

FACTORS CONTRIBUTING TO THE IMPLEMENTATION OF A WEB-BASED PARAGRAPH WRITING CLASS

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Abstract

This study aims to see factors contributing to the implementation of a web-based Paragraph Writing class. The survey research design using open-ended questionnaire was implemented to find out the aspects, and based on the factors found from the questionnaire, an interview was developed to clarify how the factors really contributed to the students' writing skills. The subjects were the English Letters Department students of Sanata Dharma University, Yogyakarta who were taking Paragraph Writing classes during the even semester academic year 2010/2011. The results show that there are twelve high factors and also one other factor contributing to the implementation of the web-based Paragraph Writing class.

Keywords: paragraph writing, web-based learning

INTRODUCTION

Writing ability is one of the crucial aspects considered a lot in a global situation since humans are demanded to be able to have communication and to express their feelings and idea to other people not only in spoken but also in written expressions. Grabowski (1996) notes that writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction as cited in Weigle, 2002, p. 4). Hence, the mastery of writing skills can facilitate foreign language students to master the standardized system of the target language.

Learners need to be free and feel comfortable in expressing their ideas. In fact, what is commonly happening in general writing classes is that the

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students often feel discomfort because of various reasons, and one of the real is when they have to write under time pressure. Therefore, the use of technology is considered can support the students' writing development as it gives students enough space to gather and develop their ideas. The students could have more chance to enhance their way of thinking, and to deliver the message clearly through the rich resources for their writing, not only from their classmates or the teacher, but also from any other trustable links and articles. That is how the use of technology could provide more flexibility to help the students improve their writing skills.

The use of technology in writing class aims to encourage the students' writing process and progress. That is why there are various kinds of websites for language learning designed in a second language learning classroom to facilitate students with a modern learning process to help them develop their English mastery. Nevertheless, the new era of modern technology seems to break the gap between the new way of teaching and the traditional one. In fact, the use of technology is actually one good alternative to facilitate teachers with the wider range of activities in the teaching learning process. The web implementation, indeed, plays its big role to bridge the gap to improve the students writing skills better. The website implemented in this study is *ELTGallery*, a website that is designed by the lecturer for the students who were taking the Paragraph Writing class in the English Letters Department of Sanata Dharma University. This study is conducted to find out what factors really contribute to the implementation of a web-based Paragraph Writing class. This research differs from some other researches related to the web implementation since the factors contribute to the students' writing improvement will be analyzed based on both the classroom activities and the web facilities. Derived from the research findings, it will be clearly seen how the web facilitates and contributes to the students' L2 writing development.

THE USE OF TECHNOLOGY IN L2 LEARNING

The use of computer technology in language teaching has become a well-built component in second and foreign language classrooms. Dudeney and Hockly (2007) mention that using websites is one of the easiest and least stressful ways of getting started with technology in the classroom. Web-based instruction, along these lines, refers to a way of language instruction where online tools and web resources are used to support the learning at the traditional face-to-face classroom. According to Kang (2008), online communication is a main component of web-based instruction. In other words, online interaction among students and between students and

instructors naturally promotes the learning environment and plays a role in creating activities.

Internet or online communication can help teachers and learners create many of the conditions for optimal learning environments. Egbert and Smith (1999, pp. 69-70) mention reasons why internet can promote the optimal learning. First, it increases self-esteem by empowering both teachers and students. Secondly, it accommodates different learning styles and empowers learners regardless of physical challenges or social and cultural differences. Moreover, the communication encourages and motivates students to get involved in authentic projects and to write for a real audience of their peers instead of the teacher. Besides, it promotes critical thinking which makes the students become more active and collaborative in making their writing meaningful. Another point is that it makes learning relevant by teaching students skills they need when they are ready to learn, and the last it allows learners to participate cooperatively in the educational process.

The implementation of internet or online communication is expected to enable teachers to implement and develop the use of authentic materials to make the students become more collaborative and creative in the learning process. Since Computer Assisted Language Learning (CALL) has developed from traditionally teaching learning process into more human-to-human type of communication, CALL potentially provides learners with a chance to communicate with native speakers or any other language learner all over the world without restrictions of time or place with access to the internet (Kern & Warschauer, 2005 as cited in Pacheco, 2005, p. 3).

According to Egbert and Smith (1999), there are eight conditions in CALL to create the best environment to implement CALL optimally. The first point is interaction. As learners should have opportunities to interact and negotiate meaning, the classroom activities should provide the students more chance to interact one another, so they can directly learn to get the meaning of what they are learning. The interaction here includes synchronous (real-time) and asynchronous (time-delayed) interaction, one-on-one interaction between students and teachers or among students within classroom and also between individuals all around the world (1999, p. 17). The second condition is authentic audience. In this context, the authentic audience exists if the messages are really being read or listened to exactly for its meaning; it can be passive, receptive, active, or interactive audience.

The third condition is authentic task, and the term task will always depend on the association between a second language learning tasks and the tasks which are the learners often get outside the classroom. Thus, the use and choice of the tasks must be as close as possible to the real world situation to build a strong concept for the second language learners. An

opportunity for exposure and production is the fourth condition in CALL. Language learner should get enough opportunities to use and produce the language they learn, or to become an interactive language user. By having interaction with other speakers in second language, learners learn the rules of using the language in appropriate contexts. The next condition is time/feedback, which supports learners to be motivated and encouraged in using the target language as the learners recognize where and when they make nay mistake or error in their production. Getting known about the mistake will help them to be more careful and aware in using the language they learn.

The sixth condition is how the learners are guided to attend mindfully to the learning process. In this category, the effort of learning should occur during the learning process. That is why learning styles, strategies, and motivation play a fundamental role in L2 learning. The learning effort condition will bring up the next condition in CALL, which is the atmosphere with an ideal stress/ anxiety level. By providing the ideal atmosphere, the students learning process will run smoothly and optimally in L2 learning. After all, the last condition is to support the learners' autonomy. By supporting the students' need and learning conditions in L2 learning, the students will be more autonomous since they can develop their way of thinking optimally through the use of technology, or the web-based activities in the classroom.

As a part of CALL, web-based instruction is a powerful source that increases learners' knowledge and guarantees more qualified input and output of the learning process. Its powerful presence has provided a wide range of opportunities for authentic interaction in the target language in a computer-based condition. The implementation of web-based instruction is crucial in a learning process because it is helpful in developing students' mastery of L2 skills, especially for their writing skill as it is crucial in a L2 process. Moreover, the students' curiosity and their openness to the rapid change of technology support the use of web-based learning activities in language teaching. Web-based instruction also has the benefit of transferring the control to students (Kochtanek & Hein, 2000; Lin & Hsieh, 2001 in Lam, 2009, p. 323) which makes them more autonomous in the learning process. In the web-based learning, students participate in the learning process through the use of computer so that they can work in flexible time management.

PARAGRAPH WRITING

In learning writing, there are some different levels of writing in second language (L2) learning, and one of those levels is the paragraph writing in which the students can learn how to write good paragraphs to express their ideas or feelings (Weigle, 2002). Birjandi, et al. (2004, p. 25) define a paragraph as a number of related sentences that develop an idea. In the Paragraph Writing class, the students are expected to develop their writing abilities to compose their ideas into a group of good sentences. Here, the students are to write and actualize themselves through their writing by the topics provided. Thus, the center of the learning process must be the students themselves. In other words, the Paragraph Writing class provides students a chance to train their personal and individual skills and competences in writing especially in developing good paragraphs through more practices.

One of the websites that can be used for teaching writing is *ELTGallery* (English Language Teaching Gallery). This website is designed for the students to develop their English skills, in particular in writing, autonomously. In *ELTGallery*, students can open a personal page and then submit and upload their writings. Furthermore, students can either give or receive comments and scores from their classmates. Subsequently, the students can learn from others' works and mistakes. As reflected in the implementation of *ELTGallery* in the writing class, the web-based learning offers learners' unparalleled access to instructional resources, far surpassing the reach of the traditional classroom. It also makes possible learning experiences that are open, flexible, and distributed, providing opportunities for engaging, interactive, and efficient instruction (Kahn, 2001).

RESEARCH METHODOLOGY

This research applied a survey research design using triangulation methodology to validate the data. The qualitative data is used to support the quantitative findings which are based on the questionnaire results.

Subjects

This study was conducted in the English Letters Department of Sanata Dharma University Yogyakarta. The data was taken from 58 second semester students of academic year 2010/2011 who were taking the Paragraph Writing course from February to June 2011. The participants of this study already mastered the basic level of writing skill (sentence writing).

Data Collection and Procedure

To obtain the data, two research instruments were used in this study: a questionnaire and a set of interview questions. The interview and the questionnaire are based on seven principles of CALL environment related to the web facilities and classroom activities happened in the classroom. The questionnaire, therefore, is developed based on the summary in table 1.

TABLE 1
Summary of the Aspect Under Investigation

Working Definition	Indicator
Paragraph Writing class: providing various activities and supports to help students write good paragraphs	Topic
	Class interaction
	Peer comments and correction
	Classmate's score
	Teacher's feedback
	Flexible access
	Flexible submission and revision
Web-based activities: doing activities based on the instruction provided in the web	Personal page
	The use of computer for writing
	Rich resources
Achievement: resulting scores from the submitted writing documents	Group work/Peer work
	Course strength
	Plagiarism

The aspects examined in the questionnaire were divided into three categories: Paragraph Writing class, the web-based activities, and the students' achievement. The first category, Paragraph Writing class, concerned the learning materials and activities the students experienced in the classroom and consisted of seven items, which are topic, class interaction, peer comments and correction, classmates score, teacher's feedback, flexible access, and flexible submission and revision. Topic refers to the weekly topic the students had for one semester based on the syllabus applied in the classroom. It was investigated to see how relevant the topics provided with the students' need in a real life situation. The class interaction refers to the interaction happened between students to the teacher, and also students to students. The point is to investigate how the interaction happened in the classroom could provide more chance for students to learn writing better.

The peer comments and correction refers to one of the classroom activities, that is or teacher to students in order to help the students be more critical in analyzing their friends' writing and revising their own work based on their friends' comments. Classmate's score refers to how the impact of receiving score from the other students to improve their writing based on the score given by their classmates. From teacher's feedback, which refers to the feedback given from the teacher, the main point was to investigate how important the feedback from the teachers compared to those they got from their classmates. The next aspect is the flexible access, which refers to the flexibility of using internet that facilitate the students to open and do their task whenever and wherever they are. The last point is flexible submission and revision, which refers to the flexibility the students got to submit their work (outside the class) and to do the revision anytime they are ready to do so.

The web-based activities category covers the following three aspects: personal page, the use of computer for writing, and the rich resources. The personal page refers to one of the web facilities of each student to post their work on their personal page, or even to open and see their friends' personal page. By doing so, they were supposed to be able to learn autonomously through this facility. The aspect of suing computer for writing refers to the use of technology, as one crucial aspect in this modern era to facilitate the students to develop their idea and critical thinking. The last aspect, the rich resources refers to how the computer and internet provides the students with wide and unlimited resources to develop their ideas. One big aspect that is going to be seen here is how the web facilities and computer can facilitate the students to learn better and more autonomous in writing class.

The questionnaire consisted of 30 items closed questions 5 points Likert scale running from "strongly disagree" to "strongly agree". In addition, there was one open question to gather students' opinion on the use of web in their Paragraph Writing class. The questionnaire distribution was conducted through *ELTGallery* website to overcome the time limitation. It was collected at the end of the semester together with the final examination submission.

In addition to the questionnaire, a set of interview questions was also prepared in order to attain data concerning the result of the questionnaire. The interview were also developed based on the aspects emerged in the open questionnaire. It was conducted to obtain the data for the survey to verify the quantitative findings in this study. The respondent were three students from English Letters Department. The interview aimed to obtain the information on what the students' opinion about the method applied in their

Paragraph Writing class, and what contribution each class gave to the students’ achievement and progress.

In this research, the data was taken from the students in the web-based class conducted the class in a multimedia lab with an internet connection through www.eltgallery.com with one computer for one student. The sample was taken randomly from students who considered representative of the whole population. The class ran 50 minutes for 1 credit, with the same materials for one semester.

Data Analysis Procedure

The respondents’ responses to the closed questions in the form of categorical data were analyzed quantitatively. Firstly, the data were converted into numerical data, as reflected in Table 2, in order to calculate the scores of the questionnaire.

TABLE 2
The Conversion of Categorical to Numerical Data

NO	CRITERIA	SCORE
1	Strongly disagree	1
2	Disagree	2
3	Not Sure	3
4	Agree	4
5	Strongly agree	5

The scores of the questionnaire revealed how strong the contribution of the web-based Paragraph Writing class to the students’ writing achievements and improvement. Table 3 presents the score criteria in which the results were categorized into very high, high, fair, low, and poor. The criteria were based on the 5-point Likert scale. The very high score rate indicates that most respondents strongly agree with the statements provided in the closed questionnaire. In line with it, the high score rate also provides data that most respondents agree with the statements. The fair score category indeed shows that most respondents are not sure with the statement given on a certain topic. The low and poor score rate indicate the respondents disagree and strongly disagree with the statements. Thus, the higher the result, the more respondents give positive response to the statements in the closed questionnaire. The aspects of the seven principle of CALL were presented through the statements in the questionnaire.

TABLE 3
The Score Criteria

NO	CRITERIA	SCORE	MEANING
1	Very high	4.51 - 5.0	The rate <i>very high</i> means most respondents strongly agree with the statement.
2 3	High	3.76 - 4.50	The rate <i>high</i> means most respondents agree with the statement.
4 5	Fair	3.26 - 3.75	The rate <i>fair</i> means most respondents are not sure with the statement.
	Low	2.51 - 3.25	The rate <i>low</i> means most respondents disagree with the statement.
	Poor	00 - 2.50	The rate <i>poor</i> means most respondents strongly disagree with the statement.

After gaining the quantitative and qualitative data from the questionnaire, the aspects based on the open questionnaire were categorized. The questions in the interview were actually based on the result of the questionnaires. After analyzing the result of the questionnaire, questions based on the respondents' answer and opinion in the questionnaire were prepared. There were twelve questions prepared based on the questionnaire indicators and results to clarify and strengthen the answer from the questionnaire result.

FINDINGS

In order to make the data presentation which is based on the rules in table 2 clearer to understand and to read, the score interpretation of the questionnaire result is presented in table 4. The score criteria are presented in table 3.

TABLE 4
The Interpretation of the Questionnaire Result

No	Indicators	Question	Score	Interpret .
1	Group work	The group work allowed the students to learn how to write paragraphs better.	4.27	High
		The group work helped the students to be more creative and innovative in developing their work.		
2	Topic	The topics of the assignments enabled the students to develop their ideas.	4.17	High
3	Flexible	The free access to the website for the course		

No	Indicators	Question	Score	Interpret .
	access	encouraged the students to do their best to have a good score for the course.	4.12	High
		The flexible access to the website enabled the students to produce their best work.		
4	Flexible submission and revision	The students produced better paragraphs as they could submit their work in a flexible schedule.	4.11	High
		The flexibility in revising their work encouraged the students to produce the best work they could.		
5	Personal page	The personal page which displayed all the students' paragraphs enabled the students to learn from their classmates' work.	4.09	High
		The display of all the students' paragraphs enabled the students to compare their work with their classmates' work to learn how write correct sentences.		
6	The use of computer for writing	The use of a word processor to type provided helpful feedbacks to have correct spelling and grammar in writing a passage.	4.06	High
		The <i>delete</i> , <i>cut</i> , <i>copy</i> and <i>paste</i> features of a word processor enabled the students to write their paragraph effectively.		
7	Course strength	The course helped the students know how to write a paragraph well.	4.05	High
		The course helped the students know what should and what should NOT be written in a good paragraph.		
		In general, the writing class using the internet had a better result than if it were given in the regular paper-and-pen class.		
		The students know their weaknesses and strengths in writing a good paragraph.		
8	Classroom interaction	The students helped each other during the learning period to produce a better paragraph.	4.03	High
		The students could ask the teacher freely to solve their writing problems.		
		The student-student and teacher-student interaction developed the students' ability to write a good paragraph.		

No	Indicators	Question	Score	Interpret .
9	Teacher's feedback	The teacher's explanation helped the students write a coherent paragraph.	3.98	High
		The teacher's feedbacks enabled the students to write a good paragraph.		
10	Classmate's score	The scores from the classmates and from the teacher made the students know how to write a good paragraph.	3.82	High
		The classmates' scores motivated the students to produce a better paragraph.		
	Rich resources	The rich resources in the internet enabled the students to develop their ideas well.	3.80	High
		The students learned how to write good paragraphs from the great number of paragraphs in the internet.		
		The students made use of the rich ideas in the internet to write well-developed paragraphs.		
12	Plagiarism	Plagiarism happened easily as the students had many resources from the internet.	3.78	High
13	Peer comments and corrections	The comments and the feedbacks from the classmates enabled the students to develop their ideas in a paragraph well.	3.61	Fair
		The classmates' comments helped the students identify their mistakes and write correct sentences.		
		The classmate comments and corrections enabled the students to improve their work.		

From table 4, the range of the indicators from the highest score to the lowest one is clearly observed. Each indicator contains its phenomena gathering items through the statements dealing with it in the questionnaire. The high score categories namely group work, topic, flexible access, flexible submission and revision, personal page, the use of computer for writing, course strength, classroom interaction, teacher's feedback, classmate's score, rich resources, and plagiarism show that most students agree with the statements in the questionnaire. The fair score category in peer comments and corrections also indicates that most respondents are not sure with the statements provided in the questionnaire.

Group Work

The use of group work in writing in fact helps the students to learn how to write paragraph better since it shows the high result of 4.26. Moreover, it helps the students be more creative and innovative in developing their work, as it is seen from the score of 4.28. These scores become the components of the score average which belongs to the high score category because the answer shows that most respondents agree with the statements. In general, it helps the students develop their writing skills and their ideas with their partner. The students enrich themselves from their partner's skills and knowledge through the discussion on the group work, as seen in the students' opinion through the open question in the questionnaire below.

*Not only doing the works by individual, but also by the groups. By this, it can **help[s] students understand how to manage and do a good job with other friends.***

*The group work **helped me to be more creative in developing our work.** For the next, I wish I can write a good paragraph more than now.*

For some students, the group work allows them to be more autonomous and creative in writing. Through the group work, the socialization and interaction happen and support the learning process more naturally as what have been revealed in the interview:

*“Of course it would **make us getting closer with our friends, with the interaction, and we can give correction one another...**”*

Thus, the use of group work in Paragraph Writing class becomes one of the alternatives to vary the classroom activities. In most of the assignments given, the students do their assignment individually to help them develop their writing skills.

Topic

In the web-based Paragraph Writing class, the topics for one semester were already provided on the web. So, the students could easily check and prepare the materials based on the topic they would have in the following meeting. The students agree that the topics provided enable them to develop their ideas in writing as seen from the result of 4.17 belonging to a high category.

*Every topic[s] in this course help[s]ing me to **develop my ideas** and also **help[s]ing me to know how to write [a] good sentences and paragraph.***

*I can **learn many things about writing or how to make a good paragraph** and I can **make a paragraph by topic that I have not written before.** I think ELTGallery for this semester did a good job than semester 1.*

It shows that the provided topics guide the students to organize their ideas easier than the free topic. The provided topics seem to facilitate the students to share personal meanings to construct his or her own views on a topic. This condition is supported by the students' statements from the interview below.

*"I feel **helped to explore my ideas** by the provided topics. Because **the free topic sometimes becomes confusing.**"*

*"For me, yes of course, so on the first meeting on semester 2, there are some topics, I saw and 'oh, **when I get this I will write this, when I get that I will write this**' something like that. So from the beginning.. **we have had what we will write.**"*

Here, provided topics aim to help students develop effective paragraphs through the creation of topic sentences, supporting sentences, and transitions, and to develop different types of paragraphs. By giving them a chance to learn from the topics and develop their writing skills through the exercises, the students also learn to generate, develop, and organize their ideas on a given topic. These kinds of knowledge and skills, later on, can be used not only in writing class but also in other classes either IT or manual classes.

Flexible Access

The theme *flexible access* also presents the high result for 4.12 as the average score. One of the good points in web-based Paragraph Writing class was the flexible access. Here, the students may continue their work or do their assignments anytime and anywhere they were connected to the internet. For some students, this flexibility makes the learning more fun and easier. In other words, it gives students chance to write flexibly so they might develop their writing skills optimally. Besides, the *ELTGallery* is considered as an easy program for the students as what the students have stated in the open questionnaire.

*The flexibility of internet makes **learning more fun and flexible**. If we get bored, we can surf[ing] the internet and **learn in ELTGallery**. We can **do it everywhere and anytime** we got **free time**.*

*And this program **just need[s] a[n] internet connection**, we can **work everywhere and every place** we can and we want, **this is a[n] easy program**.*

The use of internet in general could boost the students' self-esteem and motivation since it put them as the centre of the learning process. Although here might be some weaknesses, it can be covered by the flexibility provided for the students and also the lecturer's checking on the students' work. The implementation of *ELTGallery* in Paragraph Writing in fact contributes in the way students learn through the use of the internet connection which they might access wherever or whenever they could. In other words, it allows the enrichment of the students' creativity to develop their writing without the time pressure.

Flexible Submission and Revision

The flexible submission and revision of the students' work shows a high average scores 4.11 because most students considered that the flexible submission and revision give positive and effective contribution for their learning process. This is supported by the score of 4.03 in which the students produced better paragraphs as they could submit their work in flexible schedule. The students also agree that this flexibility encourages them to produce the best work they could as the score is 4.19.

The time flexibility provides chance for the students to do their assignments and to learn optimally as seen from their opinion in the open question.

*Students can learn and **more learn about how to make a better paragraph**, because from this course, **students can revise their works and make sure that it will be better than paragraph before**.*

*This course also **makes simple for student**, they can **submit their work everywhere in flexible schedule**.*

Flexible submission and revision aim to give students chance to revise and produce better writing without time pressure inside the class. So, the students might develop their writing skills through the flexible time they got

as seen from the students' response from the interview on the time and topic influence on their writing:

*"In my opinion, it's **quite flexible** because **we can open it at home or at other time outside the class**. So, we can **organize our time** also."*

*For the weakness, because we have **much time** then we **do it lazily**.*

It proves that the time to do revision must be adequate for the students, so they could write, revise, and submit their work without time pressure. As a result, the students would optimise their writing and get more chance to learn autonomously.

Personal Page

The *personal page* also shows the high result on 4.09. It indicates that the students consider this facility contributes well for their writing learning process as it enables the students to learn from their classmates' work as the score is 4.14. The students also learn from the display of all students' paragraphs where they might compare their work and learn to write correct sentences as it is seen from the high score of 4.05 on the *personal page* theme.

Personal page was one of the web facilities where the students could display all of their writings, and their classmates could easily read their work. This facility offers the students a chance to read and analyze their classmates' work by the comments and scores they get from their classmates or the teacher. It sometimes also helps them to get ideas from what the classmates have written, or how to write good paragraphs from those achieving good marks in this class. It is supported by the students' statements:

*I can **compare my work with my classmates' work** so I know **whether my paragraph is good or not**.*

*And I'll **get some ideas from paragraph** that I read from my **classmates**. I **learn something** from that paragraph and I **apply on my paragraph** as my homework in writing class.*

Thus, the students could be more autonomous and more critical by learning from their classmate's work on the personal page.

Boosting the students' motivation and confidence in writing is something crucial. It could influence both the learning process and product. Providing personal page where the students could review their own and classmate's passages provided give them chance to involve readers in their writing.

*“ Sometimes there is, for example ‘oh, **how can I make this?**’ something like that, and **I see my friend’s work first**. Oh, they make it this way. So **I get the idea from this**. ”*

*“It quite supports me, sometimes **when we do not have any assignment**, ‘eh **open my classmate’s passage is a good idea**. Weiss...sometimes, this is cool get an A’ more or less like that...yes, it supports me... ”*

Here, the students actually got a chance to publish their work in Paragraph Writing class which motivates them to write better and to be read by their classmates or other students from different classes. Thus, the students learn to produce better and better writing from the beginning until the end of the semester as their works would be displayed on the personal page in the web.

The Use of Computer for Writing

The students show positive response on the use of computer for writing which is proven by the high score of 4.06. The statement on the use of word processor provides helpful feedbacks to have correct spelling and grammar in writing a passage is 4.16. While the *delete*, *cut*, *copy* and *paste* features of a word processor enabled the students to write their paragraph effectively arrives at 3.96. Based on the questionnaire, the use of computer for writing in fact makes them easier to understand the materials better than in the traditional writing class. They consider it effective and challenging since they could write easier and less burdened.

*I think writing class [with] using [the] internet is **very effective**.
Students can **write down** their opinion[s] **easily**, and **it doesn't spend more time** to write it.*

*And learning using this technology is **kind of different than the usual method** like in general. So, it also makes us **become interested** in this lesson. In conclusion this kind of method has **so much better advantages** to understand the lesson better.*

The students might get ideas easier to write so they spent less time to do their assignment by the computer tools such as word processors which makes their writing and editing easier to finish. The use of computer also has benefit to let the students have different atmosphere in learning from one in traditional class. Thus, the students could directly center their attention and

practice their writing more. It is expected that they would be autonomous and selective in finding ideas and gathering information to improve their writing. Writing using technology, after all, requires students to practice different skills and understanding to support their writing product as seen from the students' opinion below:

*"...the use of computer was **great**, it made writing **more fun and less boring** than paper-pen writing, it was global warming..."*

"When I got the idea, then I wrote the paragraph."

Those evidences suggest that the use of computers provides a stimulating learning and communication environment and it can improve L2 students' motivation, attitudes, and confidence about writing. Nevertheless, the use of computer and technology would never replace the teacher's position as they just the tools for teachers to develop the teaching learning process. In fact, it is effective when it has certain contributions to the learning process.

Course Strength

The students also show good response to the Paragraph Writing class using *ELTGallery* as it is showed by the high score result on the *course strength* theme arrived at 4.05. Students learn how to write a paragraph well from the course, as the score is 4.19, and it helps them make a distinction in writing good paragraph as the score is 4.08. Moreover, the use of web results better than in the regular regular writing class as the score is 4.11. The students also agree that they know their weaknesses and strengths in writing a good paragraph by this course, as the result is high on 3.85. The students' opinions on the course strength also illustrate the achievement which is obtained by the students as it shows their process and progress in following the course. Moreover, it shows the course influence towards their achievement as seen from the students' statements:

ELTGallery is a good program for us to learn writing. This program make[s] us learn how to make a good paragraph. This program can also train our discipline in collecting a paragraph every week. I can know and learn about my mistake and my weaknesses to write paragraph. This program was more effective than write in a paper.

This course has helped me develop my skill in writing good paragraphs. Because from this course I'll be able to know that a good paragraph must have a good topic sentence, and also have good support sentences, good development and unity, and also coherence

*with each other. And in my opinion **writing class using the internet is a better way than a conventional class.***

The ideal classroom is mentioned as a class with a good classroom atmosphere. The classroom activities must be challenging and put the students' boredom and anxiety away during the learning process. Thus, the students become the focus of the learning process and the classroom atmosphere supports as seen from the interview result:

*Sometimes this class make me don[']t have idea to make a paragraph. but sometime **I have many idea to make paragraph. This class is good and I enjoy with the class. It's good for [those]who like [to] writing.***

I like the situation of the class, not very noisy but also not too silence so I can do[ing] my work and notice the explanation clearly.

One of the positive values using web-based learning in Paragraph Writing class is that each student faces one computer. At this point, the classroom atmosphere contributes the students' motivation in writing which in fact it has its contribution on the students' learning process.

Classroom Interaction

The classroom interaction covers four statements in the questionnaire which obtains high average score at 4.03. The students help each other during the learning period to produce a better paragraph arrives at high result on 3.78. That they could ask the teacher freely to solve their writing problem also shows the high scores on 4.16, while how the interaction develops their ability to write a good paragraph shows 4.07. Most students also agreed that the teacher's explanation helps them write a good paragraph as the score is 4.14.

It is expected that the students become autonomous by the use of *ELTGallery* in Paragraph Writing class, and classroom interaction is one of the alternatives to help students become autonomous. Based on the questionnaire result, the teacher's explanation during the class is meaningful for the students as seen in the students' opinion on classroom interaction: *The teacher's explanation **helped me write a coherent paragraph and develop my ideas in paragraph well. And interaction of the student-student and teacher-student developed my ability to write a good paragraph.***

*Furthermore, the contacts between the students and the teacher and students to students are **very helpful**.*

Most of the students' answers mention that the interaction between teacher and students helps them understand the materials well. To some students, the student-students interaction holds its own roles since for some students asking their classmates is more meaningful and easy to understand. However, they still consider the teacher explanation is crucial to be given. Thus, the classroom interaction in fact really contributes the students' progress and process in writing. The classroom interaction in fact allows the students to use the target language more in the real situation. It trains them to be autonomous and develop their critical thinking through the interaction both from student-student interaction and student-teacher interaction.

Teacher's Feedback

Teacher's feedback also gives much influence for the students as it is showed by the high scores of 3.98. Here, most students agree that the teacher provides sufficient feedbacks for the students to develop their paragraph writing skill as the score is 4.03, and 3.94 for how the feedback enables them to write a good paragraph. To some extent, the feedback given by the teacher is very important and helpful to improve the students' writing. Although the peer comments and correction already built their awareness, they consider the teacher's feedback is still the helpful one. Sometimes, students might get confused with the peer comments and corrections, thus, the teacher's feedback is needed to clarify students' errors or mistakes in their writing.

*"Getting feedback from the lecturer sometimes **showed that he cared to our passages** and when we knew it was wrong, we **realized it** and we **more surely revised it** than got it from our friends..."*

*"I didn't feel the advantages from my classmate's comments, but **I got it from my lecturer**."*

Some aspects in fact directly show that they give so many contributions to the students' improvement in writing. Although based on some students the contribution does not that enormous change their writing development, those aspects basically supported the effectiveness of the web-based Paragraph Writing class. Some students, on the other hand, consider that teachers' feedback is really meaningful to make the correction clearer. Thus, it shows that the web facilities support the Paragraph writing class

activities in general though the students might not feel it directly so they consider the activities do not have any impact for them.

Classmate's Score

Classmate's score shows the high result because for some students the classmate's score does contribute much to their learning process. The scores from the classmates and from the teacher made the students know how to write a good paragraph achieves high score on 3.96. In the same line, for some students it motivates them to produce better paragraph as seen from the score on 3.69. Thus, the answer arrives at high result on 3.82.

One of the activities in Paragraph Writing class is giving score to the classmate's work. It aims to encourage the students to write better and to get the best mark. Thus, the activities of giving and receiving score from their classmate aimed to help students to be more creative and competitive in achieving the best result. One of the comments also mentions that:

*My classmates' scores **motivated me to produce a better paragraph**, so I can get best grade. Not only that, my classmates' scores **helped me find out my weaknesses and strengths in writing a good paragraph**.*

It motivates the student to produce a better paragraph and achieve the best grade. Consequently, the students might learn by practicing to write better paragraph through this process. Here are more students' opinions when they were asked if the classmate's score is helpful for them from the interview:

*"It can be. Sometimes my friend made unclear sentences. So **they knew why they got low score**."*

Sometimes, the students only give scores with their limited background knowledge of the materials, so they give scores without good understanding about the writing. It can be seen from the students' writing in the open questionnaire and interview.

*"Well, it sometimes brings the score down because of the **subjectivity**."*

Rich Resources

The theme *rich resources* in fact helps the students develop their ideas well as it shows a high result on 3.80. Furthermore, it could help students learn how to write good paragraphs from the great number of paragraphs in the internet as seen from the high result on 4.05. However, it

encourages the students to make the use of the rich ideas in the internet to write well-developed paragraphs, as it is showed by the score of 3.53. Thus, the final result for the rich resources is 3.82 which belongs to the high category.

A rich resource is one of the benefits using the internet. It allows the students to gather more information and ideas to write from any sites or sources in the internet. Although it probably bring the culture of plagiarism, it still has its positive effects for the students writing improvement.

*Writing class has helped me to make [a] good paragraphs. Writing use[s] internet is **very effective**. I can use **the paragraph easily** and **can practice myself to be on time** to submit my work.*

*I like the using of internet in this Writing class, because it helps me to **improve my ideas** in making a good paragraph. Because, sometimes I don't have idea to make any paragraph, but when **I browse in the internet**, I can **find many resources** that I can **make it as idea**.*

The students mention that they learn to use correct and various dictions on their paragraph from the articles or dictionary they read. They could also enlarge their knowledge through the articles they browse in the internet to develop their ideas in writing certain topic. It allows the students to be creative and autonomous in expanding their knowledge by its various and wide resources and sites.

Plagiarism

Although rich resources in the internet helps students develop their ideas well, it seems to give more positive impact than the negative one. It is seen from the high result on 3.78 for the students' opinion on plagiarism. Generally, there would be a weakness for the implementation of internet. Facing this risk, the students have their own explanation on plagiarism happens in Paragraph Writing class:

*"Plagiarism **depends on the personality**. But usually the lecturer **knew** because the students used **different language** from their own writing language."*

*"**I was not tempted** to do plagiarism because my lecturer would see that, and **I liked my work** more than others. "*

Technology could always bring negative impact for the students. However, teacher's control is crucial to consider. Here, Egbert and Smith also asserted that learners must be able to define their learning objectives as the first step, deciding which subset of language is most important to them

(1999: 401). The learners need to have self-awareness of their learning objectives so they would use the technology wisely for their learning. Again, it is inseparable from the teacher's guide and care.

Peer Comments and Corrections

Peer comments and corrections show various result from the students' point of view. The average score is fair in 3.61. The classmate's comments and feedback enable the students to develop their ideas well as the score is fair, 3.58. Though, the classmate's comments help them identify their mistakes and write correct sentences, as it is showed by the fair score of 3.71. Conversely, it has not totally enabled the students to improve their work as it is seen from the fair score on 3.55.

Giving and receiving comments from students' classmates are actually crucial in writing since it stimulates them to be critical and careful in writing and reading others' writing. The students also state that:

*Comment from classmate is **very useful to help me [to] make a good sentence. So, I can know why my work is wrong or right** and how to write a good paragraph. Not only that, I can repair my paragraph if it is wrong, so it is **very helpful to make a better paragraph.***

*For me, this class helped me to understand about writing. Writing [is] not only for write something but to understand contents of a story or opinion. So that, **I try to read my classmate's paragraph and give comments. This is the lesson for me in writing class.***

Here, the students learn to improve their writing when their classmates make some mistakes in their writing. Moreover, giving comments and corrections to other friends could also increase their knowledge and skills in writing good paragraphs. In other words, by reading others' writing, they might learn one another to improve their writing. Peer comments and corrections is another potential area to discuss since giving respond to the peer's writing was one of the central values of L1 writing process which might be beneficial for the L2 writing. Here is the student's opinion:

" It was not embarrassing but it motivated when I still needed to change mistakes I made on my writing."

It indicates that the peer comments do not bring negative impact since it motivates the students to produce better writing. Although for some students, the greatest impact would still be gotten from the teacher since

they consider their classmates are in the same level or even worse in their English ability, especially in writing.

*Sometimes classmate's comments **are not objective**. He/she corrected the right and make it became wrong. I prefer the teacher's correction than my friend's.*

*For me, the marking from my classmates **is not really good**, because they [are]also like me, they **still learn how to make a good paragraph**, too.*

*Once my friend commented and gave the score, I found that she **gave the wrong correction**. If the marking include the score and comments from the classmate, I [am] agree, but [the] teacher must check[s] again what's wrong with the paragraph and does not depend on [the] classmate's comments. Classmates just give the comment and input to improve our paragraph, but it do[es]n't mean that their correction and mark is right and good, because they are still learning, just like me. It's better that the teacher reads it again and gives the right correction.*

However, teachers could emphasize its importance to students, ensure that it is taken seriously, and reduce anxieties that individuals may have about sharing their writing. When the atmosphere and situation support the learning process, the peer comments and feedback would be beneficial. Thus, the learners will be able to give and use the comments to improve their critical thinking and self-awareness in writing a good paragraph.

The web contributes many roles on the students' achievements by its facilities provided to support the writing process in Paragraph Writing class.

This course helps me to improve my skill in writing good paragraph.

*It is much **simpler than regular paper-and-pen-class** because I am given **flexible time** to submit the tasks and also it gives **chance to revise** my paragraph so that I can make it better.*

These supporting facilities become the strengthened points of the web-based learning in Paragraph Writing class investigated in this study. The students also mentioned that they can learn lesson out of academic materials such as socialization, time management and punctuality. Here are the students' answers in the interview:

***Socialization**, the next is **time management**, and...maybe that is all with **the right on time** also.*

Some suggestions were also given by the students for the improvement of the *ELTGallery* as the web used in their Paragraph Writing class.

*I really hope that this system **could be improved** anymore as we could be more good [better in] doing our paragraph.*

***The teacher should give comment** too about student paragraph. We must discuss one of student paragraph[s] and correct the mistakes.*

*But in my opinion, **we need many explanation[s]** about how to make a better paragraph. So, we can make a better paragraph. But, [it] seems very clear. See on the next semester, I hope I can still learn by *ELTGallery*.*

Hence, although for some students the aspects discussed dealing with the web-based Paragraph Writing class might not straightforwardly seen by the students, it indeed has its own contribution to the students' writing process and achievements. The great impact on the use of technology in Paragraph Writing class has its strength on the students' performance and process but the teacher's roles as well. The teacher's explanation and feedback are considered crucial for the students since they trust the teacher more than their classmates in correcting and scoring their work. However, this condition trains the students to be more critical and autonomous in learning new things. Thus, the students would learn and be equipped some lesson out of the academic lesson which might be useful for the other courses.

All in all, the result of the questionnaire shows that the web facilities support and contribute to the students' learning process in Paragraph Writing class. The web-based classroom activities in fact lead the students to be more autonomous and critical in writing and doing their roles. Concisely, the web-based Paragraph Writing class provides more various conveniences for the students to develop their writing as seen from the web facilities and activities which are given for the students. It leads them to be more critical, creative, and autonomous in learning and writing. In conclusion, the web-based Paragraph Writing class facilitates the students to write better with the supporting classroom atmosphere and situation.

CONCLUSION

It is true that the use of technology in language learning becomes an effective alternative to improve the students' learning process and

achievements. Based on the questionnaire and interview result, the *group work, topic, flexible access, flexible submission and revision, personal page, the use of computer for writing, course strength, classroom interaction, teacher's feedback, classmate's score, rich resources, and plagiarism* show its high contribution to the implementation of a web-based Paragraph Writing class as those aspects reached high scores in the questionnaire. The *peer comments and corrections* also present their contribution although the students might not directly feel it. They come at fair scores level which means that the students consider their roles are important but there are some other aspects contribute more to their learning process. In general, these aspects hold their own contribution to the students' achievement and improvement in a web-based Paragraph Writing class.

However, there are some aspects in traditional writing class which could not be replaced by the use of computer and technology as mentioned by the students in the interview. It shows that although the use of web-based learning resulted in better achievements in Paragraph Writing class than the regular Paragraph Writing class, it does not mean in the whole aspects of learning. It does contribute in some aspects of learning such as the classroom interaction, atmosphere and activities, flexibility to do, revise and submit the work, the rich resources and the use of computer itself to develop their writing and computer skills. Other than, it also has its own weaknesses in some extent also wherein the students thought they could learn more learning out of academic aspects from the regular class than they got in the web-based Paragraph Writing class. Thus, although there are many factors contribute to the use of web-based learning using *ELTGallery*, in fact it should be improved more and more to empower the students to learn better in this globalization era.

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