

The Use of Web Applications in improving English Skills of Non-native English Speakers in UHW Perbanas Surabaya

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Abstract

More innovation in teaching English to students is required due to the importance of English itself. Language teachers cannot be far from technology in this process, which is the application of scientific knowledge to practical tasks by organizations involving both people and machines. This study intends to see use of the Web applied on students` English skill. This study adopt a mixed-method approach. The method is chosen to elaborate the data taken from the students who apply Web on their study at UHW Perbanas Surabaya. There are several instruments used here to collect the data relate to the teaching method applied. The research instruments in this study is a questionnaire. The students` experience suggested that (1) the web application aids their English learning (2) the students agreed that utilizing the Kulon program enables them to complete English grammatical exercises more quickly (3) the web application enabled them to get higher scores on ESP subjects rather than English courses in the previous semester

Keywords: *Web application ; Learning ; English*

INTRODUCTION

Knowledge of another language is advantageous because it allows people to view the world, and particularly the world's cultures, from a broader perspective. English as a second language is the process by which students learn it alongside their

native language. (Sarica & Cavus : 2008) English proficiency is expected in the educational field. Competence is defined as a standardized requirement for an individual to perform properly in a particular job. It is a collection of knowledge, skill, and behavior that is used to improve performance. Competence can be defined as the

quality of being adequately prepared to perform a specific role. The empowerment of students and the teacher himself or herself is the foundation of students' competence in school. Competence and ability can be linked. The fundamental skills of English are reading and listening. It is classified as an input skill. It means that when people read or hear something, they will gain knowledge from it. Reading and listening are both fluent processes in which the reader combines information from various sources. (Taqwa & Hoogendyk : 2019)

This study is to investigate the effect of web used in teaching English in Universitas Hayamwuruk Perbanas Surabaya Surabaya. It is expected that by the use of web application in teaching English , the students structure skill can be improved. With this method applied in the teaching learning process, it will give benefit to other teacher in explore their teaching method. Practically, the findings of this study are likely able to give positive contribution to all English teacher as well as the students. The teacher can use web application in teaching listening to increase the students` listening skill.

CALL is an interactive language learning and teaching strategy in which the computer is employed as a tool for presentation, student assistance, and content evaluation. According to Lee (Sarfraz & Tariq: 2015), CALL incorporates information processing, communication, use of real language, and learner autonomy, all of which are significant in language learning theories. Indeed, the rise of CALL looks to offer a fresh viewpoint on language teaching and learning, as well as vocabulary acquisition. CALL enables learners to quickly access learning environments regardless of place or time, and it improves motivation and learning efficacy by utilizing multimedia information. Nejati and Salehi (2018).

Web 2.0 which also belongs to CALL, might be classified into two groups, according to Garcia-Martn and Garcia-Sánchez (2013): social and emotional applications and instrumental applications. The former is used on the spur of the moment and focuses on cultivating personal relationships via profile development, whilst the latter is commonly utilized in education and takes extra skills to use well. Facebook, YouTube, Twitter, and Flickr are examples of social and emotional applications. Blogs, wikis, and Google Docs are useful applications (Annamalai: 2019).

This is consistent with Mohammed, Assam, and Saidi's (2020) findings that the usage of Web 2.0 technologies assisted in the improvement of students' language abilities and vocabulary.

Son (2008) has performed research on Using web-based language learning activities in the ESL classroom. He indicated that the children had good opinions regarding using the Internet. The students felt that the Web activities were enjoyable and expressed a desire to participate in additional WBLL activities both in and out of class. According to Wang and Vásquez (2012), blogs and wikis have gotten the greatest attention as Web 2.0 tools, while others, such as social networking apps and virtual worlds, have gotten less.

The objective of this research is the development of website-based learning applications for the students at Universitas Hayamwuruk Perbanas. It is expected to be an alternative learning resource and media that makes it easier for teachers to deliver material, make it easier for students to master the material, and significantly improve language learning outcomes.

METHODOLOGY

This study involves a combination of methodologies. Mixed methods research is a method of studying behavioral, social, and health-related issues by collecting and analyzing rigorous quantitative and qualitative data in response to research questions, and then integrating or "mixing" the two types of data in a specific research design to produce a new and more complete insight or understanding than could be obtained from quantitative or qualitative data alone. These techniques can be framed by theories, ideologies, and worldviews. (Creswell,2004).

The instrument utilized in this case is to collect data related to the instructional approach used. This study's research instrument is a questionnaire. Students utilize the research instrument to complete a questionnaire regarding the web as it is used in the teaching-learning process. Students are expected to access the internet and pay close attention to the information while completing the activity. It is the most common and efficient way for determining students' reactions to the instructional style used. Following the use of the web in the teaching-learning process, a

questionnaire is presented to determine the students' replies. The questionnaire includes questions about whether they enjoy it or not, as well as the role of web applications in the learning process.

Data Collection

Because the participants in this study employed a mixed learning strategy, they met the lecturer many times in the traditional classroom and had additional encounters through the web. A website application was utilized for e-lectures and online interactions. The instructors then use online programs to give the grammar material. The web application program is utilized To acquire more accurate data, pupils are given a questionnaire. Students are requested to submit comments on the websites they have visited. Using the Likert scale the students can give their responses using numbers. Number 1 is for strongly disagree and number 5 is for strongly agree.

Participants

In the even semester of 2022, the researcher conducted a survey. It featured almost 100 first- undergraduate students from UHW Perbanas in Surabaya. Accounting, Finance , Management, Information Technology Information Systems , and Visual Communication Design were their major. Students are required to take English classes in both semesters of the course curriculum. During the first semester, the subject they study entitled English. In the second semester of their major, they take ESP for Management, ESP for Accounting, ESP for Information Technology, and ESP for Information Systems. Students are between the ages of 18 and 20 when students begin the second semester of the program. Students from East Java, Sulawesi, and Nusa Tenggara make up this group. Female students from East Java predominate at this business school.

RESULT AND DISCUSSION

Results

Students' Experience upon completion of their grammar task using the Web application Kulon application helps my English learning

This study focuses the response to the questionnaire given about Web application usage in English learning, especially grammar skill for the students. The questionnaire using Likert Scale from 1 to 5. Scale 1 is for strongly disagree , 2 is for disagree , 3 is neutral, 4 is agree and 5 is strongly agree.

Kulon application helps my English learning

The first statement asks the participant whether the application helps them learn English or not. The participants' responses are positive. From 98 responses, 48% or 47 participants strongly agree , 33 % agree , 14% neutral and 4% disagree.

Table 1

Statem ent	Str on gly Ag ree	Ag ree	Ne ut ral	Di sa gr ee	Stro ngly Disa gree	Tot al Res pon ses
Using web applicat ion helps my English learning	48%	33 %	14 %	4%		100 %

Students done the grammar exercise faster using the Kulon application

Question number 2 asked whether or not the students agree that using Kulon application make them done English grammar tasks, faster. From 98 participants, there are only 3 students (3%) answers disagree. Fifteen (15) students are neutral in answering this statement. On the contrary, thirty 38 students (38%) answered strongly agree and 42 students (42%) answered agree that using Kulon application makes them faster in doing English grammar exercise.

Table 2

Stateme nt	Str on gly Ag ree	Ag ree	Ne ut ral	Di sa gr ee	Stro ngly Disa gree	Tot al Res pon ses

Using web application helps me doing my English grammar task	38%	42%	15%	3%	100%
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Higher Score on ESP subjects after using Web application

The next is the 3rd statement, asking whether or not the web application enable them to get higher score on ESP subjects rather than English subject on the previous semester. From scale 1 to 5 , there are 39 students answered strongly agree and 43 students (43%) answered agree with the statement. However, sixteen students responded neutral to the statement.

Table 3

Statement	Strongly Agree	Agree	Neutral	Disagree	Total Responses
Using web application makes me getting a higher score on ESP	39%	43%	16%		100%

Students` Attitude toward the web application Effort Expectancy Easeness on web application interaction

The fourth statement asked whether the interaction with Kulon (the web application) is clear and easy to be understood. Thirty three students (33%) answer strongly agree and thirty nine students (39%) answer agree to this statement. On the contrary, four students answered strongly disagree. However, 22 students responded neutral to this statement.

Table 4

Statement	Strongly Agree	Agree	Neutral	Disagree	Total Responses
Interaction with web application is clear and easy to be understood	33%	39%	22%	4%	100%

They are proficient in using the web application

The fifth statement asked the participants whether they feel skillful or not in using the web application. There are thirty students answered strongly agree (30%) and 38 (38%) of the students answered agree. Only two student answered disagree, while twenty two students (22%) of them responded neutral.

Table 5

Statement	Strongly Agree	Agree	Neutral	Disagree	Total Responses
I am skillful using the web application	30%	38%	22%	2%	100%

The web application is easy to be used

The sixth statement asked whether the web application is easy to not to be used. There are 34 students answered strongly agree , 36 students agree ,25 students answered neutral. However 3 students answered disagree.

Table 6

Statement	Strongly Agree	Agree	Neutral	Disagree	Total Responses
The web application is easy to be used					

I think the web application is easy to be used	34%	36	25	3%	100	Campus support the Kulon web application usage	42%	33	22	1%	100
	%	%	%	%	%		%	%	%	%	%

Social Influence

Influence on Learning Study

The next statement asking whether the person who influence my learning behavior argue that I should use kulon web application. There are 27 students answered strongly agree , 41 students answered agree. In contrast there are 5 students answered disagree. Meanwhile 25 students answered neutral.

Table 7

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Responses
The person who influence my learning behavior argue that I should use kulon web application	27%	41	25	5%	100	100
	%	%	%	%	%	%

Campus support the web application usage

The last statement asks whether the campus support the Kulon web application usage. There are 42 students answered strongly agree , 33 students answered agree and 22 students answered neutral. Meanwhile 1 student answered disagree.

Table 8

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Responses
Campus support the Kulon web application usage	42%	33	22	1%	100	100
	%	%	%	%	%	%

Discussion

There were several questions asked to the 98 students regarding their perception of web applied in the teaching of English grammar.

Students' experiences upon completion of their grammar task using the Web application

There are 98 respondents in this study. Their comments on whether the web application aids their English learning are as follows: 48% (47 participants) highly agree, 33% agree, 14% indifferent, and 4% disagree. On the second statement, it inquired whether or not the students agreed that utilizing the Kulon program enables them to complete English grammatical exercises more quickly. Only three students (3%) disagreed out of 98 participants. In response to this remark, fifteen (15) learners are neutral. On the other hand, thirty-eight students (38%) highly agreed and 42 students (42%) agreed that utilizing Kulon program, the web application, made them quicker at solving English grammatical exercises.

The third statement asks whether the web application enabled them to get higher scores on ESP subjects rather than English courses in the previous semester. On a scale of 1 to 5, 39 students replied highly agree, and 43 students (43%) agreed with the statement. However, sixteen learners gave a neutral response to the statement.

The finding is coherent with Mohammed, Assam, and Saidi's (2020) findings that the usage of Web 2.0 technologies assisted in the improvement of students' language abilities and vocabulary. Particularly, Parmaxi and Zaphiris (2017) outlined numerous methods in which Web 2.0 might be utilized for more effective language acquisition with adequate theoretical and pedagogical alignment. Similarly, Hung and Huang (2015) argued that blogs may be utilized to improve English speaking skills. Furthermore, they

claimed that utilizing a computer allowed them to hear the content being played more clearly. Furthermore, they unanimously agree that they are interested in IT utilized for English study. Kening & Kenning, 1990 (Budiana, 2023) also believe that computers and information technology are vital in English learning. Furthermore, Prykhodko, Volkova, and Tolmachev (2019) discovered that an educational blog integrated into a foreign language teaching system contributed to the optimization of the teaching and learning process, as well as the development of students' communicative competence in a foreign language.

Students' Attitude Toward the web application

There are three questions asking about the student's attitude toward web applications. The fourth statement inquired whether the interface with Kulon (the web application) is straightforward and simple. Thirty-three students (33%) strongly agree, whereas thirty-nine students (39%) agree with this statement. Four learners, on the other hand, firmly disagreed. However, 22 students gave a neutral response to this remark. The next statement questioned users if they felt skilled in utilizing the online application. Thirty (30%) of the students agreed, whereas 38 (38%) of the pupils disagreed. Only two students disagreed, while twenty-two students (22%) responded neutrally. The sixth statement inquired whether the web application is simple to be used. There were 34 learners who said highly agree, 36 who agreed, and 25 who answered neutrally. However, three learners disagreed.

The next statement inquires as to whether the individual who influences my learning behavior believes that I should utilize the kulon web application. There are 27 students who highly agree and 41 students who agree. In contrast, 5 students said they agreed. Meanwhile, 25 learners responded in negatively. The last statement inquires whether the campus supports the use of the Kulon online application. There were 42 learners who said highly agree, 33 who answered agree, and 22 who answered indifferently. Meanwhile, 1 student responded negatively.

The findings of this study is supported by Son (2008) who has performed research on using web-based language learning activities in the ESL classroom. He indicated that the children had good opinions regarding using the Internet. The students

felt that the Web activities were enjoyable and expressed a desire to participate in additional WBLL activities both in and out of class. In addition, a web application is involved in CALL (Computer Assistance Language Learning). This is supporting the findings of a study by (Budiana, 2023) which stated that learners believe that utilizing a computer or a mobile phone to learn English makes the process easier. They also believe that technological aid makes English learning more exciting and engaging. They responded that they would not be concerned if the learning process was carried out on a computer, such as through an LMS or WhatsApp.

CONCLUSION

The researchers in this study try to conclude as the following:

First of all, the students' experience suggested that (1) the web application aids their English learning, (2) the students agreed that utilizing the Kulon , web application program enables them to complete English grammatical exercises more quickly (3) the web application enabled them to get higher scores on ESP subjects rather than English courses in the previous semester. This is supporting the findings of a study by (Budiana, 2023) which stated that learners believe that utilizing a computer or a mobile phone to learn English makes the process easier. They also believe that technological aid makes English learning more exciting and engaging. They responded that they would not be concerned if the learning process was carried out on a computer.

Secondly, the students' attitude are, (1) the interface with Kulon (the web application) is straightforward and simple (2) they felt skilled in utilizing the online application (3) the web application is simple to be used (4) the individual who influences their learning behavior believes that they should utilize the kulon online application and (5) the campus supports the use of the Kulon online application. The findings of this study is supported by Son (2008) who has performed research on using web-based language learning activities in the ESL classroom. He indicated that the children had good opinions regarding using the Internet. The students felt that the Web activities were enjoyable and expressed a

desire to participate in additional WBLL activities both in and out of class.

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