, the study on learner attitudes towards CALL is seen as crucial, given that as attitudes as well as computer use of computer can contribute positively to the rate and success of FL learning. Both factors, attitudes and computer use, are expected to promote greater learner autonomy in language learning, on one hand because attitude itself can influence the way the learners think and behave, and on the other hand, because they have access to computers at home and/or school. In addition, learning autonomy is believed to be one of the main results of positive attitude towards CALL, and is therefore likely to benefit all types of learners (slow and fast learners; low-achieving and high-achieving learners). However, it is still debatable whether successful CALL engenders positive attitudes among learners (in language learning) or the positive attitudes of learners are what makes CALL successful. What is certain is that both aspects (attitude and CALL) support each other in creating learning moments for EFL learners.

More importantly, another possible reason why the findings validate the first hypothesis is because most of the learners who took part in the study come from the Kudus region in Central Java, Indonesia. Although covering a small area, Kudus is quite well-developed, has good infrastructure, and is home to many small, medium, and large-scale industrial enterprises. An internet connection may not be available everywhere, but people can find internet cafés in many places or buy internet data to be used in their computers and/or smartphones.

However, participants living in rural or remote areas in Indonesia could find themselves in a very different situation, without any computers or internet connection at all, while some areas may have poor or unreliable electricity supply. For this reason, it is unlikely that CALL and OLL will be implemented before the government has made strides in the development of those areas. Furthermore, the findings of the first questionnaire on learner attitudes towards CALL in this study should not be generalised over all contexts or situations in Indonesia. It may only be relevant for learners who live in the urban areas. Therefore, it will be of greater interest in further research to have the participants from many different

areas in Indonesia to provide the government with a more comprehensive view of the dispersion in learner attitudes towards CALL.

B. EFL learner perceptions of WFLL

The second hypothesis touches upon EFL learner perceptions of WFLL after using the website (www.iloveindonesia.my.id). The findings affirmed that all focused participants (23 learners) had positive perceptions of WFLL; none of them were reported to perceive the website negatively. The perceptions investigated in the second questionnaire include the following; (a) learning enjoyment, (b) self-confidence, (c) digital literacy, (d) learning autonomy, and (e) perceived language skills. Overall, participants perceived that they had improved in all these areas after using the website. This is evident from the results of the second questionnaire presented in the results section.

Moreover, the website was named *I Love Indonesia* in support of the character education promoted by the Indonesian Ministry of Education and Culture. The name *I Love Indonesia* is expected to invoke the spirit of nationalism (a sense of belonging to the nation) and love for all cultures and local wisdom in Indonesia. Consequently, this name will always remind the learners to love the nation and hold it in high esteem while they are learning a foreign language, and hopefully the meaning behind this name will remain with learners in their hearts, thoughts, and deeds.

Furthermore, the three open-ended questions in the second questionnaire, the results of which are described in the previous chapter, reveal more detailed information about what the learners perceived about the strengths and weaknesses of the website after using it. They were also required to provide constructive suggestions to the researcher. There was also one English teacher who gave her testimonial through an email after the researcher sent her a screencast recording about how the website worked for EFL learners. Below, the research cites representative testimonials of 4 learners and a teacher in support of the study.

It is fun learning, and also enriches my knowledge about Indonesia, but please create a menu to upload pictures or files in order so that I can share assignments or learn with friends online. (Student 2, male, 15 years old)

The listening parts are useful, not to mention the diary, edu-comic, culture corner, and knowledge about Indonesia! I think more activities should be added and a web-tutorial may be of help. (Student 213, female, 15 years old)

Student 2 was the most active male student and Student 213 the most active female student on the website, especially in diary-writing. Both showed positive attitudes towards CALL, had positive perceptions of WFLL, and participated actively (categorised as high-participation students) during the experiment. Moreover, according to the usage data imported with the help of tracking system facility, these two students had accessed all the features provided on the website and were therefore in a particularly strong position to offer constructive suggestions. Even Student 2 had an opportunity to have a short text-based conversation with a native speaker who was available at the moment.

The website is user-friendly, so I find it convenient to use. I hope native speakers can always be available anytime. And, please, add more comics! (Student 18, male, 16 years old)

It is good to learn about Indonesia while using English. I think there are too many videos there! My suggestion is: make the website simpler. (Student 16, male, 16 years old)

Next, it is worth taking a closer look at two of the students listed above: Student 18 and Student 16. Student 18 showed a positive attitude towards CALL and had positive perceptions of WFLL, but did not participate actively on the website; he was categorised as one of low-participation students. In contrast, Student 16, who had only a moderate attitude towards CALL and agreed only slightly with WFLL, was an active participant on the website.

As the researcher is personally acquainted with these two students, it is assumed that Student 18 was quite busy with his schoolwork and extracurricular activities, not to mention that he had just begun the first year at one of government senior high schools in Kudus, Central Java. It was also apparent that his parents were pushing him quite hard to get good grades at school, which meant that any other activities not directly related to his study or grades, including participation in this web-based experiment, would not have their support. Student 16 had a different story. He is now a second-year student at a private vocational high school in Kudus. Despite having to work in a compulsory internship, he had plenty of time to perform several web-based activities. This is because the workloads at school become easier in the second year (probably due to the internship). Added to this, he may not have found the internship to be burdensome, and therefore when asked to perform the activities on the website, he decided to at least do some of them. His desire to please the researcher, who was his former English teacher, and/or his curiosity about the use of website (www.iloveindonesia.my.id) for language learning are also likely factors.

In my opinion, it is a good tool for us in facilitating our pupils in mastering English, but for common school or students in any parts of our country it is really a big challenge. (Teacher F, female)

There were initially two English teachers in Indonesia whom the researcher asked for the testimonials or suggestions in relation to the use of the website (www.iloveindonesia.my.id) in the context of FL learning. Unfortunately, due to personal circumstances, one of the teachers was not able to make it, so that the researcher only obtained comments from one English teacher; Teacher F. She said that the website is a good tool for students in learning English, but she was also concerned about the fact that not all schools in Indonesia have the same infrastructure and facilities that she has at school where she teaches now, for example, internet access, a language laboratory, and computers. Also, not all students are equipped with sufficient technology at home or outside the school, not to mention that digital or computer literacy is another big concern for the government.

The researcher also sees the study on learner perceptions of WFLL in Indonesia as an important undertaking. The main reasons for this are (a) that in the context of FL learning in Indonesia to date, not many studies have focused on the use of a particular website and the perceptions of learners as the web users, (b) not only attitude, but also perceptions will contribute to the learning motivation of students, and (c) to contribute to the development of a specific website, as the initial goal of this study was to create a dedicated learning website for Indonesian learners to help them attain better language knowledge and skills and benefit them in the areas described above (points (a) – learning enjoyment to (e) – perceived language skills).

The website developed for the purpose of this study is equipped with some interesting features that take account of learner preferences for social media (e.g., Facebook, Blackberry 177

Messenger, Instagram, Line, etc.). Through this, learners are expected to develop greater interest in learning the target language. In addition, students can be encouraged to spend time performing tasks on the website, i.e. time-on-task outside classroom instruction, thus adding to the total time spent in learning.

In his paper, "A Model of School Learning", Carroll (1963) argued that learning is directly linked to the time spent; the more time learners spend actively engaged in the learning process in comparison to time spent in classroom learning, the greater success they will achieve in completing the tasks assigned to them. This points to the likelihood that asking the learners to access the website and perform web-based activities outside the classroom time will enhance the quality of their FL learning.

C. Relationships among EFL learners' attitudes towards CALL, perceptions of WFL, and Web participation

It has been confirmed that after using the website, in general, Positive Attitude Learners (PALs) showed perceptions of WFL more positively, whereas as expected, Moderate Attitude Learners (MALs) and Negative Attitude Learners (NALs) perceived less positively. However, it is actually difficult to make a fair conclusion and generalise the findings because of the small number of focused participants; there were only 4 non-positive-attitude learners (3 MALs and 1 NAL), while the rest were categorised as PALs (19 learners). Therefore, this result cannot be directly used as the basis to argue that PALs will always show positive perceptions of WFL compared to MALs and NALs even though the result of correlation analysis revealed a significant positive relationship between the variables.

Further discussion on whether PALs may participate more actively on the website (high participation) than MALs and NALs (low participation) also seems to encounter the same problem as happened when comparing learners' attitudes and perceptions. Data on learner web participation was initially obtained with the help of a simple tracking system facility on the website; this system simply recorded learner participation by calculating automatically how many times the learners clicked (accessed) particular menus or features. This did not yield information for the researcher as to whether the learners performed the web-based activities or not; however, the learners were evidently not aware that their participation or activeness would be counted by the number of clicks on web features.

Subsequently, after this information was analysed in conjunction with the other two variables (attitude and perception), not only did PALs have positive perceptions of WFL, but on average they were likely to show high participation compared to MALs and NALs. However, this finding does not necessarily mean that when the learners show positive attitudes and perceptions, they will take part actively on the website. Again, this is due to the limited number of participants in the second and third phases of the study (those who were willing to participate on the website, and those who returned the second questionnaire), which implies that there is possibility that MALs and NALs may show higher participation than PALs.

Conclusion

This study offers some insights into the use of teacher-designed website for EFL learning. The website was developed by the teacher for the study as a simple facility for ascertaining how his students perceived and made use of it. After using the website, Positive Attitude

Learners (PALs) generally had more positive perceptions of Web-Facilitated Language Learning (WFLL), while as expected, the perceptions of Moderate Attitude Learners (MALs) and Negative Attitude Learners (NALs) were less positive.

In view of the benefits afforded for EFL learners, the website can well be regarded as a genuine asset for FL teaching, in this case for English. Looking at the findings of this study, use of the website is likely to foster positive attitudes and perceptions of WFLL, while also encouraging greater learning autonomy. Moreover, it is also possible to increase time on-task outside classroom time through use of the website. It is important to note that in the twenty-first century, technological skills such as knowing how to use a computer, connect to the internet, and navigate a website will bolster digital literacy.

Further studies on the positive impact of the website on improvement in language skills (listening, speaking, reading, and writing) are necessary to enable teachers to encourage greater use of the website in the future. There is also potential for more wide-ranging impact if other (individual) factors (e.g., starting age in learning the (target) language, intelligence, aptitude, gender, learning styles, personality, motivation) are taken into account and discussed, given the different learning trajectories of individual learners. In this, language acquisition is seen as a dynamic process. Finally, further research on the use of the website for EFL learners should involve a greater number of learners over a longer period of time in order to shed light on learner progress in their language development.

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Appendix A

A questionnaire on EFL learners' attitudes towards CALL (modified from Kitchakarn, 2015)

Full Name:

Class/Year:

School's Name:

Gender:

Age:

Hobby:

E-mail Address: (if any)

TOEFL/TOEIC Score: (if any)

Online Activity Frequency:

- ✧ Every day
- ✧ Often (more than three times a week)
- ✧ Seldom (less than three times a week)
- ✧ Never

What motivates you to learn English? (Multiple answers are possible)

- ✧ Teacher
- ✧ Course book from the Ministry of Education and Culture
- ✧ Student's Worksheet
- ✧ Classmate
- ✧ Learning environment/situation
- ✧ Parent's support
- ✧ Dictionary
- ✧ Computer-mediated materials (interactive video, powerpoint, game, online material, chatting tool)
- ✧ Other:

Have you ever had native teachers?

Have you ever had a conversation with foreigners?

Have you ever lived abroad (at least 3 months)?

Have you ever learned English using computers and/or by online?

Have you ever chatted with foreigners through computers and/or by online?

Through which media do you usually access the things by online? (Multiple answers are possible)

- ✧ Smartphone
- ✧ Computer/Laptop (personal belongings/owned by students)
- ✧ Computer/Laptop (from school and/or not owned by students/borrowing)
- ✧ Internet café
- ✧ Others

Have you ever accessed Google?

Have you ever accessed blog/website?

Have you ever accessed Youtube?

Which social media do you have (use)? (Multiple answers are possible)

- ✧ Facebook
- ✧ Twitter
- ✧ Yahoo Messenger
- ✧ Instagram
- ✧ WhatsApp
- ✧ WeChat
- ✧ Line
- ✧ KakaoTalk
- ✧ Blackberry Messenger
- ✧ Others

No	Question Items
1	Using the computer makes me learn and do my assignments more easily and more conveniently.
2	Using the computer while doing activities or assignments saves time.
3	Using the computer helps me search and get information related to English language and others from around the world.
4	Using the computer in learning English makes it more enjoyable.
5	Using the computer in learning English increases my creativity.
6	Using the computer in learning English increases my productivity.
7	Using the computer in learning English makes me more autonomous.
8	Using the computer in learning English improves my critical thinking.
9	I have more opportunities to practice my writing while using the computer.
10	While using the computer, I can improve my reading skills.
11	Using the computer in learning English helps me learn and use new vocabularies.
12	Using the computer in learning English helps me practice my listening and speaking skills easily.
13	Using the computer in learning English helps me improve grammatical knowledge.
14	Using the computer in learning English helps me communicate with my teacher and classmates easily.
15	Using the computer in learning English helps me update my course information.
16	Using the computer in learning English makes me download teaching materials or upload assignment and homework easily.

Appendix B

A questionnaire on EFL learners' perceptions on WFL (modified from Taylor & Gitsaki, 2003)

Full Name:

Class/Year:

Age:

School:

Gender:

Web-Use Frequency (Saturday, April 30, 2016 – Sunday, May 8, 2016):

- ☑ Every day
- ☑ Often (more than three times a week)
- ☑ Seldom (less than three times a week)
- ☑ Never

Which web-features do you like? (Multiple answers are possible)

- ☑ Wall
- ☑ Message
- ☑ My Secret Diary
- ☑ Activity
- ☑ Culture Corner
- ☑ Edu-Comic
- ☑ Talk with Me
- ☑ Users of the Week
- ☑ None
- ☑ Other:

What are the plus points (strengths) of this website?

What are the minus points (weaknesses) of this website?

Constructive suggestions for this website:

*The reasons for not using the website: (Multiple answers are possible)

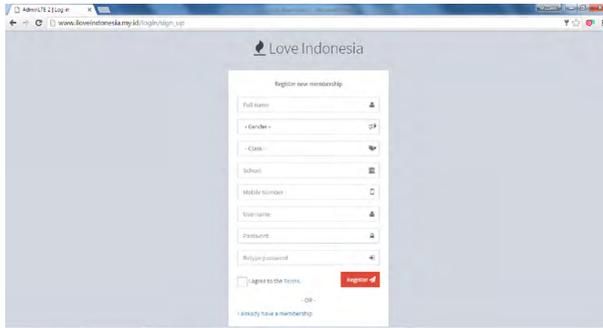
- ☑ (I am) busy with school's works and/or extracurricular activities
- ☑ (I do) not understand how to use the website www.iloveindonesia.my.id
- ☑ It is not compulsory, and it does not affect the grade of English subject
- ☑ There is no supporting internet connection
- ☑ Other:

**This question is only for the students who do not use the website.*

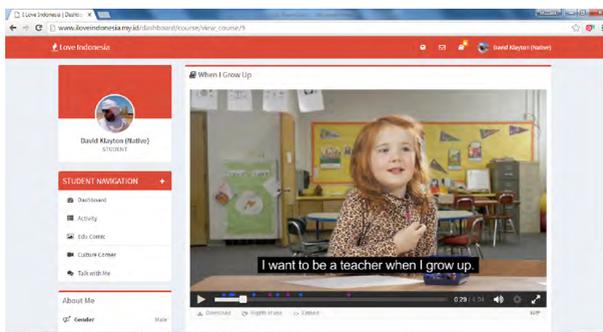
No	Question Items
1	Overall, the website is a valuable learning tool.
2	Being able to use the website is a valuable skill.
3	The use of the website is necessary.
4	I liked using the website for the English subject.
5	Use of the website in the English subject made it a more interesting subject.
6	I learned more computer skills because of using the website.
7	I learned more English because of using the website.
8	The information on the website has helped me learn English grammar.
9	The information on the website has helped me learn English vocabulary.
10	The information on the website has helped me learn more about culture in English.
11	I talked to my classmates (through e-mail or in person) more because of the use of the website in the English subject.
12	The website provided more up-to-date information for the English subject than textbooks or magazines.
13	It is easier to read information on the website than it is to read English textbooks.
14	I will get a better grade in the English subject because using the website was part of the English subject.
15	I would like to take another subject that includes the use of the website.
16	I am comfortable using the website to find information.
17	I feel more confident using computer technology now than before.
18	The web browser I used (e.g., Mozilla Firefox, Internet Explorer, Google Chrome) is an easy program to learn.
19	Activity instructions were easy to follow.
20	Access to the website was possible at all times.
21	I completed my assignment in 1 hour or less.
22	I used the website even after my assignment was completed.
23	I will probably continue using the website even after the end of the English subject (this semester).

Appendix C

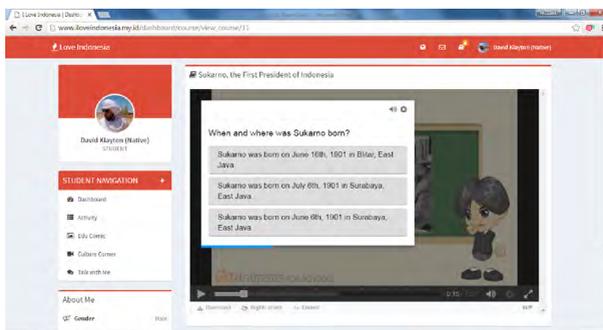




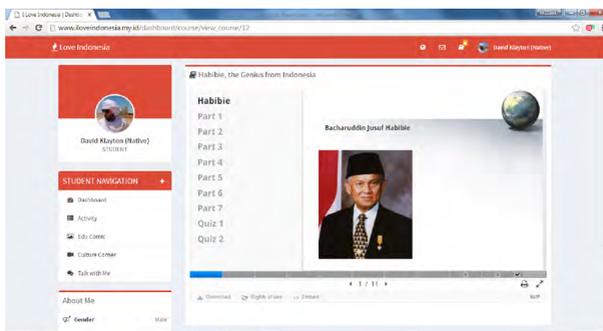
The registration form on the website



Listening and reading activity "when i grow up"



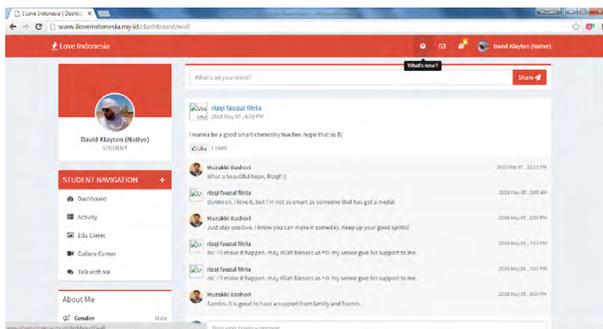
Listening and reading activity "Sukarno, the first president of Indonesia"



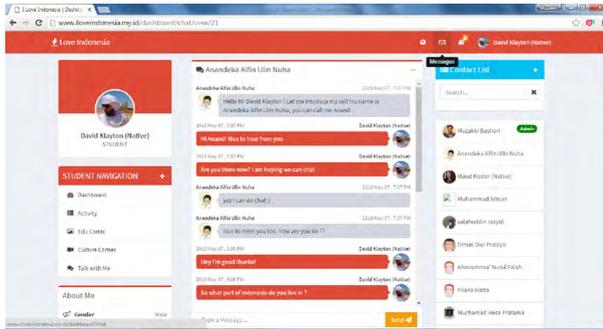
Reading activity "Habibie, the genius from Indonesia"



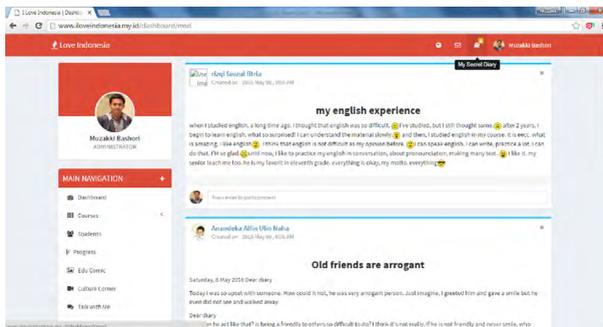
Listening activity "Sasi and Bagas talking about their hopes and dream"



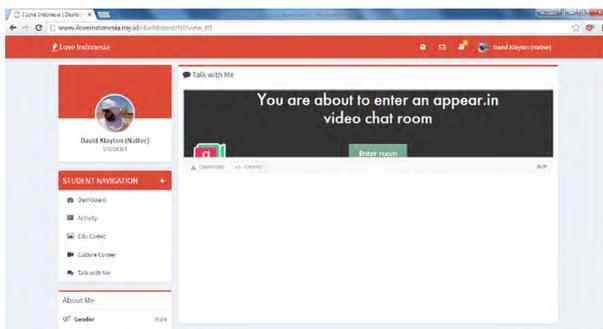
Writing activity on the wall



Writing activity in the messages



Writing activity in my secret diary



Speaking activity through talk with me