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USING INTERNET MATERIALS IN TEACHING LANGUAGES

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ABOUT ARTICLE

Abstract: Materials in language teaching refers to everything that helps the teacher and facilitate the students in teaching and learning process Richards and Schmidt. It is usually presented in a print-based such as textbook, workbook, or handout from the internet. According to Tomlinson, some information from printed books or internet which contain language learning could be used as a material for the teachers in teaching and learning process.

INTRODUCTION

In teaching process, material preparation is the first step that the teachers need to do. As stated by Brown, material preparation is used to develop the materials in teaching and learning, so it can satisfy the learner needs and interests. To meet the learner's need and interest Tomlinson suggested that materials should give the learners experience through spoken and written texts. Therefore, there are two steps in developing materials that the teachers need to do. First is identifying, it means that the teachers should identify the objective of the learning. Second is adapting, it means that the teachers should improve the materials to make it suitable for the learner's need. Tomlinson sums up several principles of developing teaching and learning materials for language learning:

a. Materials should have an impact

The students can be achieved the impact when they feel interest, curious, understand, and pay much attention to the materials. Therefore, the materials from the internet is the best way to achieve the impact, because the internet perform thousands of activities. Such as searching information, send or read email, get news, research for school or training, download a podcast, take a class online,

participate in an online discussion, take materials online and etc. Those activities are activities that the teacher can use for teaching and learning in the classroom.

b. Materials should help the students to feel at ease

In fact, in teaching and learning process the learners are tend to feel uncomfortable, anxious, bored and uninterested. According to Hakim, boredom in learning is an emergence of a lack of enthusiasm in doing learning activities. Therefore, the teacher should provide interactive materials to help the students feel at ease when they are producing language.

c. Materials should help the students to develop confidence.

Many students with low levels of confidence are difficult to understand the materials, that's why the teachers should give them some materials which can build their confidence. For example, by doing a role play or by giving them some materials from the internet such as, showing videos, games, or easy quizzes to makes them more enjoy and fell confidence while they take the language lesson.

d. Materials should give benefits to the students

The material being taught by the teachers will help the students to practice their target language not only in classroom but also in a real life. Moreover, by presenting good materials from the internet, story book, video tape, and radio. The students could achieve some benefits such as improving their ability, skills or even a new skill.

e. Materials should facilitate media specification

The activities in the classroom allow the teachers to use some media that obtained from the materials. Arsyad asserts that media is aimed at something that deliver some messages of information between sender and receiver. The teachers could use some media such as Visual media (pictures, graphics), Audio media (radio, tape recorder), Projected media (showing power point), and Projected motion media (showing film or video) . So that, teaching using media can help the students in their learning process more effective and efficient.

MATERIALS AND METHODS

As States by Tomlinson, resource of the materials has been divided into three sections, they are The Old, the New and the Newest. Some of the sections may look more "Teacher-centered" and other may be appropriate for "Learner-centered". However, those can be used by the teacher purposefully, critically and creatively.

a. The Old

The old one means the materials that still use traditional elements in language learning. The teachers are commonly use whiteboard, textbook and hand-made in presenting the language learning. Chen, mentions kinds of activity which can be done using whiteboard, few of them are: Class story, Cross word, Draw and describe, Hangman, Sentence game, Word change and Anagrams.From those activities it can concluded that this section is still "Teacher centered category" because the teachers

play a full role in teaching and learning activities. Teachers will give explanation and doing presentation in front of the class and the students do not have opportunity to develop their knowledge by finding some materials to support their own knowledge. The problems while teaching and learning will be solved by the teacher.

b. The New

The new one mans the materials use electrical and electronic appliances in the classroom. The items that the teachers tend to use are projector, video player, and audio player. Those items have been labeled as "New Technologies" that provides the lesson with effective, quick interaction from both teacher and learners.

c. The Newest

The newest mans the materials use technology in the classroom, including internet resources, using appropriate software, and website. According to Walsh, there are so many different tools and technologies available on the Internet today with so many associated terms and concepts: Video and Podcasting, Presentation Tools, Collaboration and Brainstorming Tools, Wikis, Social Networking, IM, Twitter, Virtual Worlds, RSS Feeds. This section is categorized as a "Learner Centered" because the students are able to search some information from the website by themselves. Also, the students are given the opportunity to solve the problem.

While the computer is now used in some form or another in most language classrooms, and is considered standard equipment, the Internet is also gradually being introduced in the foreign language classroom as teachers become more familiar with it. The Internet is a confederation of thousands of computers from various sector of society such as education, business, government and the military. It is a network of thousands of computer networks (Lewis, 1994). Each individual system brings something different to the whole (databases, library services, graphs, maps, electronic journals, etc), and the end result is a vast accumulation of information. It is a worldwide network of computers that interact on a standardized set of protocols which act independently of particular computer operating systems, allowing for a variety of access methods to the Internet. It can be used to both exchange information through electronic mail, newsgroups, list servers, professional on-line discussion groups, and so forth, as well as to retrieve information on a variety of topics through the World Wide Web. Meena Singhal (1997) conducted a research about the use of internet by teachers and indicated a qualitative improvement in the use of this valuable tool for information retrieval, teaching and idea exchange of the 149 web users, over half had employed it in a variety of instructional uses, in the relative percentages shown after this page: Several trends seem to be emerging. Computers are becoming increasingly available in schools around the globe. Governments, teachers and parents are advocating the networking of these computers, and making long-range plans for their use at all levels of education. New demands are then being made on teachers to use the technology creatively, leading

to a steep rise in the membership of relevant mailing lists and the number of available Internet training courses for teachers. Still, there are many parts of the technology that are not yet being exploited to their full potential, namely the audio and video components, and there is a real lack of substantial research into the pedagogical implications of the technology.

5 Four Basic Functions Grey (1999) has identified four ways in which the Internet can function as an educational tool in schools. These can also be considered four basic ways the Internet can be used in

ESL/EFL classrooms.

(1)   Search for and receive This category comprises activities that are based on using the Internet as a huge virtual library. In these activities students search for and retrieve information from this library.

(2)   Publish and provide

(3)   These activities involve not the retrieval, but the publication of information.This publishing is done on web pages, which are the basic places where information is stored on the Internet.

(4)   Talk to and reply

(5)   These are conversational activities that take place via the Internet through email correspondence and in 'chat' rooms. Strictly speaking, this category could also include Internet phone conversations..(4) Collaborate and learn.This category includes joint projects that involve students in two or more classrooms that might be thousands of miles apart. The fourth way of using the Internet usually involves one or more of the other three ways. Collaboration between classrooms almost always involves the use of email. Also, it may include the joint publication of web pages or joint search activities.

The Internet has several advantages as a source of teaching materials according to Warchauer (1996):

1. Scope: How big is the Internet? Huge might be the most exact answer -though computer scientists at the NEC Research Institute in the United States estimate that as of April 1998 there were over 320 million pages. As a vast virtual library the Internet offers a seemingly endless range of topics to choose from, all in one handy location.There are even a growing number of materials specifically designed for English language teaching. It is a paperless medium and so it escapes the size restrictions that are characteristic of the coursebook. Internet files do have a tangible volume, but the limitations in scope are determined by the users' speed of access and the computer facilities available.

2. Topicality: While some of the content of the Internet is several years old, much of it is updated on a regular basis: monthly, weekly or daily. You can get today's news from any number of

publications without buying them all in the hope of finding that one useful item. And of course, many new publications are being added every day, some of them unavailable in print.)

3. Personalisation: Coursebooks are inescapably limited by the magnitude of the audience for which they are written. The topics they deal with may be irrelevant or difficult to discuss with your class, and you may sometimes need alternative topics and texts. The Internet can greatly simplify the task of finding; them. In addition to the communication benefits of the Internet, the Internet can also be used to retrieve and access information. The World Wide Web is therefore a virtual library at one's fingertips; it is a readily available world of information for the language learner. While the Internet offers numerous benefits to the language learner, a few such possibilities are examined here, in the context of language learning. Perhaps one of the most essential pedagogical principles of language teaching is one that emphasizes the study of language in a cultural context. Many language teachers believe that language and culture are inextricable and interdependent; Understanding the culture of the target language enhances understanding of the language. To this end, the Internet is a valuable resource to both language teachers and learners. As discussed previously, e-mail on the Internet allows language learners to communicate with native speakers. In this manner, the Internet facilitates the use of the specific language in an authentic setting. The Internet can also be used to acquire information from language resources for a variety of purposes. For example, students can access current information from countries around the world. They can obtain geographical, historical, social/cultural, economic, and political information from the countries in which the target language is spoken. Students can read web versions of daily newspapers and same-day news reports from sources such as the French Embassy's gopher service, the daily Revue de Press (Armstrong and Yetter-Vassot, 1994). Such experiences can allow learners to participate in the culture of the target language, which in turn can enable them to further learn how cultural background influences one's view of the world.

RESULTS AND DISCUSSION

The Internet provides lot of opportunities and has in-built search engines and social networks. Olomo stated that Internet is an international computer network that connects other networks across the globe . In today's technology-driven world, the emergence of the internet has become more and more useful in teaching and learning. This idea is also supported by Warschauer, Shetzer, & Meloni that the Internet can be used for various types of teaching. Given this view of the relationship between internet and teaching, it is clarifying that in teaching teachers should prepare the materials with infinite access to all types of information's. Meanwhile, Komalasari asserts that internet is one of the categories in a teaching and learning source which provides good materials and provides varied reading sources.A number of studies have investigated the use of internet resources for teaching in language learning. Febisola Olowolanyemo examined teachers' awareness in Azare higher education

with the participation of teachers in Nigerian school. Using descriptive research methodology, Febisola Olowolanyemo found that the teachers of English are advised and encouraged to have a positive attitude to the internet resources and it also encourage their students to do the same. These teachers used Web quest which potentially involves the learners in practice of all the language skill. In short, the use of internet resources has been trusted by teachers that can improve their teaching and gives an UpToDate supplement materials to the students, Rusman. Nowadays, people are familiar with an Internet. Even elementary age children are spending their time to surf the internet rather than reading some printed books. According to Kamenetz, the availability of online resources serves more quicker, less expensive, and more efficient manner than ever before for all the students. Therefore, a quick search from the internet will express something that you want to know, and it is available for free. The internet resources manifest themselves in numerous categories, such as:

The web-based educational tutorials are online courses that offer courses in various subjects online. Carliner defined, online learning is an educational material that presented via computer and it takes place over the internet. Meanwhile, the online course provides a distance learning irrespective, it also provides a higher degree of interactivity and flexibility. Online course is the best part of technological multimedia and instructional innovation that has designed for the students and the teachers. The online course which available on the internet are:

1) MIT Open Course Ware MIT Open Course Ware is an initiative of the Massachusetts Institute of Technology (MIT) to publish all the materials from undergraduate and graduate level courses online. MIT course opens courses with various subject, such as science, computer, engineering, history, literacy, and literature. The students could view, read and download all materials provided by MIT in the form of lecture notes, exams and some videos.

2) Coursera. Coursera is a platform that has collaborated with many best institutions and universities such as Stanford University, University of Michigan, University of Pennsylvania that provide course programs. Coursera is focused on the students who wants to learn English. Learning English in Coursera is comprehensive and interactive because the materials which consist videos, quizzes and exercises. Interestingly, the students can learn together if they could not do the exercise.

Design tools are media, objects or computer programs which can be used to design something. As jones elaborates, Design is the world for building new things. In the field of education, some of resources for design are helping the students to develop their creativities and help them to create something new. However, the term creating (design) is the label chosen as the top level of Bloom's taxonomy. It refers to the act of planning, problem solving and making an improvement, Anderson and Krathwohl. Here are some design tool resources that are available for students and teacher in the internet:

1) Toondoo. Kirchoff and Cook point out that Toondoo is a comic creation that offers many options and it is free and user-friendly interface. As the newest technology in the internet, teachers can simply create a cartoon using Toondoo by choosing characters, backgrounds and clipart's. However, it is different with some cartoons on the book, because the students could make their own comic plot creatively. Besides, this tool is helping to build different settings and experiences for the students which can increase their motivation to learn. Gonzalez has found that Toondoo is a good visual literacy resource for the teachers in motivating the students.

2) Canva. Canva can be used in learning activities. Smaldino stated that Canva is one of visual classroom which serve six multiple purposes, such as: 1) To develop ideas concretely, 2) To motivate the students, 3) To engage the students attentions, 4) To repeat the information, 5) to recall the knowledge that have been learned, 6) To make the learning activity more simple and easy. Those purposes have believed could create a positive learning environment.

3) PowToon. PowToon offers a wide series of graphics, cartoons, and animated images. PowToon presentation could be shared to other programs including YouTube and PowerPoint. Therefore, it also provides a good feature in learning. PowToon could be used by the teacher to teach in any subject and any type of class which the students are required to improve their 4C skill (communication, collaborative, critical thinking and creativity), Tracy Weber.

Assessment of learning is the process of gathering information that the teachers use to identify the learners' needs, determine their prior knowledge, strengths and weaknesses, Lidz. Nowadays the teachers are easier to assess the student's knowledge because there are plenty of online assessments that provide in the internet. The use of online assessment saves a lot of time and money. However, the students also can take the assessment during class or at home using their own devices. There are some internet resources of online assessment, such as:

1) Quizizz. Quizizz is a tool for creating interactive quiz that is used in the learning activity. The quiz is in the form of multiple choices and true false, the students need to enter the codes before starting the quiz. Every student will have the different question. In addition, this tool is easy to use for all teachers and students. For the teachers it helps them to view students report and view the most difficult question that the students cannot answer. For the students, it helps them to improve their knowledge.

2) Kahoot. Kahoot is one of the internet resources which elaborates the multiple-choice questions with the images, music, videos, and diagrams that make the design more attractive for students. An instructional expert Gagne & Driscoll explain that the first element needed learning is to gain the students' attention43. Thus, it can encourage students focus and can excite in the classroom.

CONCLUSION

In teaching and learning there will be an activity called listening. Listening is an ability to identify and comprehend the sound of what we hear from an audio or what others saying, Nunan44. In listening activity, the teachers should provide some interesting audios that are familiar meaningful and various for the students. So, it can help them to understand more easily. According to Ur, there are two characteristics of listening exercise that effective practice in the classroom such as, the suitability level of the students and using recordings . Meanwhile, the students also can improve their listening and speaking by watching some videos on the internet. Harmer, reveals that video helps to make media more realistic which can evaluate student's performance46. In addition, video is one of the alternative ways that can be used in teaching and learning because it contains dialogues from highly proficient English speakers, so that the students could easily imitate and understand the pronunciation. Therefore, Krashen asserts that for input to be comprehensible, it must be suited to the level of the students. In light with this statement, the video needs to present different levels of fluency which suitable for each student, so that they know their respective level. This resource is available on the internet which offers free listening activity for students who wants to learn English or other language. The teachers and the students can access the listening lessons for beginner, intermediate or advance. Also, there are many different activities on the site such as, Views, Videos, Mixer, New center, Games, Scenes and Audio notes.

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