



EXPLORING PROSPECTS OF WEB-PUBLISHED ACADEMIC ENGLISH COURSEBOOK FOR NON-ENGLISH MAJOR STUDENTS

Muhaimin Abdullah *¹ Rigel Sampelolo², Syawal³, Risman Wanci⁴

*Universitas Negeri Surabaya¹, Universitas Kristen Indonesia Toraja², Universitas Muhammadiyah Parepare³,
Sekolah Tinggi Ilmu Keperawatan Famika Makassar⁴*
Correspondent email*: abdullahmuhaimin24@gmail.com

Abstract

This study explores opportunities for web-published academic English coursebook to be applied as primary learning resource for non-English major students in Indonesia. Large scale social restriction due to Covid-19 pandemic that disallows regular face to face meeting to be conducted and the fact that English coursebook has not been developed yet at locus of the study lead the authors to set this phenomenon as important and urgent. The data were gathered from a total of 68 non-English major students at a state university in Makassar, Sulawesi Selatan, Indonesia. Data were obtained through interview, observation, and document analysis. This publication entails on (1) the perceived importance and the urgency of academic English coursebook; (2) participants' internet self-efficacy; and (3) participants' perception on faculty readiness in terms of infrastructures. This study contributes to English as a foreign/second language domain that it sheds light on how to begin the design and development of web-oriented academic English coursebook for non-English major students.

Keywords: Needs Analysis, Environment Analysis, Web-based Learning, English for Specific-Academic Purposes

INTRODUCTION

Internet technology has been embraced by educators from all over the world for educational purposes. It is proclaimed that the large-scale utilization of technology in educational domain is allegedly triggered by real and added value it offers (Tschirner, 2001, p. 317). Consequently, it becomes uncommon for learners to be enrolled on an educational program that does not involve regular access to the internet (Mathew, 2011). Further, there is a strong tendency to integrate technology into curriculum (Ayres, 2002a, p. 248). Especially for ESL (English as second language) and EFL (English as foreign language) context, academic literatures have presented abundant qualitative explorations and quantitative examinations on how technology affects learning process as well as outcomes both from the side of educator and students (Ürün, 2015, pp. 80–85).

In 2001, a study revealed that internet promoted learning forum for educators' professional development (Reynolds et al., 2001). For the benefits of the students, it was found that those who were treated in web-based learning platform outperformed those who were not (Peyghambarian et al., 2014) and contributed to EFL students' learning achievement (Noni, 2004, p. 105) more than conventional English language instruction (Olibie, 2010). In terms of social-interactive, technology could extend opportunities for fostering learner-teacher rapport (Jiang & Ramsay, 2005, p. 58). In terms of affective domain, technology could enhance students' interest, motivation (Talebi & Teimoury, 2013) and attitude (Agustina, 2017).

Despite its appeal and promising assistance in providing information (Furuholt et al., 2008) and facilitating communication on both individual and societal level (Hui, 2010), the existence of technology in foreign language classroom should be seen as supplementary tool for learning enhancement – that is, to replace neither classroom-based learning (Ayres, 2002b, p. 248) nor educator in classroom (Noni, 2004, p. 106). Besides, appropriate instructional system is also needed in facilitating language acquisition and learning (Gitsaki & Taylor, 1999).

This study explores opportunities for web-published materials to be utilized by non-English major students at a state university in Makassar as official English coursebook for learning English as specific academic purposes. That official English coursebook has not been developed yet in the locus of this study leads the authors to explore its perceived importance and urgency based on participants' personal point of view. Besides, participants' self-perception towards their internet technology self-efficacy – which is simply defined as judgment of ability to appropriately perform target behaviors to produce outcome (Murphy et al., 1989, p. 893) and as assessment of self-confidence (Durndell et al., 2000, p. 79) in using devices connected to the internet is also discussed to predict the success of its further implementation. Another focus is participants' point of view towards faculty readiness in terms of infrastructures in applying web-based resource. The results of these three research focuses are believed to be the paramount predictors of opportunities to apply web-published material for non-English major students in Indonesia context.

COURSEBOOK IN LANGUAGE LEARNING

In EFL context, the lack of human resource of native English speakers – either those who are from English-speaking countries or native speakers in terms of multilingual setting (Hansen Edwards, 2017) – leads the students to rely their source of knowledge on textbook or module. Condition in which pupils have their schooling in a non-native language also leads to a challenging in terms of literacy (Elley, 2000). These phenomena assert that textbook in EFL setting plays a significant role for EFL students. Its importance is best illustrated as the core of ELT program (Sheldon, 1988, p. 237). Besides, it is treated as an indispensable tool for foreign language learning (Naji Meidani & Pishghadam, 2012). It is clear that in EFL context, textbook is crucial since it influences the process of learning and in the end, it determines the success of the objectives set by foreign language program.

Many studies have been conducted to examine the importance of textbook in language learning. A 1991 study claims that children exposed to an extensive range of high-interest illustrated story books are consistently learn target language more quickly (Elley, 1991). Another study concludes that an enriched diet of regular reading – treated using The Fiji “Book Flood” – accelerates the development of students' proficiency in reading and listening (Mangubhai, 2001). Besides, it is useful for enhancing students' vocabulary (Bärenfänger, 2005, p. 19; W. Hsu, 2009; Reisi & Saniei, 2016). These findings indicate that the importance of textbook in language learning has been believed as unquestionable truth. In other words, institutions that offer foreign language learning program should have prepared official textbook or module to guarantee the success of their foreign language program.

It is commonly known that either the adoption or the adaptation of foreign language textbook should be carefully conducted and systematically evaluated before it is used. In executing textbook evaluation for ESL/EFL context, the role of parties involved – from publisher to government – should be taken into consideration (Khoo & Knight, 2015). The most common strategy chosen as preventive measures for potential issue that might arise in textbook adoption and adaptation is by systematically considering and following the theory of materials design and development. Nation and Macalister are two experts whom their book entitled “Language Curriculum Design” might become mandatory reference of English as foreign language (EFL) teachers when they are asked about curriculum and materials development. Their book has been set as ‘the bible’ for materials design and development for foreign language program by many institutions from all over the world. Some emphases that can be outlined from the books are that materials development should begin by conducting needs analysis and environment analysis; consulting the results to twenty principles that cover content and sequencing, format and presentation, and monitoring and assessment; determining the goals; and ended with – the most important step – evaluation (Nation & Macalister, 2010). Almost similar cycle is recommended by Jack C. Richards in his book entitled “Curriculum Development in Language Teaching” (Richards, 2009). Two other popular guidebooks on material development for language teaching are respectively “Choosing Your Coursebook” written by Alan Cunningsworth that put more emphasis on evaluation (Cunningsworth, 1995) which is intended to ensure the suitability of the materials (AbdelWahab, 2013) and to prevent both teacher and students from misleading information from textbook (Forman, 2014); and “Developing Materials for Language Teaching” that specifically discusses electronic materials for language teaching presented by Beverly Derewianka in Chapter 12 (Tomlinson, 2014, pp. 199–217).

Even though abundant resources on materials development for language teaching are available both in e-book and paper-based formats, publication about design and development of EFL textbook, especially in Indonesia context, is treated as under-developed. The fact that foreign language teachers tend to take the ready-to-use material without considering environment and needs analysis factors contradicts to Cunningsworth's argument that the role of course-book is to be at the service it offers for both teachers and learners (Cunningsworth, 1995, p. 7). It indicates that the ready-to-use material offered by textbook rules out the fact that students have particular needs in learning foreign language. Hence, the roles of the textbook, teachers, and learners in foreign language program should be set as the core points to be considered (Cunningsworth, 1995; Richards, 2009, p. 256).

Another issue on the adoption and adaptation of foreign language course-book that is commonly discussed is cultural suitability between materials with users' environment. Some researchers that put emphasis on this issue argue that culture and language can be best illustrated as two sides of the same coin (Nault, 2006). Therefore, ELT (English language teaching) materials should combine both local and international culture (Monfared et al., 2016). In this case, teacher who is regarded as the one who understand the local culture well is encouraged to produce locally-published materials (Zacharias, 2005). However, when locally-published materials are considered as the solution, issue that might arise is teachers' knowledge on the language which, by many experts, is labeled as questionable since potential for materials to include inauthentic language and language distortion is undeniable (Richards, 2009, p. 255). This phenomenon implies that study on materials production based on research-based design and development is both important and urgent.

WEBSITE IN LANGUAGE LEARNING

Web-based language learning is not a brand-new approach in education. There are abundant research studies that have proven its effectiveness through the lens of quantitative and qualitative studies. Some popular web-based technologies for language learning that are commonly discussed in journal publications in the last decade are blog, wiki, and Web 2.0 such as social networking services (SNS) and learning management system (LMS). Especially for language learning purposes in Indonesia context, this method of delivery mode is treated as 'under-developed'.

Prior to this study, it is found that technology has been utilized in learning Runyakitara – language spoken in western Uganda (Katshemererwe & Nerbonne, 2015), Chinese (Jiang & Ramsay, 2005), Arabic (Cushion & Hemard, 2002), and English (AbuSeileek, 2009). A 2013 study reported that Web-based platform dominated 13 most popular internet technologies utilized by instructor in language teaching. They were used for respectively the learning of reading, grammar, vocabulary, listening, writing, and speaking (Celik, 2013, pp. 473–474). Blog, Wiki, and Web 2.0 technologies such as social networking services (SNSs) and learning/content management system (LMS/CMS) are some of the most utilized platforms in language learning.

Blog or weblog is a tool that enables its users to create online journals (Wu, 2006). It is proclaimed that blog promotes effective writing instruction, enhances students' overall writing performance and motivation to write, promotes students' autonomous writing (Amir et al., 2011, p. 542; Arslan & Şahin-Kızıl, 2010, p. 194; Y. Sun, 2010; Vurdien, 2013), improves speaking complexity (H.-C. Hsu, 2015), affects reading performance (Yakut & Aydın, 2015), enhances language and intercultural abilities (García-Sánchez & Rojas-Lizana, 2012, p. 373), and help the students in dealing with listening through web-based listening (Wong, 2005, p. 40). Claims made towards internet technology called Wiki are also mostly positive. Its integration in foreign language classroom is perceived positively by the students (Chao & Lo, 2011; Zou et al., 2015) and keeps the students engaged in the language learning which lead to more production with accuracy (Zou et al., 2015). Research studies that focus on CMS and SNS proclaim that students feel they can improve their writing performance through the integration of social media (Laire et al., 2012). In speaking classroom, the integration of Youtube and Facebook as web-based internet technology enables the students to build their confidence in speaking English and allows them to develop their own learning process and strategies (Sun & Yang, 2013). Another study that examine the integration of Facebook into learning management system (LMS) Moodle falls into conclusion that social networking services mentioned previously facilitate students in developing language skills, reinforce cognitive skills and support active learning environment (Dogoriti et al., 2014, p. 261).

Furthermore, research studies on web 2.0 technologies reveal that web-based resources can grow learners' confidence in learning their target language (Atmanegara et al., 2013, p. 121). Besides, learners enjoy using web-based grammar material (Baturay et al., 2010), and promotes sustained attention and reading comprehension (Chen & Huang, 2014). Furthermore, the use of web-sites and the internet is suggested to be considered as a major part of the current teaching models (Girgin, 2011). Many agree that research findings on the utilization of internet technologies in language learning dominate literature publications. Related to this part, internet self-efficacy is treated as one of determinant factors that lead to accurate prediction of the opportunities for the utilization of web-published English coursebook. internet self-efficacy can simply be defined as assessment of self-confidence (Durdell et al., 2000, p. 79) in reaching target behaviors to produce outcome (Murphy et al., 1989, p. 893). Another determinant factor is infrastructures provided by institution that is regarded essential. Optimism and innovativeness are set as the most influential factors regarding perceived usefulness and perceived ease of use (Erdoğan & Esen, 2011). Besides, confidence and competence in the technological and pedagogical skills are also reported important (Downing & Dymont, 2013). However, no considerable gap in terms of technology infrastructure that affect performance and practice (Lan, 2001, p. 393).

METHOD

This research took place at a state university holding public service agent status in Makassar, Indonesia. The total participants of this exploratory study consisted of 86 1st semester students majoring Primary School Teacher Education study program recruited from 3 different classes – 31 participants from class M. 6.4; 26 participants from class M. 6.5; and 29 participants from class M. 6.7.

Interview with the English lecturer revealed that the students were not equipped with coursebook in English classroom. Given that phenomenon, the authors proposed three-folded research focuses that seek participants' perspectives about: (1) the importance and the urgency of having official English module; (2) familiarity with internet technologies; and (3) faculty readiness in applying web-based learning. In responding the interview, the participants were allowed to use English and Bahasa Indonesia. Participants' responses were coded and described narratively based on category of their responses as guided by literature on grounded theory coding (Charmaz, 2006, 2014; Corbin et al., 2008; Glaser & Strauss, 2009; Strauss & Corbin, 1998). Content analysis was performed by defining the units of analysis – in this case, words and sentences – and the categories to be used for analysis, placing the code into categories, and then counting and logging the occurrences of words, codes, and categories. Content analysis can be beneficial because it is unobtrusive and the contents analyzed are not influenced by researcher's presence (Tavakoli, 2013, p. 102) and has external validity as a goal (Downe-Wamboldt, 1992). It was intended to build a model to describe the phenomenon occurred in a conceptual form (Elo & Kyngäs, 2008).

Data obtained from interview were verified and triangulated with data obtained from observation and document analysis. The authors observed the way the participants learn English in classroom for about 2 months. The focus of observation was whether the participants use electronic device in English class or not. To strengthen the validity of the data, document analysis was conducted to convince the authors in generating results regarding participants' preferable resources by checking the reference of participants' assignments.

FINDINGS AND DISCUSSION

The results of this research are three-fold. They are respectively (1) students' perspectives on the importance and urgency of official English module; (2) students' internet self-efficacy; and (3) students' perspective on faculty readiness in utilizing internet technology as official web-published academic English coursebook.

The importance and urgency of web-based coursebook

From total 86 participants included in this preliminary research, 75 (64.5%) of them perceive that the existence of official English module that specifically designed and developed to meet institutional requirement towards English is important and urgent. Participants who treat it as both important and

urgent have relatively similar reasons. They perceive that its existence can ease them and guide them in learning.

It is very important because with official English module, we can have guide to the exam (ZZ – M. 6.4).

It is very important because with the module, students can learn independently without any direction or explanation from teacher, and teacher only orders for job duties (IRM – M. 6.5).

I think it is important that we can learn English with modules before the lesson is started and get guidance through the module (NIW – M. 6.7).

Besides, it is revealed that the existence of official module can make the teaching and learning process becomes more directed and in line with learning objectives.

Very important because with official module, learning can be more directed and can be beneficial for the students (IS – M. 6.4).

Very important, so that learning becomes directed (HAE – M. 6.5).

Participants who argue the opposite responses perceive that official English module is not important and urgent because internet has abundant information including materials that will be learned in English class. 11 participants argue that materials and information provided in English module are available on the internet. Therefore, the participants prefer looking for information on the internet rather than in book.

I think it is not so important because nowadays we can find learning materials on the internet (FH – M. 6.4).

I think English module is not very important in learning since I tend to use internet to learn English (MS – M. 6.7).

Besides, official English module is regarded as not important and not urgent because materials are sometimes inconsistent with what the teacher explains in classroom. Participants of this study describe that their prior English teacher explain materials in the module differently.

Sometimes the students find resources on the internet and sometimes also module does not provide the list of learning materials (FKR – M. 6.7).

... my experience, some modules are not in accordance with what the teacher conveyed and what we learned in classroom (IR – M. 6.7).

Another reason is that materials contained in official English module are beyond what the students wish to learn.

In my opinion, module is not so important because many of modules out there do not fulfil my needs and the materials on it are out of my desire (NR – M. 6.7).

Participants' Familiarity with Internet Technology

All participants perceive that they are familiar with internet technology. In accessing the internet, devices that they commonly use are smart-phone and laptop. Internet technologies are perceived useful because it facilitates participants in learning and in doing assignments.

I'm very familiar with internet in terms of doing assignment and others (SM – M. 6.4).

I'm very familiar with internet technology because I always use it (RPB – M. 6.4).

Very familiar because I always use it [internet] (MJ – M. 6.5).

Quite familiar, because internet technology such as laptop/smart-phone and website greatly assisted me in searching for information and communicating with distant people (SRLA – M. 6.5).

I utilized internet since I was in elementary school and I still use it until now (MFR – M. 6.7).

Very familiar because I connect to the internet every time like in doing assignments, interacting with friends through social media, etc. [dan lain-lain] (NAM – M. 6.7).

From observation in 3 different classes, some participants always equip themselves with laptop while the others use smart-phone in English class. In several occasions, such as in presentation and discussion

section, the students are captured accessing Google Translate. They access it to find unfamiliar word to be translated both from English into Indonesia and from Indonesia into English. When it is verified, the participants argue that they need quick assistance in finding vocabulary that they want to use. Google Translate service is preferred because it provides quick translation.

Participants' Perspectives on Faculty Readiness

Almost all participants argue that their faculty is not ready yet in applying internet technology in in-class-learning. The most significant responses are poor internet connection provided by university and the availability of computer or laptop.

The readiness of the faculty is not yet perfect, because free wifi [wireless fidelity] network is limited and the other facilities such as computers have not been adequate (DAS – M. 6.5).

Very far from the word "good". There is indeed wifi [wireless fidelity] available but it cannot be used (AWA – M. 6.5).

Not ready yet because internet connection is not really sufficient. Many students still cannot access internet (FKR – M. 6.7).

Not so sufficient. I never found internet access in campus (NR – M. 6.7).

However, some students hint that this idea is still possible to be executed since the students can provide internet service themselves.

... but web-based module can be used if students are willing to use their own cellular data and bring extension cable to power their laptop (NIEP – M. 6.4).

I use my [internet] quota because wifi [wireless fidelity] in campus, we can't use (IN – M. 6.5).

In my opinion, this faculty is ready because almost all students own smart-phone and they have great internet connection since we live in the city (ATS – M. 6.7).

From observation, it is found that most of the participants sometimes hold their smart-phone when doing assignment and handling class discussion. Some others are sometimes busy with their laptop. When they are asked, accessing Google Translate dominates participants' responses.

Besides, since web-based English module is accessible on the internet, so that learning is possible to be taken place at home.

I think learning can be taken place even in dormitory (ID – M. 6.7).

The availability of AC power plug and socket in classroom is the second significant responses mentioned by the participants. The availability of AC power plug and socket in classroom is regarded important since when the students' devices start to run out of power, they stop accessing internet.

... extension cable also becomes a deal-breaker for web-based learning to be applied (FH – M. 6.4).

In my opinion, the application of web-based English [module] still cannot be applied because of internet connectivity provided by campus, besides, the lack of AC power plug. But I think it can be useful if students are disposed to use their own cellular data and provide their own extension cable to power their devices (NIEP – M. 6.4).

... Then faculty should equip facilities like the internet network, a study room, the flow of electricity and the computer each student (SSW – M. 6.5).

After observing the classrooms, the authors found that the availability of AC power plug and socket is insufficient to accommodate the participants' need. There are only 1 - 3 sockets each classroom available. While teaching and learning takes place, 2 – 3 smart-phones are sometimes found connected to the power plug and socket. This condition, of course, cannot accommodate the needs of whole students in classroom.

It has been described in the results that majority of participants of this study perceive that having official English module is both important and urgent because it helps its users to meet learning objectives by guiding them in learning the target language. Participants' perceptions are mostly similar in terms of benefits that textbook or module offers – that is, as a guide in meeting the learning objectives. Therefore,

the main point implies as described in the results of this research is that participants need guidance that is in line with the learning objectives. It seems that participants of this study have realized that textbook means indispensable tool for foreign language learning (Naji Meidani & Pishghadam, 2012). In addition, participants of this study has also realized that textbook can lead them to accelerated learning (Elley, 1991), the development of input of target language (Mangubhai, 2001), and vocabulary mastery (Bärenfänger, 2005; W. Hsu, 2009). It is clear that module that serves as guidance in learning is essential. It re-emphasizes illustration that textbook means the core of ELT program (Sheldon, 1988).

The fact that the institution has not developed official English module yet might result to ironical condition that potentially disrupts students' learning. Fortunately, internet nowadays allows learning to be taken place without having any module. Participants of this study, moreover, have realized the fact that internet promotes foreign language learning. In short, if institution could not provide an official guide for learning, internet will be considered as a solution by the students. Internet nowadays enables students to search for courses using the web, scouring their institution or even the world for programs, classes, and instructors that fit their needs. After finding an appropriate course, they can enroll and register, shop for their books, read articles, listen to lectures, submit their homework assignments, confer with their instructors, and receive their final grades – all online (Ko & Rossen, 2010, p. 4).

Participants who argue that official English module is not so important because internet has provided everything they need in learning tend to experience less directed learning that anyone nowadays is enabled to publish any information (Green et al., 2014; Myhre, 2012; Slaouti, 2002); meaning that information on the internet tend to be more random (Davies, 2007, p. 56). The condition can become much more complicated if the students are apathetic about the validity and reliability of information they find on the internet (Yılmaz & Çakmak, 2016, p. 64). For this kind of case, it is the educators' role to equip the students with ability to self-evaluate websites (Guardiola-Wanden-Berghe et al., 2011; Mueller, 2015) in order to keep the learning on the track so that the students are not virtually lost. However, this study suggests educational institutions to design and develop a web-based learning portal for internal use as a straightforward solution that overcome the absence of coursebook or guidebook – considering that university or institutional support (Abubakari et al., 2022) determines the success of online learning.

In regards with the data on participants' internet self-efficacy, results of this study implying that majority of participants have positive perceptions towards the application of internet in language learning is interpretable that the participants have good internet self-efficacy. During their learning, website has helped them in finding reference for assignments and homework. It implies that claims published in many scholarly-published articles regarding web-based learning as one form of distance content delivery (Caywood & Duckett, 2003, p. 98) has been practiced by the participants. The tendency to apply web-based learning without instruction by the lecturer emphasizes that the website is regarded as more practical tool to find information preferred by the students. Therefore, this study supports the claim that website is regarded as more superior than any other information bank for its capability to provide instantaneous access to information (Arslantas et al., 2021). In addition, it also supports the claim that learners who have higher confidence about internet use tend to show stronger preferences towards online learning environments (Jan et al., 2013, p. 493). However, it should be realized that not all students have the same degree of internet self-efficacy. Although some of the participants of this study explicitly describe that they are not familiar enough with Internet, they know how to operate it. Interview has proven that they even get connected to the internet in almost similar intensity with those who have higher internet self-efficacy.

A 2016 study proclaims that insufficient knowledge on how to operate websites to find information prevents language learners to access website for language learning purposes (Nishioka, 2016, p. 144). However, it does not mean that low internet self-efficacy learners do not know how to operate devices (computer/laptop and smart-phone) to access internet. Statements collected through interview – triangulated with data collected through observation and document analysis – are all ended with strong indication that participants with low internet self-efficacy also utilize Internet to find information. Another evidenced is revealed through observation where all participants are captured tied with either laptop or smart-phone during the learning. In interview session, they explicitly stated that Google Translate dominates internet technologies that they regularly utilize in learning English.

Another supporting fact is evidenced through document analysis where participants' assignments references on participants' assignments are dominated by online resources – signed by prefix <http://www>. and .html extension. In short, it is safe to conclude that participants with low internet self-efficacy are already internet-experienced and have sufficient knowledge on how to use internet for learning. This finding indicates that learner-content interaction (Moore, 1989, p. 2) is possible to be met by the help of internet technology. Besides, learning in which the students are allowed to find their own references on the internet, known as web-based self-learning mode (Hao & Meng, 2007), promotes learner-centered and active learning, and leads the students to more independent learning (Bates, 2005, p. 133).

In terms of faculty readiness, although internet connection provided by institution is perceived poor in terms of quality, the opportunity for web-published English module is still widely open, at least in blended learning mode that simply refers to the mix of in-class learning with technology-based learning (Holton et al., 2006, p. 213) or in web-based self-learning mode (Hao & Meng, 2007). Statements argued by participants described in results prove that in Indonesia context nowadays, the less-availability of infrastructure including Internet connection which is poor in terms of quality does not negatively affect the idea of adopting Internet-based resource for learning English. It supports an argument that technology infrastructure is not considered as factor that affects performance and practice (Lan, 2001, p. 393). However, optimism, innovativeness, confidence and competence (Downing & Dymont, 2013; Erdoğmuş & Esen, 2011) should be systematically considered for successful integration of technology in language learning program. In other words, institution should take active role in realizing good online learning environment by providing sufficient infrastructures.

Study published in 2008 reveals that in Indonesia, internet access points are available but the students still encounter problem in accessing internet (Rye & Zubaidah, 2008, p. 97). In the last several years, there has been several improvements made by Indonesian government. In addition, internet cafes have been everywhere around Indonesian cities. They can commonly and easily be found near public space such as campus, etc. The fact that all internet cafes in Indonesia enable visitors to use internet as free facility (Furuholt et al., 2008) signals that students are enabled to connect to the internet for learning purposes outside the classroom. The argument is supported by the fact that about two-thirds of Indonesia's internet users obtain their connection in internet cafe (Kristiansen et al., 2003).

Referring to literature on web-based learning which confidently claim that internet supports autonomous learning (Girgin, 2011, p. 631), or in another term, independent learning (Bates, 2005, p. 133) which is regarded as a key to success in learning a language (Tomimori & Nomoto, 2013, p. 306), can be a positive signal for website offering the learning of English as specific academic purposes to be seriously designed and developed through design-based research.

A minor point that should be taken into consideration by stakeholder is the participants' voice regarding the insufficient amount of electricity socket in classroom that would affect the participants' use of devices. This issue leads to two possible options, the students should have their device fully-charged if any material on the web should be accessed in class or let the socket for electricity insufficient if material on the web serves as supplementary tool. If the second option is preferred, blended learning (Holton et al., 2006, p. 213) and web-based self-learning (Hao & Meng, 2007) might be good solutions.

CONCLUSION

This study has three-folded research focuses restricted to the importance and the urgency of official English module based on participants' point of view which is linked to participants' internet self-efficacy and their perceptions towards faculty readiness in adopting web technology.

It has been clearly described that official English coursebook is perceived as highly important by non-English major students at the locus of this study. When institution does not provide official English coursebook, internet would be preferred by the students to assist their language learning such as in finding references for assignments and homework. In order to predict the opportunity for web-published English coursebook to be applied as official resource in learning English, users' internet self-efficacy and faculty readiness in terms of infrastructures are two core points that should be assessed. This study

has revealed that internet self-efficacy and the quality of internet connection provided by institution do not prevent the participants to learn through internet.

Minor point to be taken into consideration by institution is only the availability of power outlets in classroom. By considering the results of this research, the authors are extremely certain that web-published English resource is highly possible to be developed for non-English major students. It finally suggests foreign language institutions which still have not developed English coursebook to design and develop a web-published English coursebook for internal use based on scientific study addressing needs analysis and environment analysis to fulfil educational objectives.

REFERENCES

- AbdelWahab, M. M. (2013). Developing an English Language Textbook Evaluative Checklist. *IOSR Journal of Research & Method in Education (IOSRJRME)*, 1(3), 55–70. <https://doi.org/10.9790/7388-0135570>
- Abubakari, M. S., Nurkhamid, N., & Priyanto, P. (2022). Factors Influencing Online Learning Engagement: International students' perspective and the role of institutional support. *Turkish Online Journal of Distance Education*, 23(3), 118–136. <https://dergipark.org.tr/en/download/article-file/2513040>
- AbuSeileek, A. F. (2009). The effect of using an online-based course on the learning of grammar inductively and deductively. *ReCALL*, 21(03), 319. <https://doi.org/10.1017/S095834400999005X>
- Agustina, L. (2017). Enhancing the Students' Positive Attitude in Learning Business English by Using Technology. *Advances in Language and Literary Studies*, 8(6), 51. <https://doi.org/10.7575/aiac.all.v.8n.6p.51>
- Amir, Z., Ismail, K., & Hussin, S. (2011). Blogs in Language Learning: Maximizing Students' Collaborative Writing. *Procedia - Social and Behavioral Sciences*, 18, 537–543. <https://doi.org/10.1016/j.sbspro.2011.05.079>
- Arslan, R. Ş., & Şahin-Kızıl, A. (2010). How can the use of blog software facilitate the writing process of English language learners? *Computer Assisted Language Learning*, 23(3), 183–197. <https://doi.org/10.1080/09588221.2010.486575>
- Arslantas, K. T., Yıldırım, S., & Arslantekin, A. B. (2021). Educational affordances of a specific web-based assistive technology for students with visual impairment. *Interactive Learning Environments*, 29(6), 1037–1054. <https://doi.org/10.1080/10494820.2019.1619587>
- Atmanegara, Y., Agustina, S., & Tiara, D. (2013). Web-Based Resources in EFL Learning: An Enhancement of Students' Digital Literacy. *Advances in Language and Literary Studies*, 4(2), 117–123. <https://doi.org/10.7575/aiac.all.v.4n.2p.117>
- Ayres, R. (2002a). Learner Attitudes Towards the Use of CALL. *Computer Assisted Language Learning*, 15(3), 241–249. <https://doi.org/10.1076/call.15.3.241.8189>
- Ayres, R. (2002b). Learner Attitudes Towards the Use of CALL. *Computer Assisted Language Learning*, 15(3), 241–249. <https://doi.org/10.1076/call.15.3.241.8189>
- Bärenfänger, O. (2005). Learning Management: A New Approach to Structuring Hybrid Learning Arrangements. *Electronic Journal of Foreign Language Teaching*, 2(2), 14–35.
- Bates, T. (2005). *Technology, e-learning and distance education* (2nd ed). Routledge.
- Baturay, M. H., Daloglu, A., & Yildirim, S. (2010). Language practice with multimedia supported web-based grammar revision material. *ReCALL*, 22(03), 313–331. <https://doi.org/10.1017/S0958344010000182>
- Caywood, K., & Duckett, J. (2003). Online vs. On-Campus Learning in Teacher Education. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 26(2), 98–105. <https://doi.org/10.1177/088840640302600203>
- Celik, S. (2013). Internet-assisted technologies for English language teaching in Turkish universities. *Computer Assisted Language Learning*, 26(5), 468–483. <https://doi.org/10.1080/09588221.2012.692385>

- Chao, Y.-C. J., & Lo, H.-C. (2011). Students' perceptions of Wiki-based collaborative writing for learners of English as a foreign language. *Interactive Learning Environments*, 19(4), 395–411. <https://doi.org/10.1080/10494820903298662>
- Charmaz, K. (2006). *Constructing grounded theory*. Sage Publications.
- Charmaz, K. (2014). *Constructing grounded theory* (2nd edition). Sage.
- Chen, C.-M., & Huang, S.-H. (2014). Web-based reading annotation system with an attention-based self-regulated learning mechanism for promoting reading performance: Attention-based self-regulated learning mechanism. *British Journal of Educational Technology*, 45(5), 959–980. <https://doi.org/10.1111/bjet.12119>
- Corbin, J. M., Strauss, A. L., & Strauss, A. L. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed). Sage Publications, Inc.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Heinemann [u.a.].
- Cushion, S., & Hemard, D. (2002). Applying New Technological Developments to CALL for Arabic. *Computer Assisted Language Learning*, 15(5), 501–508. <https://doi.org/10.1076/call.15.5.501.13472>
- Davies, C. (2007). What Can Technology Do For/To English? In A. Adams & S. Brindley (Eds.), *Teaching secondary English with ICT* (pp. 50–66). Open Univ. Press.
- Dogoriti, E., Pange, J., & S. Anderson, G. (2014). The use of social networking and learning management systems in English language teaching in higher education. *Campus-Wide Information Systems*, 31(4), 254–263. <https://doi.org/10.1108/CWIS-11-2013-0062>
- Downe-Wamboldt, B. (1992). Content analysis: Method, applications, and issues. *Health Care for Women International*, 13(3), 313–321. <https://doi.org/10.1080/07399339209516006>
- Downing, J. J., & Dymont, J. E. (2013). Teacher Educators' Readiness, Preparation, and Perceptions of Preparing Preservice Teachers in a Fully Online Environment: An Exploratory Study. *The Teacher Educator*, 48(2), 96–109. <https://doi.org/10.1080/08878730.2012.760023>
- Durndell, A., Haag, Z., Asenova, D., & Laithwaite, H. (2000). Computer Self Efficacy And Gender. In E. Balka & R. Smith (Eds.), *Women, Work and Computerization* (pp. 78–85). Springer US. https://doi.org/10.1007/978-0-387-35509-2_10
- Elley, W. B. (1991). Acquiring Literacy in a Second Language: The Effect of Book-Based Programs *. *Language Learning*, 41(3), 375–411. <https://doi.org/10.1111/j.1467-1770.1991.tb00611.x>
- Elley, W. B. (2000). The Potentials of Book Floods for Raising Literacy Levels. *International Review of Education*, 46(3/4), 233–255. <https://doi.org/10.1023/A:1004086618679>
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107–115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Erdoğan, N., & Esen, M. (2011). An Investigation of the Effects of Technology Readiness on Technology Acceptance in e-HRM. *Procedia - Social and Behavioral Sciences*, 24, 487–495. <https://doi.org/10.1016/j.sbspro.2011.09.131>
- Forman, R. (2014). How local teachers respond to the culture and language of a global English as a Foreign Language textbook. *Language, Culture and Curriculum*, 27(1), 72–88. <https://doi.org/10.1080/07908318.2013.868473>
- Furuholt, B., Kristiansen, S., & Wahid, F. (2008). Gaming or gaining? Comparing the use of Internet cafés in Indonesia and Tanzania. *The International Information & Library Review*, 40(2), 129–139. <https://doi.org/10.1016/j.iilr.2008.02.001>
- García-Sánchez, S., & Rojas-Lizana, S. (2012). Bridging the language and cultural gaps: The use of blogs. *Technology, Pedagogy and Education*, 21(3), 361–381. <https://doi.org/10.1080/1475939X.2012.719396>
- Girgin, E. G. (2011). A web 2.0 tool for language teaching with flash content. *Procedia Computer Science*, 3, 627–631. <https://doi.org/10.1016/j.procs.2010.12.105>
- Gitsaki, C., & Taylor, R. P. (1999). Internet-based activities for the ESL classroom. *ReCALL*, 11(01), 47. <https://doi.org/10.1017/S0958344000002081>
- Glaser, B. G., & Strauss, A. L. (2009). *The discovery of grounded theory: Strategies for qualitative research* (4th edition). Aldine.
- Green, T., Ponder, J., & Donovan, L. (2014). Educational Technology in Social Studies Education. In J. M. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds.), *Handbook of Research on*

- Educational Communications and Technology* (pp. 573–582). Springer New York. https://doi.org/10.1007/978-1-4614-3185-5_45
- Guardiola-Wanden-Berghe, R., Gil-Pérez, J. D., Sanz-Valero, J., & Wanden-Berghe, C. (2011). Evaluating the quality of websites relating to diet and eating disorders: Websites and quality indicators. *Health Information & Libraries Journal*, 28(4), 294–301. <https://doi.org/10.1111/j.1471-1842.2011.00961.x>
- Hansen Edwards, J. G. (2017). Defining ‘native speaker’ in multilingual settings: English as a native language in Asia. *Journal of Multilingual and Multicultural Development*, 38(9), 757–771. <https://doi.org/10.1080/01434632.2016.1257627>
- Hao, X. W., & Meng, X. X. (2007). Research On Web-Based Self-Learning. In M. Iskander (Ed.), *Innovations in E-learning, Instruction Technology, Assessment, and Engineering Education* (pp. 395–399). Springer Netherlands. https://doi.org/10.1007/978-1-4020-6262-9_68
- Holton, E. F., Coco, M. L., Lowe, J. L., & Dutsch, J. V. (2006). Blended Delivery Strategies for Competency-Based Training. *Advances in Developing Human Resources*, 8(2), 210–228. <https://doi.org/10.1177/1523422305286153>
- Hsu, H.-C. (2015). Voice blogging and L2 speaking performance. *Computer Assisted Language Learning*, 29(5), 968–983. <https://doi.org/10.1080/09588221.2015.1113185>
- Hsu, W. (2009). College English Textbooks for General Purposes: A Corpus-based Analysis of Lexical Coverage. *Electronic Journal of Foreign Language Teaching*, 6(1), 42–62.
- Hui, J. Y. (2010). The Internet in Indonesia: Development and Impact of Radical Websites. *Studies in Conflict & Terrorism*, 33(2), 171–191. <https://doi.org/10.1080/10576100903400605>
- Jan, Y. I., Kao, C.-P., Huang, C.-H., & Wei, C.-K. (2013). Exploring Adult Learners’ Preferences toward Online Learning Environments: The Role of Internet Self-efficacy and Attitudes. *The Anthropologist*, 16(3), 487–494. <https://doi.org/10.1080/09720073.2013.11891374>
- Jiang, W., & Ramsay, G. (2005). Rapport-building through CALL in teaching Chinese as a foreign language: An exploratory study. *Language Learning & Technology*, 9(2), 47–63. http://scholarspace.manoa.hawaii.edu/bitstream/10125/44019/1/09_02_jiang.pdf
- Katushemerewe, F., & Nerbonne, J. (2015). Computer-assisted language learning (CALL) in support of (re)-learning native languages: The case of Runyakitara. *Computer Assisted Language Learning*, 28(2), 112–129. <https://doi.org/10.1080/09588221.2013.792842>
- Khoo, H. S., & Knight, P. (2015). Teachers’ Evaluation of KBSM Form 4, 5 English Textbooks Used in the Secondary Schools in Penang, Malaysia. *Advances in Language and Literary Studies*, 6(4). <https://doi.org/10.7575/aiac.all.v.6n.4p.128>
- Ko, S. S., & Rossen, S. (2010). *Teaching online: A practical guide* (3rd ed). Routledge.
- Kristiansen, S., Furuholt, B., & Wahid, F. (2003). Internet Café Entrepreneurs: Pioneers in Information Dissemination in Indonesia. *The International Journal of Entrepreneurship and Innovation*, 4(4), 251–263. <https://doi.org/10.5367/000000003129574315>
- Laire, D., Casteleyn, J., & Mottart, A. (2012). Social Media’s Learning Outcomes within Writing Instruction in the EFL Classroom: Exploring, Implementing and Analyzing Storify. *Procedia - Social and Behavioral Sciences*, 69, 442–448. <https://doi.org/10.1016/j.sbspro.2012.11.432>
- Lan, J. (2001). Web-Based Instruction for Education Faculty: A Needs Assessment. *Journal of Research on Computing in Education*, 33(4), 385–399. <https://doi.org/10.1080/08886504.2001.10782323>
- Mangubhai, F. (2001). Book floods and comprehensible input floods: Providing ideal conditions for second language acquisition. *International Journal of Educational Research*, 35(2), 147–156. [https://doi.org/10.1016/S0883-0355\(01\)00012-X](https://doi.org/10.1016/S0883-0355(01)00012-X)
- Mathew, D. (2011). The absence of ‘e’: The role of the Internet in two distance learning programmes. *Research in Post-Compulsory Education*, 16(4), 479–488. <https://doi.org/10.1080/13596748.2011.627188>
- Monfared, A., Mozaheb, M. A., & Shahiditabar, M. (2016). Where the difference lies: Teachers’ perceptions toward cultural content of ELT books in three circles of world Englishes. *Cogent Education*, 3(1). <https://doi.org/10.1080/2331186X.2015.1125334>
- Moore, M. G. (1989). Editorial: Three types of interaction. *American Journal of Distance Education*, 3(2), 1–7. <https://doi.org/10.1080/08923648909526659>

- Mueller, C. E. (2015). Evaluating the Effectiveness of Website Content Features Using Retrospective Pretest Methodology: An Experimental Test. *Evaluation Review*, 39(3), 283–307. <https://doi.org/10.1177/0193841X15582142>
- Murphy, C. A., Coover, D., & Owen, S. V. (1989). Development and Validation of the Computer Self-Efficacy Scale. *Educational and Psychological Measurement*, 49(4), 893–899. <https://doi.org/10.1177/001316448904900412>
- Myhre, S. K. (2012). Using the CRAAP Test to Evaluate Websites. *17th Annual Technology, Colleges, and Community Worldwide Online Conference*. 17th Annual Technology, Colleges, and Community Worldwide Online Conference. <https://www.semanticscholar.org/paper/Using-the-CRAAP-Test-to-Evaluate-Websites-Myhre/d2f7f206121afc62c3b658db50351a86d9b4e23d>
- Naji Meidani, E., & Pishghadam, R. (2012). Analysis of English language textbooks in the light of English as an International Language (EIL): A comparative study. *International Journal of Research Studies in Language Learning*, 2(2). <https://doi.org/10.5861/ijrsl.2012.163>
- Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. Routledge.
- Nault, D. (2006). Going Global: Rethinking Culture Teaching in ELT Contexts. *Language, Culture and Curriculum*, 19(3), 314–328. <https://doi.org/10.1080/07908310608668770>
- Nishioka, H. (2016). Learning Language with Web 2.0 is so Difficult!!! Hearing Voices of Japanese Language Learners at a Korean University. *Electronic Journal of Foreign Language Teaching*, 13(1), 131–149.
- Noni, N. (2004). The Use of Computer Assisted Language Learning (CALL) to Improve Students English Achievement based on Modes of Teaching Delivery. *Jurnal Pendidikan Dan Pembelajaran*, 16(2), 101–106. <http://journal.um.ac.id/index.php/pendidikan-dan-pembelajaran/article/viewArticle/2765>
- Olibie, E. I. (2010). Using Computer-Assisted Language Learning to Improve Students' English Language Achievement in Universal Basic Education. *International Journal of Educational Research and Technology*, 1(1), 66–71. <http://soeagra.com/ijert/vol1/ijert9.pdf>
- Peyghambarian, F., Ashraf, H., & Fatemi, M. A. (2014). The Effect of "GO ENGLISH.ME" A Virtual Learning Website on Lower Intermediate Iranian EFL Learners Speaking Ability. *Advances in Language and Literary Studies*, 5(6), 234–238.
- Reisi, M., & Saniei, A. (2016). The Contribution of Word Webbing to Project-based Learning in Teaching Vocabulary: A Comparative Study in an EFL Context. *Journal of Language Teaching and Research*, 7(6), 1190. <https://doi.org/10.17507/jltr.0706.17>
- Reynolds, E., Treahy, D., Chao, C.-C., & Barab, S. (2001). The Internet Learning Forum: Developing a Community Prototype for Teachers of the 21st Century. *Computers in the Schools*, 17(3–4), 107–125. https://doi.org/10.1300/J025v17n03_07
- Richards, J. C. (2009). *Curriculum development in language teaching* (Nachdr.). Cambridge Univ. Press.
- Rye, S. A., & Zubaidah, I. (2008). Distance education and the complexity of accessing the Internets. *Open Learning: The Journal of Open and Distance Learning*, 23(2), 95–102. <https://doi.org/10.1080/02680510802051897>
- Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42(4), 237–246. <https://doi.org/10.1093/elt/42.4.237>
- Slaouti, D. (2002). The World Wide Web for academic purposes: Old study skills for new? *English for Specific Purposes*, 21(2), 105–124. [https://doi.org/10.1016/S0889-4906\(00\)00035-1](https://doi.org/10.1016/S0889-4906(00)00035-1)
- Strauss, A. L., & Corbin, J. M. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Sage Publications. <http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=63250>
- Sun, Y. (2010). Extensive writing in foreign-language classrooms: A blogging approach. *Innovations in Education and Teaching International*, 47(3), 327–339. <https://doi.org/10.1080/14703297.2010.498184>
- Sun, Y.-C., & Yang, F.-Y. (2013). I help, therefore, I learn: Service learning on Web 2.0 in an EFL speaking class. *Computer Assisted Language Learning*, 28(3), 202–219. <https://doi.org/10.1080/09588221.2013.818555>

- Talebi, F., & Teimoury, N. (2013). The Effect of Computer-assisted Language Learning on Improving EFL Learners' Pronunciation Ability. *World Journal of English Language*, 3(2).
<https://doi.org/10.5430/wjel.v3n2p52>
- Tavakoli, H. (2013). *A dictionary of research methodology and statistics in applied linguistics*. Rahnamā.
- Tomimori, N., & Nomoto, H. (2013). The Acquisition of Linguistic and Cultural Knowledge through the Translation of Foreign Language Texts and their Dissemination within the Public Sphere. *Electronic Journal of Foreign Language Teaching*, 10(1), 292–308. <http://e-flt.nus.edu.sg/v10s12013/tomimori.pdf>
- Tomlinson, B. (Ed.). (2014). *Developing materials for language teaching* (2. ed). Bloomsbury.
- Tschirner, E. (2001). Language Acquisition in the Classroom: The Role of Digital Video. *Computer Assisted Language Learning*, 14(3–4), 305–319. <https://doi.org/10.1076/call.14.3.305.5796>
- Ürün, M. F. (2015). Integration of Technology into Language Teaching: A Comparative Review Study. *Journal of Language Teaching and Research*, 7(1), 76.
<https://doi.org/10.17507/jltr.0701.09>
- Vurdien, R. (2013). Enhancing writing skills through blogging in an advanced English as a Foreign Language class in Spain. *Computer Assisted Language Learning*, 26(2), 126–143.
<https://doi.org/10.1080/09588221.2011.639784>
- Wong, J. (2005). English Listening Courses: A Case of Pedagogy Lagging behind Technology. *Electronic Journal of Foreign Language Teaching*, 2(1), 25–43. <http://e-flt.nus.edu.sg/v2n12005/wong.pdf>
- Wu, C. (2006). Blogs in TEFL: A New Promising Vehicle. *US-China Education Review*, 3(5), 69–73.
<https://eric.ed.gov/?id=ED497420>
- Yakut, A. D., & Aydın, S. (2015). An experimental study on the effects of the use of blogs on EFL reading comprehension. *Innovation in Language Learning and Teaching*, 11(1), 1–16.
<https://doi.org/10.1080/17501229.2015.1006634>
- Yılmaz, F. G. K., & Çakmak, E. K. (2016). Internet-specific epistemological beliefs and online information searching strategies of pre-service teachers: Gender and department differences. *Participatory Educational Research*, 3(2), 63–80. <https://doi.org/10.17275/per.16.10.3.2>
- Zacharias, N. T. (2005). Teachers' Beliefs about Internationally-Published Materials: A Survey of Tertiary English Teachers in Indonesia. *RELC Journal*, 36(1), 23–37.
<https://doi.org/10.1177/0033688205053480>
- Zou, B., Wang, D., & Xing, M. (2015). Collaborative tasks in Wiki-based environment in EFL learning. *Computer Assisted Language Learning*, 29(5), 1001–1018.
<https://doi.org/10.1080/09588221.2015.1121878>