STUDENTS' PERCEPTION ON *EDUKASINET*

FOR SUPPORTING ENGLISH LEARNING

(The Case of Nasima Senior High School in the Academic Year 2008/2009)

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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STUDENTS' PERCEPTION ON *EDUKASINET* FOR SUPPORTING ENGLISH LEARNING (The Case of Nasima Senior High School in the Academic Year 2008/2009)

Yang saya tulis sebagai salah satu syarat untuk memperoleh gelar sarjana, adalah sepenuhnya karya saya sendiri yang saya susun setelah menjalani proses penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan yang terdapat dalam karya ilmiah ini, baik yang langsung maupun yang tidak, ditulis dengan disertai sumber kepustakaan sesuai dengan aturan yang dipakai dalam tulisan karya ilmiah. Untuk itu, walaupun tim penguji dan dosen pembimbing telah membubuhkan tanda tangan sebagai tanda keabsahan, seluruh isi dalam karya ilmiah ini menjadi tanggung jawab saya dan apabila terdapat kesalahan, saya siap bertanggung jawab.

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Our opinion is correct but it has the possibility to be false, others opinion is false but it has the possibility to be correct (Imam Shafii)

To:

My father HM Hafidz Achmad and my mother Hj. Noor Muchibbah

My brother and sisters: Laily Maghfiroh, Hakimah Maimunah, Qurrotu 'Aini and M. Busrol Karim

B Regular Class 2005

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Finally, the writer realizes that her study is still far from being perfect. The writer has a great expectation that her study will be beneficial and useful for anyone who is interested in reading this simple final project.

The Writer

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ABSTRACT

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Supervisors: I. Rohani, S.Pd.MA., II. Widhiyanto, S.Pd., M.Pd.

Keywords: EdukasiNet, distance learning, e-learning, blended learning, ICT.

This paper discusses EdukasiNet, students' perception on EdukasiNet for supporting English learning, and their perception on EdukasiNet features for supporting their English skills. The discussion is divided into two parts, firstly describing EdukasiNet and secondly describing how the students perceive EdukasiNet in supporting their English learning. The data were collected from documents, questionnaires and focus group discussions.

In this research, the questionnaires and focus group discussion were analyzed qualitatively. The data were collected from sixteen students. Then the data were analyzed using the steps of data identification, data classification, and data analysis.

There were some findings of the research. EdukasiNet is the ICT based education which is integrated in the national education network. The education portal is aimed to support teaching and learning process for formal and informal education. Some of the students noted that e-learning supported classroom learning although they did not want it to alter classroom meeting. Some of them stated that e-learning had no significant effect and only few of them said that they prefer classroom learning. Some of the students also stated that EdukasiNet was useful for their English learning. The other found that EdukasiNet was sometimes useful and few of them agreed that it did not support their English. Most of the students found a barrier in accessing EdukasiNet since they sometimes needed high speed access to open the site, especially VOD feature.

It is recommended that the students use EdukasiNet to support their English learning. It is also suggested to the teacher to integrate EdukasiNet with classroom learning and supervise the students when they open the website. Website designer is hoped to update the content periodically and promote EdukasiNet more.

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List of Abbreviation and Acronym

ES	Elementary School
ICT	Information and Communication Technology
Jardiknas	National Education Network
JHS	Junior High School
MONE	Ministry of National Education
RA	Response Analysis
SHS	Senior High School
VHS	Vocational High School
VOD	Video on Demand

CHAPTER I

INTRODUCTION

This chapter contains background of the study which is the starting point and the foundation of this thesis. It will be followed by reasons for choosing the topic, statement of the problems or research questions, purposes of the study and significance of the study in sequence. It is closed with outline of the report.

1.1 Background of the Study

The widespread use of technology and telecommunications in the second half of the last century has caused fundamental changes in the character of modern societies. Our world society is irresistibly becoming "a Network Society" (Pangalila 2004: 28). Nearly every aspect of our life is or will be influenced by it. We can notice it in every transportation, business transaction and education equipment. On the other hand, the need of information becomes one of the primary needs. Television, radio, newspaper and internet are the primary sources of information for human being. A person who masters technology and information can control everything in this era.

In line with the changing of society, the attitude transformation among educators and learners is noticed, particularly attitude toward information and communication technology (ICT). To modern society, especially knowledge society where education becomes the basic stone of every aspect, ICT provides

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meaningful contribution to the development and innovation in education practices. ICT takes educators into a new paradigm of meaning of "educate and education."

In some Asian countries such as, Japan, South Korea, Malaysia, Singapore, and Thailand, education quality improvement is supported by the application of technology and information Science Information Network (SINET) in Japan higher education, myLMS in Open University of Malaysia, m-learning in Thailand are some examples of IT in education

These examples have drawn attention of Indonesian government. Therefore, it has become one of the concerns of Indonesian Ministry of Education and Culture. In strategic plan 2005-2009, it clearly stated about the utilization of ICT as a means of distant learning; the strategic plan priority is developing distant learning system in university, formal and non formal education to support enhancing and equalization of higher education formal and non formal education. ICT will be optimally applied as means of distant learning, and facilitating educational management.

ICT Center (PUSTEKKOM) is one of the units of Ministry of National Education (MONE) which its main tasks are designing and developing learning media. This unit has been trying to utilize ICT in Indonesian education. It collaborated with TV media when they launched TPI in late 1990s and TVE in 2006. It also made teaching material CDs for supporting teacher with the teaching media. One of the programs is schoolnet program.

In Indonesian education, the roles of schoolnet programs are: a) an online learning materials provider, and b) a facilitator of communication across schools, such as information, ideas, experiences, etc. The schoolnet program is operated on **http://www.e-dukasi.net**.

In 2004, The unit launched EdukasiNet as a complete system. One of the expectations is to provide and exchange information about education, especially teaching material, tests, online courses, for Junior High School, Senior High School, and Vocational High School.

1.2 Reasons for Choosing the Topic

Some reasons underlie my choice of "STUDENTS' PERCEPTION ON EDUKASINET FOR SUPPORTING ENGLISH LEARNING (THE CASE OF NASIMA SENIOR HIGH SCHOOL)" as the title of the study. First, EdukasiNet is managed by ICT Center for National Education and Culture (PUSTEKKOM DIKNAS) that has the responsibility to develop teaching media and create ICT based education. Its policy based on National Education Policy. The study will give a description on users' perceptions which can be used by web designer to complete the website. Therefore, the usability of it will increase among students and educator. Second, it goes with Government policy to integrate the use of internet in school. In a world that based on knowledge management, ICT is a catalyst in developing quality education. Third, EdukasiNet provides materials, assistances and exercises to help students in developing their English skills. Hence, it plays significant role in supporting students' learning. Finally, the

information will be useful for me, students of English department for education program, educators, teachers and the website designer.

1.3 Statement of the Problems

Some elaboration upon the topic has been made previously. Nevertheless, to make it more obvious, I would like to state several problems relating to the topic discussed in this final project. Three major problems are already categorized as follows:

(1).   What is EdukasiNet?

(2).   What features are availabe in EdukasiNet in supporting students' English learning?

(3).   What are the students' perceptions upon EdukasiNet in supporting their English learning?

1.4 Objectives of the Study

Based on the problems stated above, the purposes of the study are to:

(1).   describe EdukasiNet.

(2).   explain the features available in EdukasiNet in supporting students' English learning.

(3).   explain student's perception toward EdukasiNet in supporting their English learning.

1. 5 Significance of the Study

The result of the research is expected to be useful for me that I will get some experiences in understanding and observing ICT utilization in education especially EdukasiNet. I can apply the information I have got when I become a teacher in the future.

It will be also valuable for student especially Senior High School students for giving them information which could be applied in supporting their English learning.

The information in this final project is also meaningful for ICT Center for National Education as a reference to complete the features of EdukasiNet in supporting and enriching students' knowledge and skills, especially English skills.

The last but not least, it will give some values to English learning, that the topic of the final project can be used as a reference for students, English department students, and teacher to apply ICT for education as a supportive media for classroom teaching which has not been common yet nowadays.

1.6 Outline of the Report

This final project consists of five chapters. Each chapter is the basic to continue to the next chapter up to the last one. Therefore, it is recommended to read this final project in sequence.

Chapter one explain the background of the study which is the starting point and the foundation of this thesis, reasons for choosing the topic, statement of the

problems or research questions, purposes of the study, significance of the study, and this chapter is ended with outline of the report.

In chapter two, there are theoretical backgrounds which will explain about terms and related issues to it. Researches which already held on this thesis issues will be presented in previous study part. Framework of the present study closes this chapter which gives the research limitation of this thesis.

Chapter three is the core of this thesis. It covers subject of the study, role of the researcher, research design, research instrument, methods of collecting data and methods of analyzing data.

Chapter four will give general description of what has been done in the previous chapter, results, and discussion.

The last chapter is chapter five. It will give some conclusions and suggestions. The chapter will be followed by appendices and bibliography.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, I would like to present some literatures which underlie the topic of the study, previous research and framework of the study. The literatures are from books and internet. The previous research and framework of the study will discuss in sequence.

2.1 Theoretical Background

The first section discuss about the meaning of perception, distance learning, ICT, e-learning and blended learning. Some figures will accompany the explanation to make it clearer.

2.1.1 Perception

The word *perception* is derived from the Latin *capere,* means "to take," the prefix *per* meaning "completely." Therefore, perception means to take something completely.

Perception is the process of attaining awareness or understanding of sensory information (http://en.wikipedia.org/). The other encyclopedia gave more or less similar definition. It defined perception as process by which organisms interpret and organize sensation to produce a meaningful experience of the world (Microsoft Student 2008).

Perception is a way of seeing, understanding and interpreting something (Hornby, 1995:85). According to Kemp and Dayton (1985) perception is the process

whereby one becomes aware of the world around oneself. We use our senses to apprehend objects and events when we perceive something. The eyes, ears, tongue, skin are common means of perception to collect data for the nerve system. Within the nerve system, the received impressions are changed into electrical impulses which trigger some electrical and chemical chain in the brain. The result is an internal awareness of the object or event.

One's perceptual experience is uniquely individual but a series of perceptions from different person can be nearly identical. Kemp and Dayton (1985:12) illustrated it as follows:

> If you walk around a statue, its shape will constantly changes as you change the angles at which you look at it. If someone else then walks around the same statue and looks at it from the same angles, this other person will have different individual experiences, but the series will result much the same as it was for you. Thus, a succession of individual experiences enables us to agree upon what we have experienced, even though the individual experiences are somewhat different.

In this research, the students' perception was the source for the writer to obtain data. It is based on Candlin (1983:12) who stated that the students have an opportunity to criticize not only the teacher, but also the materials, methods, etc.

2.1.2 Distance Learning

Distance learning is a relatively new concept which attempts to loose the confines of traditional teaching requirements and allow the benefit of education to larger sections of populations. According to David Murphy et.al (1997:03) distance learning is a learning environment which has a complete set of stand-alone pre-prepared, multi media, self instructional course materials mostly in print form, is provided to the learner. The definition of distance learning as mentioned in UU No.30 year 2003 about National Education System section 1 clause 15, "*Distance learning is a learning process where student/learner is separated from instructor/teacher and utilization information technology, information and other media as supported source.*" Suparman (1995:63) stated that distance learning is one method employed by education organizers in order to fulfill the need of educating manpower for national development.

Distance learning started as one-way communication between professors and students with little interaction. Professors or teacher would record their lectures beforehand, and the students would have to listen to the radio or watch television at a specific time. Other multiple technologies such as videocassettes and audiocassettes were also used. During this period of time, the computer was not utilized as a media for distance learning courses and students were not able to interact with their professors or fellow students. They did not receive timely feedback from the teacher and needed to have a scheduled time for the class, which allowed for no flexibility, even though the purpose of distance learning was to create flexibility.

Holmberg in Mudjito (1995:259) states "the term distance education covers the various study at all levels which are not under the continuous, immediate supervision of tutors existence with their student, lecture rooms or on the same premises but which, nevertheless, benefit from planning, guidance and teaching or supporting organization".

From the previous definitions of distance learning, we can derive the general definition that distance learning is learning process where there is separation between teacher and learner and media plays important role to give the material and bridge the interaction between teacher and learners.

2.1.2.1 Characteristics of Distance Learning

According to Keegan (1986) in Haryono (1995:263), distance education is a form of education characterized by the separation of teacher and learner through out the length of the learning process, the influence of an educational organization in the planning and preparation of learning materials and in the provision of student support services, the utilization of media for delivery of learning content, the provision of two-way communication, the absence of the learning group so that people are usually taught as individuals and not in groups, and face to face meeting between students and tutors may be done occasionally.

Cheong (2007:96) gave more explanation about the characteristics of distance learning. The characteristics are the separation between teacher and learner, technical media is used to unite teacher and learner, and to deliver content, institutional influence on academic provisions and student support, provision of

2-way communication, absence of permanent learning group, and flexibility of learning.

Distance learning differs from conventional classroom teaching in that there are no (or very few) lectures or face-to-face sessions. The utilization of media in distance learning is varying, for instance; text books, power point, radio, TV and Internet. Learning resources are object, persons or activities that will facilitate learning processes. It could be something created by design, or else, something that already existed but then utilized in learning process.

2.1.2.2 Scope of Distance Learning

The scope of distance learning is as presented in figure 2.1.

Distance Learning
e-Learning
Online Learning
Computer Based Learning
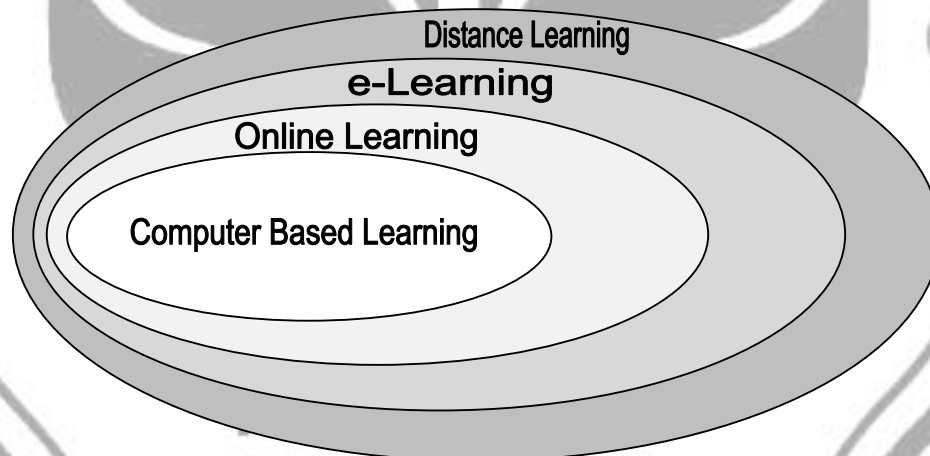
Figure 2.1   Distance Learning Scope. Source: W R Hambert in Indra Utoyo
2007:108

The smallest circle refers to computer based learning. It is a learning model which uses computer terminal to access media for learning sources for instance CD-ROM learning. The next circle is online learning and it is also named Web-based

learning. It is a learning model that takes place via a computer connected to the Internet. The next circle is e-learning. It will be discussed afterward. The biggest circle is distance learning which covers every learning model which is separation between teacher and learner and media plays important role to give the material and bridge the interaction between teacher and learners.

2.1.3 Information and Communication Technology (ICT)

SER (1997) in Nurdin Ibrahim (2005:05) noted that Information and Communication Technology (ICT) refers to technology utilization to obtain, edit, and gather varies of information. Toomey (2002 in UNESCO, 2003B:4) defines the term ICT:

> "Information and communication technology (ICT) generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technology could include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to internet, local networking infrastructure, and video conferencing)".

2.1.3.1 ICT Based Learning

According to Sungkowo (2007:483) ICT based learning is a teaching-learning process in which ICT is used to support the learning process by utilizing computers, software and multimedia. Personal computer is an example of the

application ICT in education which commonly named multimedia. Nurdin (2005:05) noted that ICT utilization in education can be described as follows:

"ICT is employed as learning object which is organized mostly in specific courses. These courses are preparing students or college students to apply their ability in education or workforces later. The content of ICT, of course, is based on their education level.

ICT is employed as a learning media. ICT is used to get information, gathering and processing data, communication, and doing research. Normally it is used for problem solving independently.

ICT is employed as media in learning process, where teacher teach and students learn".

Figure 2.2 illustrates that ICT can be used as a learning media for teachers and students, and media to build interaction among them. As a learning media for teachers, ICT can be used as an event animation, a student evaluation system, learning sources, a case simulation, a media of communication among teachers, and a teaching aid. As a learning media for students, ICT can be used as an interactive book, a self-learning, an exercise, and a simulation tool. Furthermore, the ICT can also be utilized to improve students' productivities and to build a student-student interaction and communication.
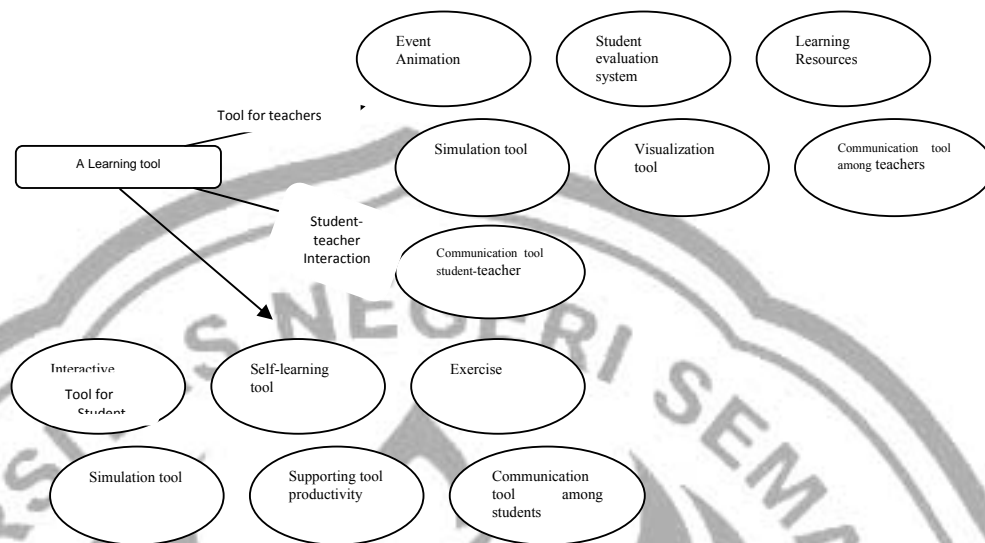
Figure 2.2   The Utilization of ICT in a Teaching-Learning Process (ICT Based Curriculum). Source: Dit. PSMA 2004

2.1.3.2 The Advantages of ICT for National Education

The advantages of the application ICT for national education are the improvement of information services which is integrated, interactive, accurate, and easily accessed, to give integrated data and information service, a reliable promotion media for education, the improvement of interaction and communication both national and international, and to access teaching material throughout the world (www.jardiknas.diknas.go.id).

2.1.3.3 ICT in the Curriculum

Realizing the advantages and the important of ICT for education, Minister of National Education (MONE) integrated ICT in the curriculum. Jalal and Mediani (2007:246) noted that in Junior High School (JHS) and Madrasah Tsanawiyah,

ICT subject matter is one of the choices subject matter between Skill and ICT. The allocated time for the choice is 2 hours per week. If the school administrator feels that it is necessary to add the allocated time, he can add it maximum 4 hours per week. One hour in JHS is equal to 40 minutes.

In Senior High School (SHS) and Madrasah Aliyah (MA), ICT subject matter is not a choice. Students must take ICT subject matter. The allocated time is the same as JHS which is 2 hours per week and it can be added maximum 4 hours per week. The difference is in SHS one hour is equal to 45 minutes.

In Vocational High School (VHS), there is a subject matter namely Computer Skill and Information Management with allocated time 2 hours per week or 202 hours minimum per year. One hour in VHS is equal to SHS which is 45 minutes.

However, the implementation of ICT in the curriculum is constrained with the infrastructure. In figure 2.3, we can see that around 45 percent of Senior High School (SHS) in Indonesia does not have the infrastructure for conducting ICT in curriculum. The avant-garde SHS in utilizing ICT is 19 percent. The developing SHS is 14 percent, and only 3 percent for each well-establish and high end SHS.
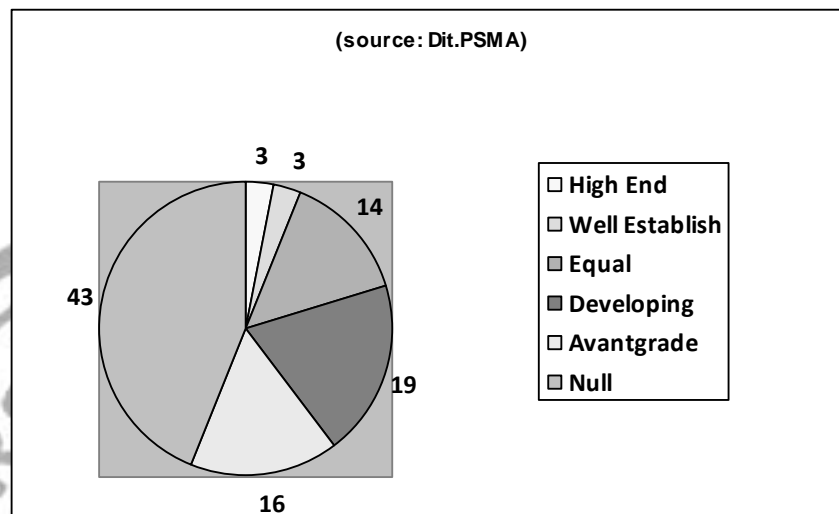
Figure 2.3   The Condition of ICT Implementation in General Senior High School 2005. Source: Dit.PSMA:2005

2.1.4   E-learning

E-learning is defined as a learning model in which the instructors and students are separated by space or time where the gap between the two is bridged through the utilization of online technologies (Wikipedia 2008). According to Purbo and Hartanto (2002:01) e-learning is a form of information technology which is applied in education as virtual school. But, they said, that e-learning more appropriate as an effort to make transformation of learning process in school into digital world which is bridged by the internet. E-learning according to Indra Utoyo (2007:106) is the utilization of software or learning management system (LMS) to support learning.

Strictly speaking, online learning, or learning using the World Wide Web is a subset of e-learning. The term of e-learning is used to align the provision of online learning with the e-commerce relationships between institutions such as universities, computer software and hardware firms and publishers (for instance who provide online journals, books and other media).

In this paper, e-learning term refers to any teaching-learning activities which involve electronic devices as a means of transferring knowledge in digital world by using internet.

2.1.4.1 Characteristics of E-learning

Ruswendi and Susanti (2007:433) noted some characteristics of e-learning. The characteristics are learner centered, does not require physical presence, learning process may be conducted anywhere and anytime, therefore overcoming the restriction of space and time, learner's level of understanding to a subject does not depend on instructor / tutor, information resources are the whole world and may be accessed easily by anyone and tutor or educator institution acts as facilitator.

2.1.4.2 E-Learning Framework

E-learning framework offers eight dimensions reflecting various aspects in design, development, implementation and evaluation.
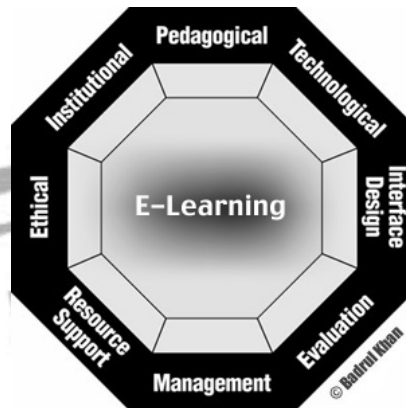
Figure 2.4 E-learning Framework. Source: Badrul Khan

(1) The pedagogical dimension of E-learning refers to teaching and learning. This dimension addresses issues concerning *content analysis, audience analysis, goal analysis, media analysis, design approach, organization and <u>methods and strategies</u>* of e-learning environments.

(2) The technological dimension of the E-Learning Framework examines issues of technology infrastructure in e-learning environments. This includes *infrastructure planning, hardware* and *software*.

(3) The interface design refers to the overall look and feel of e-learning programs. Interface design dimension encompasses *page and site design, content design, navigation,* and *usability testing*.

(4) The evaluation for e-learning includes both *assessment of learners and evaluation of the instruction* and *learning environment*.

(5) The management of e-learning refers to the *maintenance of learning environment* and *distribution of information*.

(6) The resource support dimension of the E-Learning Framework examines the *online support* and *resources* required to foster meaningful learning environments.

(7) The ethical considerations of e-learning relate to *social and political influence, cultural diversity, bias, geographical diversity, learner diversity, information accessibility, etiquette,* and *the legal issues.*

(8) The institutional dimension is concerned with issues of *administrative affairs*, *academic affairs* and *student services* related to e-learning.

2.1.4.3 Internet

Internet is one of ICT product. It is a promising media to facilitate learning. Based on the statistical data for the year 2000 in ICT Indicator P3TIE-BPPT (Figure 2.5), internet users in Indonesia which were categorized based on their level of education is 41 percent for Senior High School and 2 percent for Elementary School and Junior High School approximately. We can derive conclusion that e-learning is a promising learning for increasing education quality level in Indonesia since it is obvious that internet user among students is as many as college students.

2.1.4.4 Jardiknas: E-learning Implementation in Indonesia

Jardiknas (National Education Network) is an infrastructure development program of national wide area network which is built by MONE. Its purpose is to connect education institutions and communities in Indonesia. The improvement of Jardiknas is to become online information and communication media among

education institutions and communities for the improvement of quality, access

rotation, transparency and accountability of national education.
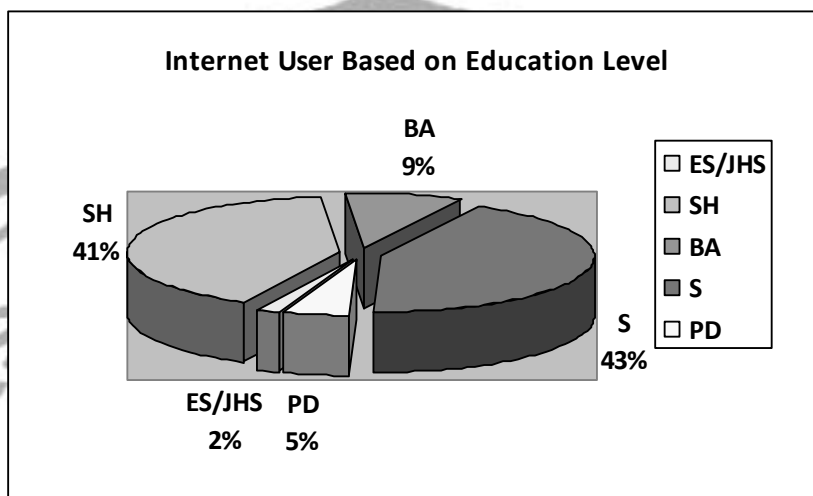
Figure 2.5 Internet User Based on Education Level. Source: Potensi Bisnis & Perilaku Penggunaan Internet di Indonesia: June 2000.

Jardiknas, which was built in 2006 and launched in 2007, is designed and developed by ICT Center (PUSTEKKOM). ICT Center (PUSTEKKOM), which was built in 1978 and formerly named TKPK (Communication Technology for Education and Culture, is one of the units of MONE which its main tasks are designing and developing learning media. This unit has applied ICT in Indonesian education. Having applied in ICT for more than 30 years, Pustekkom created a lot of products from learning model and system to ICT based learning media for instance: learning and teaching material, online learning guidance, and EdukasiNet. All of these products are currently integrated in Jardiknas.

Jardiknas has 4 network zones which are:

1. Jardiknas department or institution (DiknasNet)

2. Jardiknas higher education (INHERENT)

3. Jardiknas School (Schoolnet)

4. Jardiknas teacher and student (TeacherNet and StudentNet)
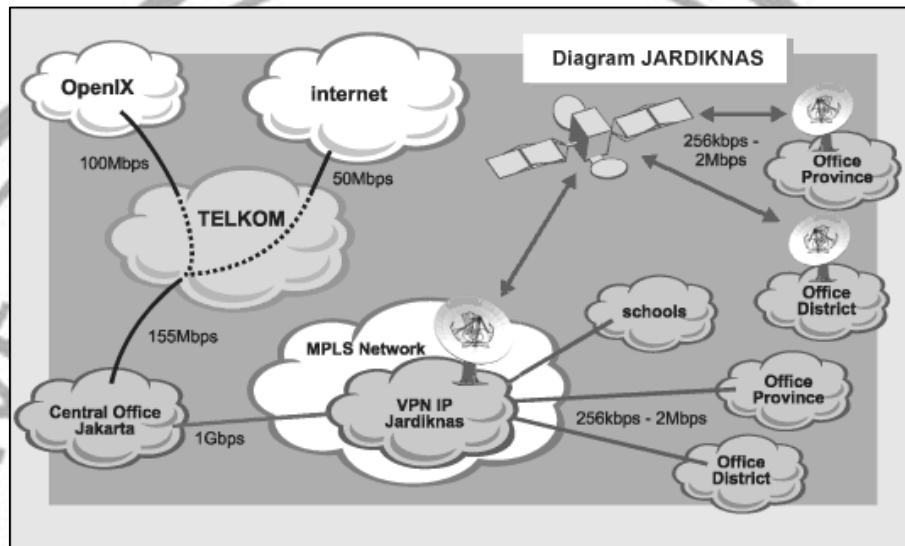
Figure 2.6 Jardiknas Web Diagram. Source: www.jardiknas.diknas.go.id

2.2.3 Blended Learning

Blended Learning is a blending of different learning methods, techniques and resources and applying them in an interactively meaningful learning environment (http://en.wikipedia.org/). For the purpose of this paper, I used the definition which is used by some authors. They defined blended learning as a learning which combines online and face-to-face instruction (Reay, 2001; Rooney, 2003; Sands, 2002; Ward & LaBranche, 2003; Young, 2002).

The definition reflects the idea that blended learning is the combination of instruction from two historically separate models of teaching and learning:

traditional learning systems and distributed learning systems. It also emphasizes the central role of computer-based technologies in blended learning.

2.2 Previous Research

Research literature on student attitudes and perceptions towards the application of internet technology in distance education is limited. Distance educators confirm the problem of too little data on the utilization of technology and its effectiveness (Neal, Ramsay and Preece 1997; Bergen and Kingston 1994; Stubbs and Burnham 1990).

Studies indicated that students perceive online learning as a significant relative advantage to traditional methodologies. These advantages included saving time, fitting in better their schedules, and enabling students to take more courses (O'Malley and McGraw 1999).

Chin (1999) noted that web-based learning enhance the students' learning experience. The study also found that students value classroom teaching or traditional learning and would not like to see it being replaced completely by web-based teaching.

Yaghouby (2008) found that students have positive perception toward e-learning. the results from his study also showed that the two highest rated advantages of e-learning system were "flexibility in time and place" and "ease and quick share of learning materials" and the highest rated disadvantage was "technology issues."

Kung and Chuo (2002) affirmed that students who studied ESL or EFL consider the Internet as a useful media to supplement in-class instruction. However, students needed instruction regarding where the sites are and in how to use them.

2.3 Framework of the Present Study

This study described EdukasiNet and students' perception on EdukasiNet in supporting English Learning. EdukasiNet is e-learning utilization for Junior High School, Senior High School and Vocational High School. EdukasiNet does not replace traditional learning but the website supports it. The students are asked whether EdukasiNet, e-learning utilization, supports classroom or traditional learning. The combination of traditional and e-learning is called blended learning.

In conducting the experiment, I proposed the working hypothesis: "the students perceive EdukasiNet is useful for their English learning."

Since the hypothesis would be analyzed based on the result of the experiment, we put forward null hypothesis: "there was no significance in English learning for Senior High School students who conduct e-learning through EdukasiNet."

CHAPTER III

METHOD OF INVESTIGATION

This chapter covers subject of the study, role of the researcher, research design, validity and reliability, methods of collecting data, and methods of analyzing data.

Obtaining the exhaustive result in this final project, I conducted this research study in two ways, namely library research and field research. In short, I went to the library to select certain ideas from books or references to be quoted so that the possible bias and controversies could be avoided. The result of the library research was presented mostly in the previous chapter. Whereas, in concluding the field research, I conducted focus group discussion with some students and gave questionnaires to them.

3.1   Subject of the Study

The subject of this study is students of SMA Nasima Semarang Central Java. I chose this school since it had internet laboratory which was considered as the main factor of this research. The participants were from tenth and eleventh grade students. Actually, I intended to do this research for twelve grade too, but, due to some considerations from the headmaster that they had to focus in preparing national final examination, I canceled it.

3.2   Role of the Researcher

In this study, I took the roles as the data collector, facilitator and data analyzer.

The data is collected from some resources. I went to libraries and browsed the internet to get detailed information about distance learning, e-learning, and, especially, EdukasiNet. The collected data, then, was analyzed to make the basis of the research. To collect information about students' perception on EdukasiNet, I conducted discussions. During the discussions, I lead the discussions as a moderator and note-taker. Prior to the discussions, I had given questionnaire to the participants. I, finally, analyzed the data and reported the result.

3.3   Research Design

Research design of this final project is qualitative, since the data is collected in the form of words rather than numbers. Berg pointed out "Qualitative approach thus refers to the meaning, concepts, definitions, characteristics, metaphors, symbols, and description of things" (Berg and Bruce, L 1989:2). Miles and Huberman (1994:10) stated that the strength of qualitative data is that they focus in naturally occurring ordinary events in natural setting, so that I have a strong handle on what "real life" is like. Parallel to this, according to Moleong (2007:6) qualitative approach is a study aimed to understand phenomena about something which is experienced by the subject holistically and in a descriptive way, in a naturally context and it applies some natural methods. This study is

descriptive qualitative study which focuses on the analysis of the discussion. It is in accordance with Sulistyo (2008:110) who stated that descriptive approach attempts to find an exact and appropriate description for activities, process, and human. The simplest way to define qualitative study is to say that it is a study that involves interpretational data which will be interpreted descriptively.

3.4   Methods of Collecting Data

3.4.1 Questionnaire

Questionnaire deals with a number of relevant questions that should be answered by the students. For the purpose of the research, questionnaires were to find out the internet use among students and their perception of EdukasiNet in supporting their English skill. The hypothesis about the internet use among students and their perception of EdukasiNet in supporting their English skill were:

(1) The students used to browse internet in supporting their lesson.

(2) EdukasiNet is useful to support students' English learning.

(3) Some of EdukasiNet features are helpful in supporting students' English learning.

3.4.2 Focus Group Discussions

A few words about focus group methodology are in order. Focus group discussion refers to a "nondirective technique that results in the controlled production of a discussion of a group of people" (Flores & Alonso, 1995, p. 84);

a moderator typically facilitates the discussion. Participants in focus group discussion constitute a "purposive" sample of the target population (Lederman, 1990), and the number of participants in a focus group can range from 6 to 12 people.

Focus group research is considered qualitative research. Qualitative research sometimes sacrifices reliability for validity. This means that although focus group findings cannot be replicated statistically as can sample surveys (high reliability), they provide researchers with the opportunity to uncover salient issues (high validity).

Prior to focus group discussions (FGDs), I contacted the teacher to choose the participants. I had to gather the students in the laboratory to ensure they had browsed EdukasiNet before I held FGDs. Therefore, I also asked the teacher to schedule the laboratory meeting.

Typically focus group participants are unfamiliar with one another. However, certain school and grade situations make this nearly impossible. I used two rounds of focus group discussions in the study. The first round included 9 students of grade ten whereas the second round included 7 students of grade eleven. These focus group discussions lasted from 20 to 60 minutes. I classified them based on their classes to avoid discouragement among students.

In conducting FGDs, Firstly, I gathered the whole participants in the laboratory to browse EdukasiNet. The next meetings, I held a meeting with one group and the next two weeks I met the other group. Having prepared a shortlist

of questions concerning EdukasiNet, I asked the students. I also encouraged the participants to discuss anything they believed to be relevant.

3.4.3 Constructing the Instrument

Research instrument is a means which is used by the researcher to collect the data. It is to make the researcher's work easier and get a better result which is more accurate, complete, and systematic (Arikunto 2006:160). It depends on the instrument whether the collected data is good or not. A research instrument has to meet the terms namely validity and reliability.

There are some steps in constructing an instrument as follow:

(1) Preparation or constructing questionnaire:

   a. Determining the indicators

   b. Determining allocated time to work on questionnaire

   c. Determining the items

   d. Constructing a questionnaire score

(2) Implementation. It is the step where the questionnaire is tested to sample participants.

(3) Analysis of the Instrument. It is the step to analyze the result of the questionnaire to investigate the validity and the reliability of the instrument before it is given to the real participants.

3.4.4 Validity of the Instrument

When we measure something, it is a must to use an appropriate instrument. Likewise, the questionnaires which are used in this study have to measure what it should measure. It means that the questionnaires are appropriate to measure the extent of the research.

Burhan (2005:97) said that instrument validity is the accuracy of instrument to what it measured although it is done for several times and places. Hammersly (1990) in Silverman (2000:175) said that validity is another world for truth. It is interpreted as the extent to which an account accurately represents the social phenomena to which it refers.

There are some steps to test instrument validity:

(1) Constructing the table to value instrument validity for students' perception toward EdukasiNet.

(2) Correlating score of each item and total score.

(3) Consulting the result by using $r_{table.}$ In measuring the validity of questionnaires I used Pearsons' Product-Moment Correlation

The formula for Pearsons' Product-Moment Correlation is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X^2)\}\{N\sum Y^2 - (\sum Y^2)\}}}$$

Note :

r $_{xy}$ = correlation coeficient

N = total of participants

X = total item score

Y = total score

The result of r $_{xy}$ is consulted with product moment critic r $_{xy}$ score which have real level 5 % and confidence interval 95%. If the score of r $_{xy}$ value is bigger than r$_{table}$, the item is valid.

3.4.5 Reliability of the Instrument

Burhan (2005:96) said that instrument reliability is the degree of consistency between the instruments and what it is measured. Hammersly (1990) in Silverman (2000:175) said that reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observers on different occasions.

The result of reliability is consulted with r$_{table}$ significance average 5 %. If r$_{value}$ is bigger than r$_{table}$, the instrument is reliable. In testing the reliability of questionnaires I used Alpha:

$$r_{11} = \left[\frac{k}{(k-1)} \right]\left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Note:

r11   = Instrument reliability

k = total item

$$\sum \sigma_b^2 = \text{total item varians}$$

$$\sigma_2^1 = \text{total varians (Arikunto 2006:196)}$$

If $r_{11} > r_{tabel}$,the instrument is reliable. But if $r_{11} < r_{tabel}$ the instrument is not reliable.

3.5   Methods of Analyzing the Data

3.5.1 Analyzing Questionnaire

Some required steps to analyze questionnaire were:

(1) Grading each item of the questionnaire and making a percentage of it.

(2) Determining the grade score

(3) Tabulating the data of the questionnaire

(4) Analyzing the data using Response Analysis (RA)

3.5.2 Analyzing Focus Group Discussions

When I conducted the focus group discussions, I recorded the discussions. I also took some detailed notes. After each group sessions, I listened to the recording and expanded our notes. In doing so, I followed the "note-expansion" approach in which "the reporter (note taker) listens to the tape in order to clarify certain issues or to confirm that all the main points are included in the notes" (Bertrand, Brown & Ward, 1992: 202). I examined inductively for major points and themes. In this process, I highlighted and coded the important points made by the students.

CHAPTER IV
FINDING OF THE STUDY

This chapter presents the results of data analysis and the discussion of research findings. The discussion will be divided into three sections. The first will discuss about EdukasiNet and its content. This discussion is based on the library research. The second discussion will talk about the questionnaire and the last section will discuss about focus group findings. In the focus group discussion, I also write some quotes which relevant to the sub category.

4.1 Results

EdukasiNet is an education portal integrated in National Education Network (Jardiknas). It is also called Schoolnet. It is an e-learning implementation for Junior High School, Senior High School, and Vocational High School. EdukasiNet users are not only for the students and teachers but also school administrator and common society.

There are some features available in EdukasiNet. One of them is Learning Resources which was explored in this study. I chose it because it had a direct relationship with students' learning compared to the others.

Most of Senior High School students, especially SMA NASIMA students, were internet literate. They were active internet users. Most of the time, they browsed the internet for refreshment or hobbies. They sometimes looked for the internet to find materials for their assignments.

When the students were asked to open EdukasiNet, it was their first experience in conducting e-learning for most of them. Some of the students found that e-learning supported their English learning. The students agreed that they could sharpen and measure their understanding of English which they received in traditional or classroom learning. Students said that the most supportive features were Online Test Item Bank and Competency Test. They also noted that the website supported their reading skills.

The students had some expectations for EdukasiNet. Most of them wished that EdukasiNet had always been updated and it contains not only subjects matter but also educated entertainment and games.

4.2 Discussion of the Findings

In this section, I will discuss about the findings of the study. The findings were based on library research, questionnaire and focus group discussions.

4.2.1 EdukasiNet

EdukasiNet is an education portal developed by PUSTEKKOM. Arifin and Nissa (2007:406) said that EdukasiNet was aimed (1) to introduce a model of school telecollaboration through EdukasiNet; (2) to identify the possibilities of challenges and constraints of its implementation; (3) to explore inputs and recommendation from participant in its real-life situation; (4) to identify moderator volunteers; and (5) to identify themes or topics to be discussed.

EdukasiNet has some features. First is Learning Resources. It contains Curriculum Based Learning Material, Online Module, Popular Knowledge, Online Test Item Bank, and Your Work. Second is interaction among communities. It has Discussion Forum, Chatting, School Profile, and Telecollaboration. Third is Information. It contains Article, News, and Event Schedule. Forth is TVEdukasi, and fifth is Supporting Features.

Figure 4.1 EdukasiNet Website
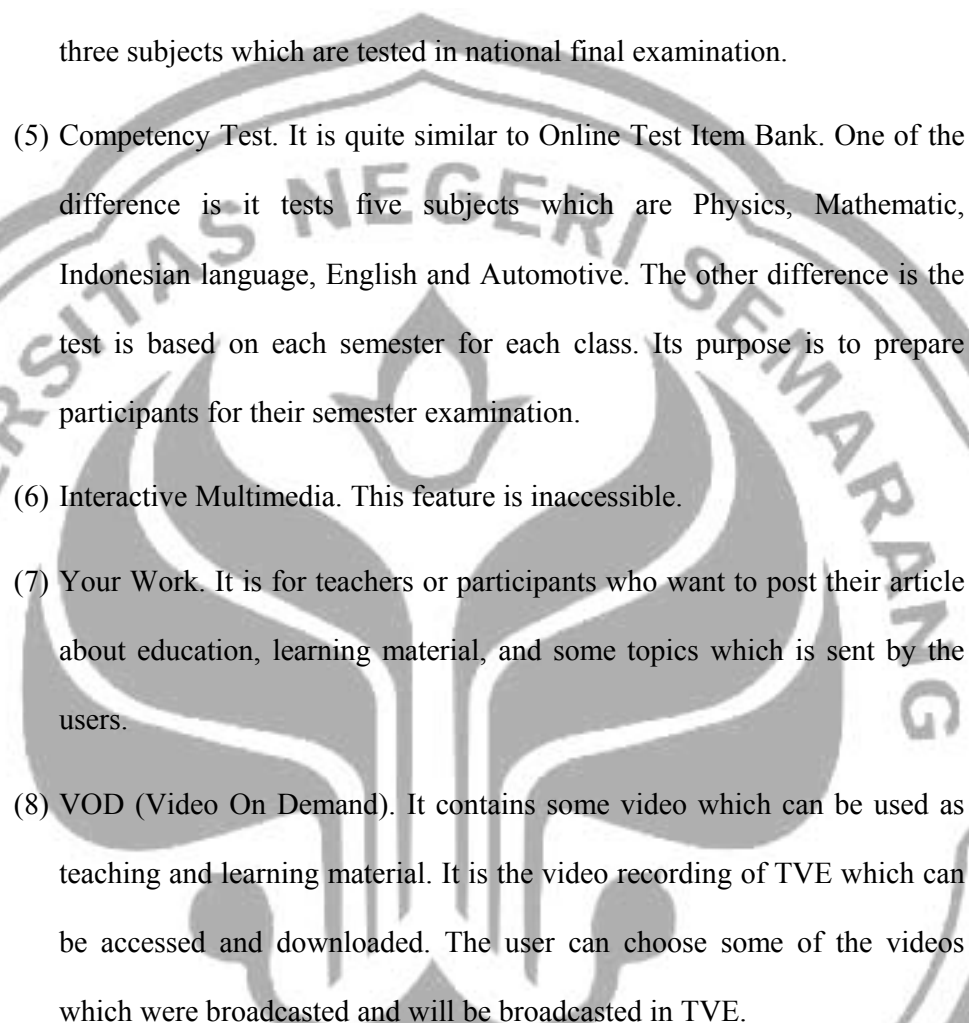
Figure 4.2 EdukasiNet Homepage

4.2.1.1 Learning Resources

As mentioned previously, Learning Resources has five features. These features are as follows:

(1) Curriculum Based Learning Material. It is also named Main Material. It contains some subject materials. The division in the feature is based on classes and subjects. It also shows the available headings for each subject such as Functional text-announcement for English subject, atmosphere for Geography, and hypertensions for biology. Therefore, it is easily-accessed for the user.

(2) Popular Knowledge. The materials are presented in an interesting way. The given topics are quite exciting for common people such as gardening, health information, photo editing, etc. The topics are classified into some headings. The available headings for now are gardening, electronics, natural phenomena, photography, handicraft, health, learning strategies, automotive, information technology, and transportation. The headings could be developed into some other headings. The administrator of the site makes polling from the users to identify the users' interest.

(3) Online Module. This feature is aimed for open school. The module is a digital module; therefore, the participants and the teachers of open school can access and print it.
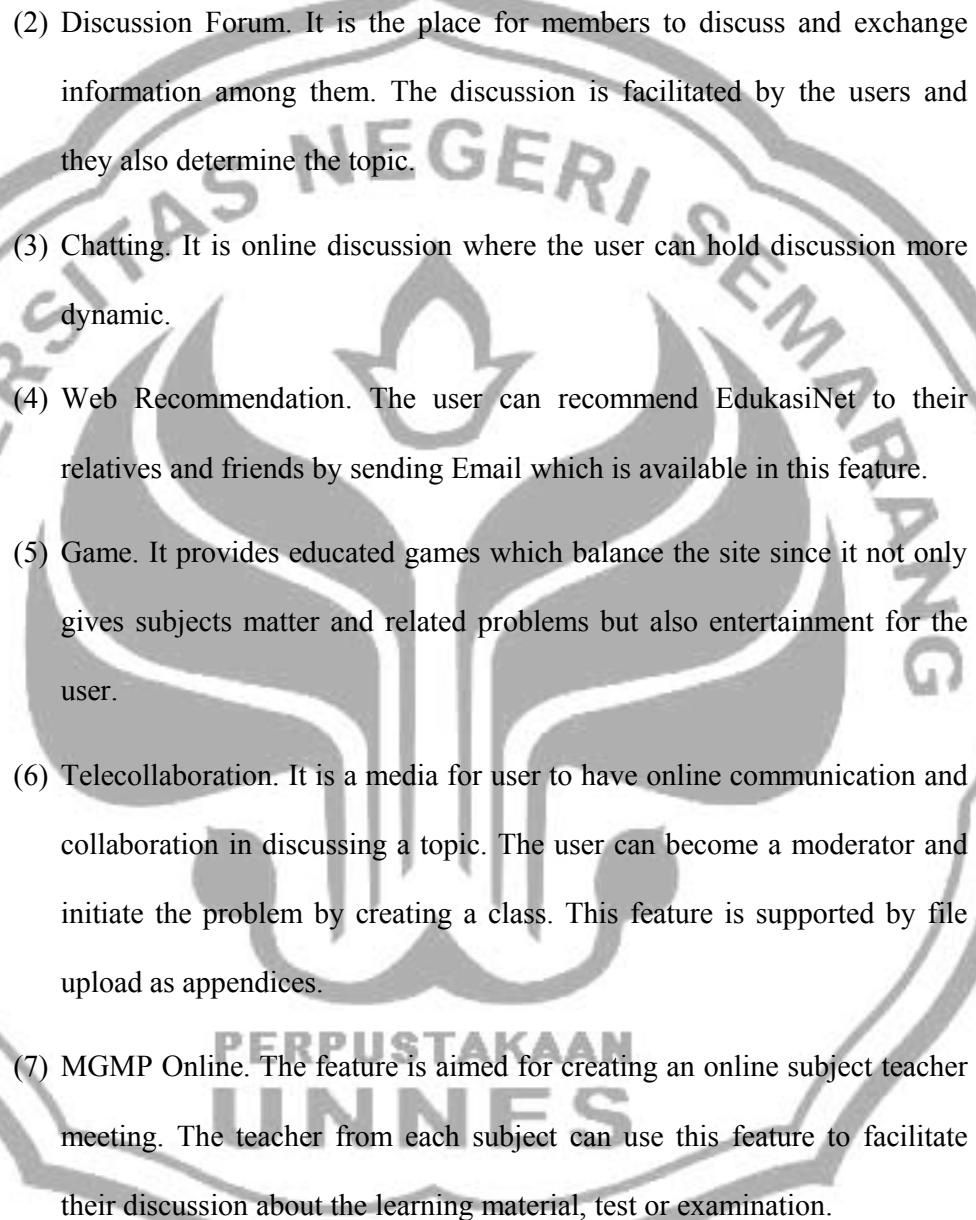
(4) Online Test Item Bank. It contains some exercises and the answer. It also gives the final score of the test. For Senior High School it is available for three subjects which are tested in national final examination.

(5) Competency Test. It is quite similar to Online Test Item Bank. One of the difference is it tests five subjects which are Physics, Mathematic, Indonesian language, English and Automotive. The other difference is the test is based on each semester for each class. Its purpose is to prepare participants for their semester examination.

(6) Interactive Multimedia. This feature is inaccessible.

(7) Your Work. It is for teachers or participants who want to post their article about education, learning material, and some topics which is sent by the users.

(8) VOD (Video On Demand). It contains some video which can be used as teaching and learning material. It is the video recording of TVE which can be accessed and downloaded. The user can choose some of the videos which were broadcasted and will be broadcasted in TVE.

4.2.1.2 Community Interaction

Community interaction can only be accessed for registered users. The registration is for free. It has seven features as follows:

(1) School Profile. It presents general information about some schools which have become members of EdukasiNet. The information is managed in EdukasiNet and can be filled and edited by the school. Every school has

the same template, for instance: school profile, history, etc, to give general information about the school which is appeared on the site.

(2) Discussion Forum. It is the place for members to discuss and exchange information among them. The discussion is facilitated by the users and they also determine the topic.

(3) Chatting. It is online discussion where the user can hold discussion more dynamic.

(4) Web Recommendation. The user can recommend EdukasiNet to their relatives and friends by sending Email which is available in this feature.

(5) Game. It provides educated games which balance the site since it not only gives subjects matter and related problems but also entertainment for the user.

(6) Telecollaboration. It is a media for user to have online communication and collaboration in discussing a topic. The user can become a moderator and initiate the problem by creating a class. This feature is supported by file upload as appendices.

(7) MGMP Online. The feature is aimed for creating an online subject teacher meeting. The teacher from each subject can use this feature to facilitate their discussion about the learning material, test or examination.

4.2.1.3 Information

The feature has general information about EdukasiNet. The information is as

follows:

(1) Article. It is one of the services which can be accessed and downloaded deliberately. The articles are taken from some resources including EdukasiNet Users. The administrator is responsible for its content and limit.

(2) News. It contains news which is written by the administrator or school. Its selection procedure is determined by the administrator.

(3) Events. It provides the information about same events which are held by the administrator.

(4) History. It provides the information about the history of EdukasiNet and its expectation.

(5) EdukasiNet Profile. The general information about the products and service of EdukasiNet can be accessed in this feature.

(6) Contact. The feature gives the user facility for giving suggestions and critics for the administrator of EdukasiNet.

(7) Site Map. The information about the features of EdukasiNet.

(8) Frequently Asked Questions (FAQ). It gives the information about some common questions related to EdukasiNet.

4.2.1.4 TVE

TVE is an online service which supports Education Television (TVE) program. It contains:

(1) TVE Schedule. The schedule of TVE program in the month.

(2) TVE Broadcasting Setting. It provides the information about the setting of parabola to receive TVE broadcasting.

(3) Advice Box. It is an online form for giving suggestions and critics for TVE host.

4.2.1.5 Supporting Feature

There are several features supporting EdukasiNet. It is described as follows:

(1) Polling. The facility is a place to give input to administrator of EdukasiNet in dealing with applications, features and administration which will be used as the basis of the development service of EdukasiNet.

(2) Search Engine. It facilitates the user to search something for instance articles and news. Its searching is in EdukasiNet only.

(3) Download. It facilitates user to download learning material he desires. The authority about which learning material can be downloaded is on the administrator of EdukasiNet and it is restricted for the registered users.

(4) Registration. It is an application form to become a member of EdukasiNet community and registered in EdukasiNet database. The form will be the

user identity and it is classified. The registered users get a full access of EdukasiNet.

(5) Webstat. It is a statistic of the users and the content of EdukasiNet.

4.2.2 Analysis of EdukasiNet

EdukasiNet is a learning media for students, teachers, school administrators, and common society to access information about learning materials, learning community, and general information about schools. The students can access the information related to their subjects. They can also propose and discuss some issues which fit in their interest. The teacher can access learning material or learning media from the site. They can also make a discussion forum with another teacher who teaches the same subject or has the same interest. They can discuss learning material, teaching strategies, or methodology. Writing an interesting article is good for the teachers because it will make him as a model for their students and to prove their writing skill. The website is also a good media to promote school. School administrators can give general information about their schools. Common society may access it to determine the preferred school for their relatives.

There are some main features available in EdukasiNet namely: Learning Resources, Community Interaction, Information, and TVE. These main features are also supported by one supporting feature. Each main feature has its own targeted-user, for instance: Learning Resources is targeted for teachers and participants whereas Community Interaction is for teachers and school

administrator. It does not mean that the other users are not allowed to access the feature but the feature tends to facilitate the targeted user.

In this study, I focused on Learning Resources feature only. There were some reasons underlie this decision. The feature contained some teaching and learning materials. It also had exercises for each semester and an exercise for National Final Examination (UAN) which tests the whole materials for three years study. The feature had a direct relationship with teaching and learning process compared to other main features.

4.2.3 Questionnaire

Questionnaire was given to obtain the data about the advantages of EdukasiNet to participants' English skill. Likert Five Scale questionnaires was used in the research where the respondents put check (☑) in the answer column. The answer was based on their own opinion and experience. The use of check list answers was to make the respondent easier to give the answer. There were five columns for each item. They were marked as follows:

1. First column for "Always or Strongly Useful" criteria was marked 5
2. Second column for "Frequently or Very Useful" criteria was marked 4
3. Third column for "Sometimes or Useful" criteria was marked 3
4. Forth column for "Seldom or Less Useful" criteria was marked 2
5. Fifth column for "Never or Useless" criteria was marked 1

4.2.3.1 Validity of the Questionnaire

Validity is a measurement which indicates the degree of validity of an instrument (Arikunto, 2006:168). An instrument is valid when it measures what it should be measures.

In measuring the validity of questionnaires I used Pearsons' Product-Moment Correlation:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N\sum X^2 - (\sum X^2)\right\}\left\{N\sum Y^2 - (\sum Y^{2)})\right\}}}$$

Note:

r_{xy} = correlation coefficient

N = total of participants

X = total item score

Y = total score

The result of the test for 16 respondents was valid. The detailed calculation of the result is presented in the appendixes. Test validity was tested for 17 items. The result of correlation coefficient was between 0.497 and 0.774 while r_{table} for 5% significance level for N=16 is 0.497. Therefore, the result of each item was valid since the entire item is above 0.497.

4.2.3.2 Reliability of the Questionnaire

Instrument reliability indicates that an instrument is reliable to be used as means of collecting the data because the instrument is good (Arikunto 2006:178).

In testing the reliability of questionnaires I used Alpha:

$$r_{11} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right]$$

Note:

r11   = Instrument reliability

k   = total item

$\sum \sigma_b^2$ = total item varians

σ_2^1 = total varians   (Arikunto 2006:196)

The result of the test for 16 respondents was explained in detail in the appendices. The result of the calculation of reliability by using *alpha* method was 0.84. It was clear that $r_{11} > r_{tabel}$ (0.497). Therefore, the instrument was reliable.

4.2.4 Analysis of the Questionnaire

The data collection process was carried out in three weeks. Having asked to browse EdukasiNet, the participants were given the questionnaire. As explained previously, the questionnaires were used to investigate three aspects namely, internet access, the advantages of EdukasiNet features toward English learning, and the advantages of EdukasiNet features toward participants' English skills. The analysis of the collected data reflecting the variables in the research model will be carried out by means of the response averages (RA).

The descriptive statistics (means and averages) of the responses to questionnaire's questions were presented in appendices. There were a total of seventeen questions

in the survey questionnaires. In the discussion that follows, Qj denotes question j in the questionnaire. Based on my design of the questionnaires, the responses to Q1 to Q17 were restricted to range of 1 to 5 (in Likert Scale). To analyze the responses data, firstly, I examine the response averages (RA) (i.e. the mathematical averages) to facilitate the discussion of the results. The RA to each question produces a rough idea (or a good indicator) of the aggregate direction towards the two ends of the scale for each question. With the responses being restricted to a 5-point Likert Scale, the RA value of 3 is the mid-point value of the scale and implies a neutral stance to the aggregate response to each question. Therefore, the RA value of less than 3 for any question implies that the overall response to that question lies in the "useless" direction. Otherwise, the overall response lies in the "strongly useful" direction.

4.2.4.1 Internet Literacy

In order to identify and explore the participants' use of internet, Q1-Q4 were asked to measure it, namely Q1: "*how often do you access internet?*", Q2 "*how often do you access internet for education (school assignment, Knowledge, etc)?*", Q3 "*how often do you access internet for information (news, magazine, etc)?*", and Q4 "*how often do you access internet for refreshment (song, comic, picture, etc)?*".

The resulting RA values for questions Q1, Q2, Q3, and Q4 were higher than 3, indicating high frequency of browsing internet. Q1 showed that the participants were internet literate since all of them were used to access internet. The RA value for Q1 was 3.75. The highest value was Q4, indicating that the participants had a

high frequency in browsing internet for hobby or refreshment than they browsed internet for education and news.

The data showed that all of participants were familiar with the internet. Most of the time, they accessed internet for refreshment and hobby. It gave us insights that internet could be collaborated or even integrated in teaching and learning process for every subject, especially English subject. Most of the participants frequently accessed the internet and the teacher could use it to encourage them to learn from it. The teacher could encourage the students to improve their understanding about the material by browsing some additional information or comparing the lesson which they have learnt in the classroom with the resources they browse in internet. It will motivate active learning from the participants. They would depend on the teacher in the learning process. The teacher task is to share and facilitate the gathered information in the classroom.

4.2.4.2 The Advantages of EdukasiNet Features toward English Learning

Identifying the advantages of EdukasiNet features toward English learning, I asked nine questions. The questions were: Q5 *"on your opinion, do EdukasiNet useful for developing your English?"*, Q6 *"on your opinion, is Online Learning Material feature useful for developing your English?"*, Q7 *"on your opinion, is Online Module feature useful for developing your English?"*, Q8 *"on your opinion, is Popular Knowledge feature useful for developing your English?"*, Q9 *"on your opinion, is Online Test Item Bank feature useful for developing your English?"*, Q10 *"on your opinion, is Competency Test feature useful for developing your English?"*, Q11 *"on your opinion, is Interactive*

Multimedia feature useful for developing your English?", Q12 *"on your opinion, is Your Work feature useful for developing your English?",* and Q13 *"on your opinion, is VOD feature useful for developing your English?".*

The data in Table 1 showed that the values of RA for Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, and Q13 are 3.87, 3.81, 3.56, 3.62, 3.81, 3.56, 2.93, 3, and 3 respectively. The RA value for Q5 was 3.87 implying that the participants agree that EdukasiNet was useful for supporting their learning. The RA value for Q11 was lower than 3 indicating that the feature was not quite useful for participants, while the value for the other questions were higher than 3 implying the agreement of the usefulness. The combining results showed that the participants agree the usefulness of EdukasiNet features in their English learning.

The data indicated that Curriculum Based Learning Material and Online Test Item Bank features had the highest value. The learning module helped participants to compare the lesson they had studied in the classroom with the new material for the same subject matter. It increased their understanding of the lesson. Their understanding sharpened when they did the exercises in Online Test Item Bank. Popular Knowledge had the second highest value. It indicated that the participants perceived it was helpful. It fulfilled their needs for knowledge which they did not learn in the classroom. The topics were based on the users' interest; therefore, the participants could propose a new subject matter which suited their interest. The given material could also be used as English material for instance to write a procedure text and also enlarge the participants' vocabulary. The third highest

value was for Online Module and Competency Test features. The participants were not quite interested in Competency Test feature because it gave the test for the whole semester and not per chapter. Your Work and VOD were placed in the forth rank. VOD was the second lowest useful feature since it was hard to access it with a low access network. It needed a quite strong network for opening and playing the video. Interactive Multimedia had the lowest value. Even tough the participants could not access this feature, they still believed that the feature might be had usefulness. Therefore they perceived it less useful than useless.

4.2.4.3 The Advantages of Edukasinet Features toward Students' English Skills

There were four questions for measuring the advantages of EdukasiNet features toward participants' English skills. These questions were: Q14 *"On your opinion, Is Edukasinet useful for developing your listening skills?"*, Q15 *"On your opinion, Is Edukasinet useful for developing your speaking skills?"*, Q16 *"On your opinion, Is Edukasinet useful for developing your reading skills?",* and Q17 *"On your opinion, Is Edukasinet useful for developing your writing skills?"*.

The result of RA values for Q14, Q15, Q16, and Q17 were 3.19, 3.44, 3.87, and 3.56 respectively. The resulting RA values for Q14, Q15, Q16, and Q17 were higher than 3, indicating the usefulness of EdukasiNet features toward English skills improvement.

The data implied that the participants perceived EdukasiNet features were useful for the improvement of English skills. They could train their listening by VOD; therefore, it had the lowest value. Speaking could be train by training their pronunciation when they were watching VOD. Reading had the highest score

because all of the material should be read and most of the text was for reading comprehension. The participants took the material from EdukasiNet features, for instance: Curriculum Based Learning Material and popular Knowledge, to improve their writing skills.

4.2.5 Focus Group Discussions

To provide participants' perception toward EdukasiNet, I ran a series of focus groups. Two separated focus groups were held; one for participants of grade ten and the other for grade eleven. The first group consisted of nine participants, whereas the second group consisted of seven participants. Each focus group discussion was attended by participants, a facilitator, and an assistant. The purpose of the facilitator was to guide the discussion from topic to topic, guide and encourage discussion, and ensure that all participants contributed their views. The assistant mostly remained silent, recorded her impressions of the meeting in note form, and helped administratively.

Seven questions were asked at the focus group. All conversation was tape recorded. Each session followed the same structure with seven identical questions being put to the group. For the most part, the conversation followed the intended structure, although at some points participants wandered off topic. They were always led back to the broad topic under discussion, but if the point they were making was relevant to one of the other issues under investigation they were allowed to make some statement before being led back.

Analysis of the focus groups was a three-step process. The facilitator recorded observations of the focus groups during the actual focus group discussion. The tapes were then reviewed and transcribed, and the tapes were again reviewed during the analysis and writing of the report. Quotations were always written verbatim, unless otherwise noted, and were written in *italics* to differentiate them from the text.

The following questions were posed in the focus groups.

Q1 Where do you usually surf internet? What do you browse the most?

This question was the one of the key of the meeting and was asked to reveal the participants' internet literacy. It was very important to measure participants' ability in using and surfing the internet.

Q2 Have you ever studied online before?

This question measures participants' experience. It deals with participants' familiarity in online learning.

Q3 How was your experience when you opened EdukasiNet?

This question is to clarify participants' experience toward EdukasiNet. The participants was asked to express their experience whether they felt it helpful or not.

Q4 Which feature of EdukasiNet is useful and which one is useless for your English learning?

The question is to investigate participants' perception toward EdukasiNet features in supporting their English learning. It will derive conclusion on which feature should be the priority in EdukasiNet development.

Q5 You know that there are four English Skills namely: listening, speaking, reading, and writing, which skill is supported by EdukasiNet the most and which one is the least?

The question is to investigate participants' perception toward EdukasiNet features in supporting the development of their English skills.

Q6 If only EdukasiNet will be developed, what are your suggestions and hopes?

The question is to investigate participants' opinion and suggestion toward EdukasiNet development. It is important to measure user's satisfaction toward the site. It will be used as input to EdukasiNet web-designer.

4.2.6 Analysis of Focus Group Discussions

This section summarizes the finding and analysis of the focus group sessions. I divided the section into five sections namely: 1) Students' internet literacy and e-learning experience, 2) Students' perception toward EdukasiNet in supporting students' learning, 3) Students' perception toward EdukasiNet features in supporting students' English learning 4) Barrier in EdukasiNet, and 5) Students' expectation toward EdukasiNet.

4.2.6.1 Students' Internet Literacy and E-Learning Experience

One of the important results of the focus groups was the participants' high rate of internet surfing. The result eliminated one of the biggest barriers in conducting e-learning which was participants' internet literacy. The participants accessed the internet in the school, their house and internet cafe. School internet laboratory was

the important facilities for participants in surfing the internet because all of the participants stated that they used to surf the internet in the school.

Participants were probed to mention kind of sites they had opened the most. Responses reflected some differences. Most of the participants opened friendship site such as Facebook and Friendster. Seven of the participants browsed internet for hobby and refreshment for instance: music, pictures, and online game. Five of them searched material for homework in the internet.

Most of the participants never experienced online learning in advance. EdukasiNet was the first website where they did online learning. Three of the participants had opened online learning website when they were at grade nine for preparing National Final Examination (UAN). They searched some test and the answers from the internet to support their preparation for UAN.

It is interesting to note that some participants, especially the second group which was the students of grade eleven, opened EdukasiNet for several times after the first meeting. They were also encouraged by not only the English teacher but also teachers of the other subject.

4.2.6.2 Students' Perception on EdukasiNet in Supporting Their Learning

Each group had different major opinion on e-learning. Therefore, I divide the analysis base on each group.

Participants' of the first group opinion, which was the ten grade students, can be divided into three major opinions. It is important to note that the participants of the group were only open EdukasiNet once.

(1) *"It was just so-so. It had its own pleasure."*

"It was just so-so. I like it. The items were not quite bad."

"For me it was just so-so because there were other things which were better."

"For me, it was just so-so last week."

The participants stated that they felt that EdukasiNet was not quite useful, albeit they did not feel it was useless either since they could access the subject items. The students still could take the advantage of online learning. Some of the words indicated that two of them tended to browse other things than to learn. Therefore, they could not focus on learning.

The other 33 percent felt that e-learning in some cases were helpful.

(2) *"Sometimes it was better online learning than book since it was more practical and it was not boring."*

"… it was better online learning because there was entertainment."

"I would rather to choose online learning coz we can play while we were working on the assignment."

One of the participants said that EdukasiNet was more practical than books, which they usually learnt in traditional learning. It revealed one of the advantages of e-learning that it is more practical than traditional learning. They implied that they sometimes felt bored when they were in the classroom. They only learnt the subject with less of fun and sometimes the subject did not attract them. They noticed that e-learning was helpful because they can also find something that entertains them, even tough it had no relationship with the learning.

The last 23 percent participants noted that EdukasiNet was not quite useful.

(3) *"It was more effective to learn in the classroom"*

"…. For me it is better direct learning because if we learn via computer, we won't study 100%. We will be interested in entertainment."

The statements implied that learning in the classroom was more effective than e-learning because they cannot focus on learning when they were online. It revealed one of the barriers for e-learning, especially for Senior High School. The students were easily attracted to browse refreshment or to look for their hobbies when they learnt online.

The result of the second group was somehow different from the first group. It is important to note that the participants of the group had opened EdukasiNet for several times. Most of the participants, 71 percent, stated that EdukasiNet was very supportive.

(4) *"I felt that EdukasiNet was very supportive because it was not only complete but also we can learn a lot."*

"I opened EdukasiNet for several times and I found that online learning was very helpful because we could get some subjects item and the answer that we did not get it in school."

"For me it was very useful…"

"…it was very supportive…"

"It was very helpful because it had a complete item…"

The participants agreed that EdukasiNet was very helpful. Most of them considered EdukasiNet was helpful because it had test items. Test item was the most important feature for them to measure their understanding of the lesson. Only 14 percent of the participants found that EdukasiNet was quite supportive, and the other 14 percent found it less useful.

(5) *"I found it was quite supportive because the allocated time was efficient and flexible."*

"For it was so-so. I would rather to study alone with no distraction."

The participants found that it was quite helpful because the allocated time was efficient and flexible. It exposed one of the advantage of e-learning that is time efficiency and flexible. The other participant thought that it was less helpful. It was not because the web itself but because the participant had his own learning style. I can derive the conclusion that EdukasiNet was useful for supporting students' learning.

4.2.6.3 Students' Perception on EdukasiNet Features in Supporting Their
English Learning

Participants were probed for their feelings and thoughts' regarding which feature of EdukasiNet supported their English learning and which feature did not support their English learning. Responses reflected some differences. I analyzed the group separately because of the reason I had explained previously. These were the result of the first group:

(1) *"Online Module because it gave pictures….(less useless) Online Test Item Online Test Item Bank because it was text only and made me dizzy. There was no such variation."*

"VOD (was helpful) because of its picture."

"The most supportive was Popular Knowledge because it was up to date. Your Work was useless.

"… the most useful was Online Test Item Online Test Item Bank because of the items… I don't know for the useless one."

"(the most supportive was) Curriculum Based Learning Material. For instance, when the teacher explanation was incomplete, we can browse Curriculum Based Learning Material."

"(the most supportive was) Online Test Item Online Test Item Bank"

"Online Test Item Online Test Item Bank was the most boring feature on my opinion because the item was so long..... I don't know which one was the most useful. I am neutral."

"I like Online Test Item Online Test Item Bank the most."

"Your Work was the feature I like the most...I don't quite know which one was useless because on my opinion all of the features were useful."

As can be seen, each participant opinion about which feature was useful and which one was useless was varied. They mentioned Online module, Video On Demand, Popular Knowledge, Online Test Item Bank, Curriculum Based learning material, and Your Work as useful features and they stated that Your Work and Online Test Item Bank as useless features. But there were three students stated that Online Test Item Bank was the most useful feature. On the other hand, there were two students who said that the feature was useless. The students who agreed that Online Test Item Bank was useful were because they could measure their ability in the feature, whereas the students who found that Online Test Item Bank is useless because it only contains items and the items were so long which made them boring.

It was clear from the second group discussion that all participants agreed unanimously that Online Test Item Bank was very supportive for their English learning. They were also mentioned some other items which were useful which were Popular Knowledge, Competency Test, Multimedia Interactive, Online Module and Curriculum Based Learning Material.

(2) *"......Online Test Item Bank, Popular Knowledge, and Interactive Multimedia...."*

"On my opinion the most useful features were Online Test Item Bank. Competency Test was useful too."

"I thought that the most useful feature was Online Test Item Bank."

"For me, the most useful was Online Test Item Bank, Competency Test and Interactive Multimedia."

"I thought that the most useful features were Online Test Item Bank and Competency Test."

"On my opinion the most useful features were Online Test Item Bank, Competency Test and Online Module."

"All of the features were helpful but the most useful features were Competency Test, Online Test Item Bank, Curriculum Based Learning Material and Online Module."

The participants noted the importance of Online Test Item Bank feature because they could measure their understanding and trained their skill in the feature. It was quite difficult for them to find an online test item bank but EdukasiNet fulfilled their expectation and made it easier for them. Moreover, there were thousands of test items in the feature. Every time they opened Online Test Item Bank feature, the program would choose the test items randomly. Therefore, they did not work on the same test items. It was also facilitated with the score and answer key so the students could measure their ability and checked their answer. Since the website is managed by ICT Centre Ministry of National Education and Culture, the test items were based on national standard curriculum. Therefore, it was well-matched for National Final Examination Exercise.

The other useful features also gave learning material and test item for the participants. The most useful among them was Competency Test. As mentioned earlier, it was quite similar with Online Test Item Bank. The difference was on the division of the test which based on each semester. Therefore, the purpose of the feature was not for National Final Examination preparation but for semester examination.

The participants of the group only mentioned three features which were less useful namely Online Module, Your Work and VOD. VOD was less useful because it needed fast speed access. It was very difficult to access it in low speed access. They also did not have the device to listen the voice.

All of the participants from both of the groups were asked about their opinion about which English skill was facilitated the most by EdukasiNet.

(3) 'Speaking by reading the text."

"Writing and reading. Reading the test was reading skill and answering the test was writing skill"

"Speaking by reading the text."

"Speaking and listening....I don't understand.... I choose speaking."

"Speaking only."

"Reading...because I read."

"Vocabulary. For me it was just vocabulary."

"Reading."

"Reading and vocabulary."

"all of the skills."

"Reading."

"Reading because there were a lot of reading comprehension."

"All of the skills because it all necessary for national final examination."

"Reading and listening"

It is important to note that the participants cannot differentiate among English skills, especially between reading and speaking. It can be seen when some of them stated that speaking skill was supported in EdukasiNet by reading. Most of the students said, explicitly or implicitly, that reading skill is the most facilitated English skill in EdukasiNet. It was because most of the contents were in written text. EdukasiNet also gave some reading text, for instance in Online Learning

Material Feature. On the other hand, it was hard to find conversation text and English chunks. There was also an interesting finding that two of the students mentioned that EdukasiNet facilitated vocabulary development. The website provided some reading materials which enriched their vocabulary. It was very important since enriching vocabulary was very important to develop all of English skills.

4.2.6.4 Barrier in EdukasiNet

The participants found a barrier when they were opening EdukasiNet, namely the internet access. This issue was mentioned at both of the groups and listed repeatedly by each participant as being a major problem. There seemed to be several aspects to this problem.

(1) *"The speed was very slow."*

"Sometimes pages were so slow to load."

"The access was so long."

"The connection was not so fast. It may be because the school's modem."

"The speed was too slow when all of us opened at once."

"It was slow. The point was it was so long."

"The access was long enough. It maybe the content was heavy. Maybe the content could be reduced."

"...VOD... whenever we were at a slow speed we can't open it."

The participants stated that when they accessed EdukasiNet all at once, they found it difficult to open the site. On their opinion, it happened because the content of EdukasiNet was heavy or the modem was not fast enough; therefore, they cannot access it quickly. The problem was also occurred when they tried to access VOD. The video was difficult to be accessed. It needed high speed access to open it. One

of the participants also stated that there were some files that cannot be accessed. The problem may because of the students did not log in or the program was under reparation.

4.2.6.5 Students' Expectations toward EdukasiNet

The following list is the students' expectation toward EdukasiNet. The list is very important, especially for EdukasiNet Web designer, to complete the web site. Students' hoped that EdukasiNet should be promoted more. It is an important website but it is not quite familiar among school administrators, educators, and moreover for the students. They also asked that the test items should be updated. The most recent National Final Examination items should be included. For the answer key, students expect that it should not only gives the right answer but also the method to find the answer. They also said that the whole content should be updated periodically. They noted that the access should be made to be faster. And the lasi is EdukasiNet should not only contain of lesson but also give entertainment content.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this last chapter, the conclusions are given based on the results of the research. Some suggestions will follow afterwards.

5.1 Conclusions

We can derive some conclusions from this study. EdukasiNet is a website developed by ICT Centre of Ministry of National Education. The website is for students, teacher, school administrator and common society. It is an e-learning implementation for education in Indonesia. Some of the features are aimed for student and the others are not.

The participants, who were students of Senior High School, did not have any difficulty to operate computer and browse internet. They were internet literate. In fact, some of the participants browsed the internet everyday. Most of the time they had spent in the internet is for hobby or friendship website such as Facebook or Friendster. They sometimes browsed the internet to access some information for their homework.

Students noted that online learning sometime is useful. They could take some advantages from the learning process. The time to learn was flexible and they could not only learning the lesson but also browsing entertainment or playing online game.

Students stated that EdukasiNet is useful for their English learning. They could compare the lesson they had got from the traditional or classroom learning. Therefore, the learning would sharpen their understanding. They could also take some test in Online Test Item Bank and Competency Test features to test how far they had understood the lesson. Students also affirmed that one of English skills which were facilitated by EdukasiNet was reading skill.

5.2 Suggestions

Having conducted the research, I would like to offer some suggestions based on students' perception on EdukasiNet. The suggestions for students, especially Senior High School students could use EdukasiNet to support classroom learning. It might occur if they are self-motivated to learn because there might be no one to motivate and supervise when they conduct e-learning. When they browsed EdukasiNet for learning, they are to focus on learning. Because they will not gain maximum result if they do not it and they also browse others site at the same time. Despite the fact that they were not included in the research students of grade twelve could integrate e-learning in their preparation for national final examination.

The teacher could use EdukasiNet to download learning resources and support their classroom teaching. They could integrate it in their teaching. They could also encourage and motivate students to use EdukasiNet to support their learning. Whenever they want to integrate it in their classroom teaching, they should pay attention on supervising students because they are tend to open unrelated website.

The school administrator could support e-learning process by providing the required facilities. The website designer could use the result of the research as a recommendation for completing the website. Last but not least, English Department students could download the material from EdukasiNet as a resource when they become student teacher.

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Encyclopedia

Microsoft Encarta Students 2008

No	code	Respondent																Mean	SD
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P		
1	Q-01	5	4	4	4	3	4	3	4	3	4	4	4	4	4	4	2	3.75	0.75
2	Q-02	4	2	3	3	3	4	3	2	3	3	4	3	5	3	3	2	3.12	1
3	Q-03	4	3	3	3	3	3	4	4	2	4	4	2	4	3	3	2	3.18	1.12
4	Q-04	5	4	3	4	3	4	4	5	5	4	5	4	4	4	4	2	4	1
5	Q-05	5	5	3	5	5	3	2	4	3	5	3	4	3	4	3	5	3.87	1.62
6	Q-06	5	5	3	5	4	3	3	3	3	5	3	5	4	3	3	4	3.81	1.37
7	Q-07	4	4	3	5	5	4	3	3	3	5	3	4	4	3	3	1	3.56	1.37
8	Q-08	4	5	3	5	5	4	3	3	3	5	3	4	4	3	3	1	3.62	1.37
9	Q-09	3	5	3	5	5	3	3	3	3	5	4	4	3	4	3	5	3.81	1.37
10	Q-10	3	4	3	4	5	4	3	3	3	5	4	5	3	4	3	1	3.56	1.37
11	Q-11	2	3	3	4	4	2	3	3	3	3	3	3	4	3	3	1	2.93	0.87
12	Q-12	4	3	3	4	3	3	3	3	3	3	3	4	2	3	3	1	3	0.75
13	Q-13	3	3	3	4	2	2	3	3	3	3	4	4	3	4	3	1	3	1
14	Q-14	4	5	3	3	3	4	2	3	3	3	1	5	4	1	3	4	3.19	1.62
15	Q-15	3	5	3	4	3	5	3	3	3	3	2	5	2	4	3	4	3.44	1.37
16	Q-16	5	5	3	4	3	5	2	3	3	5	4	5	4	4	3	4	3.87	1.37
17	Q-17	5	5	3	5	3	4	2	3	3	3	2	4	4	4	3	4	3.56	1.37

QUESTIONNAIRE R

Validity and Reliability Test

No	Kode	No Item																	Y	Y²
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
1	R-01	5	4	4	5	5	5	4	4	3	3	2	4	3	4	3	5	5	68	4624
2	R-02	4	2	3	4	5	5	4	5	5	4	3	3	3	5	5	5	5	70	4900
3	R-03	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	52	2704
4	R-04	4	3	3	4	5	5	5	5	5	4	4	4	4	3	4	4	5	71	5041
5	R-05	3	3	3	3	5	4	5	5	5	5	4	3	2	3	3	3	3	62	3844
6	R-06	4	3	3	4	3	3	4	4	3	4	2	3	2	4	5	5	4	60	3600
7	R-07	3	4	4	4	2	3	3	3	3	3	3	3	3	2	3	2	2	50	2500
8	R-08	4	3	4	5	4	3	3	3	3	3	3	3	3	3	3	3	3	56	3136
9	R-09	3	2	2	5	3	3	3	3	3	3	3	3	3	3	3	3	3	51	2601
10	R-10	4	3	4	4	5	5	5	5	5	5	3	3	3	3	3	5	3	68	4624
11	R-11	4	3	4	5	3	3	3	3	4	4	3	3	4	1	2	4	2	55	3025
12	R-12	4	4	2	4	4	5	4	4	4	5	3	4	4	5	5	5	4	70	4900
13	R-13	4	3	4	4	3	4	4	4	3	3	4	2	3	4	2	4	4	59	3481
14	R-14	4	5	3	4	4	3	3	3	4	4	3	3	4	1	4	4	4	60	3600
15	R-15	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	53	2809
16	R-16	2	2	2	2	5	4	1	1	5	1	1	1	1	4	4	4	4	44	1936
VALIDITAS	ΣX	60	50	51	64	62	61	57	58	61	57	47	48	48	51	55	62	57	949	57325
	ΣX²	232	166	171	266	256	245	219	228	245	219	147	152	154	183	203	254	217		
	ΣXY	3613	2990	3038	3824	3749	3706	3488	3558	3662	3475	2823	2909	2893	3078	3308	3758	3453	k = 17	
	Rxy	0.6366	0.5137	0.5013	0.4974	0.5603	0.7742	0.8336	0.8686	0.502	0.7325	0.5133	0.6806	0.5148	0.4992	0.5087	0.6751	0.6003		

$\sum \sigma_b^2$ = 13,40234

σ_t^2

	R tabel	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497		=64,8
	kriteria	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid		r_{11}	= 0,84
σ_b^2		0.4375	0.609	0.5273	0.625	0.9844	0.777	0.996	1.109	0.777	0.996	0.5586	0.5	0.625	1.2773	0.8711	0.8594	0.8711		
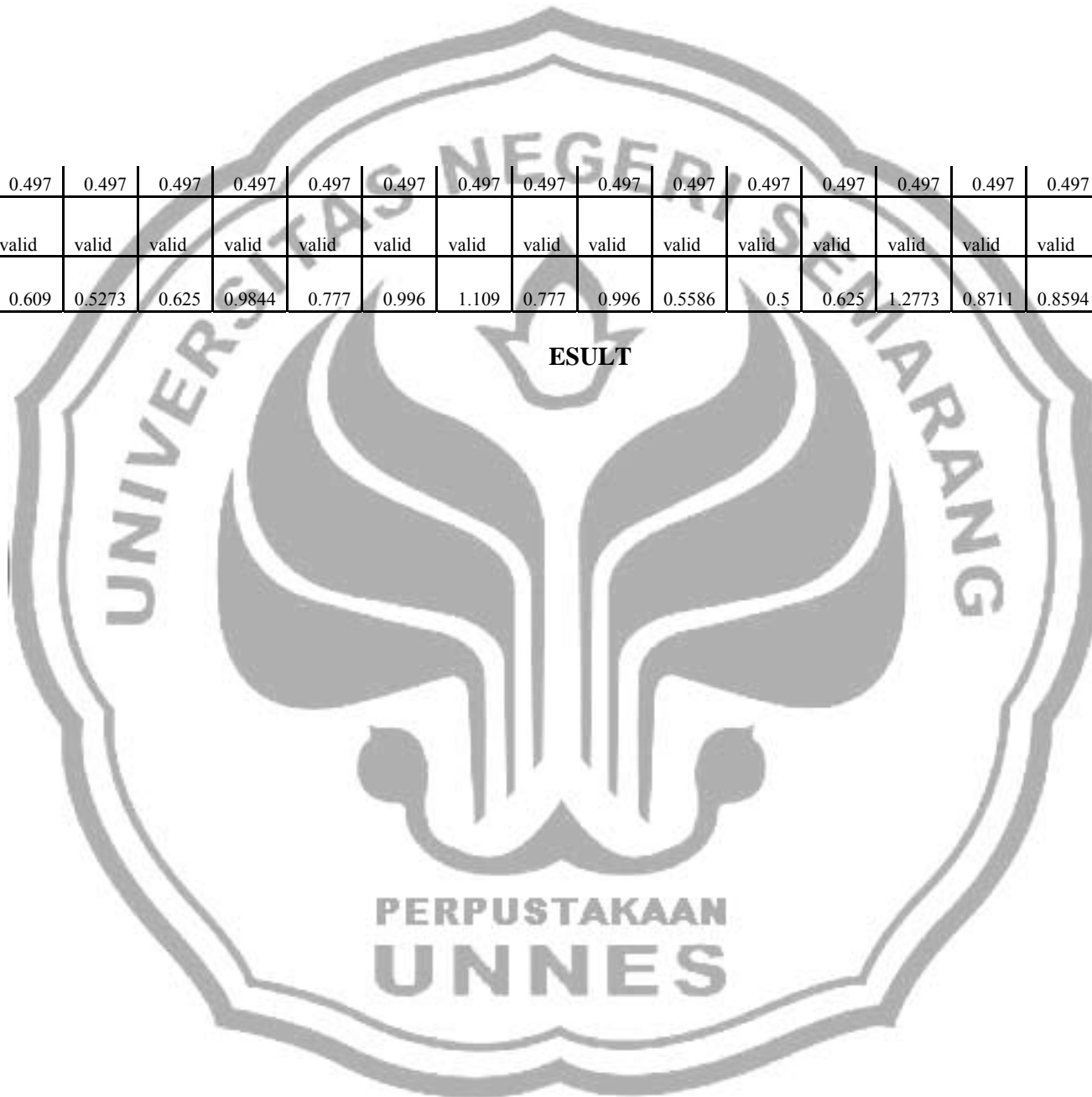
TRANSCRIPT OF THE RECORDING OF THE FOCUS GROUP

KELAS 10

I: Dimana kamu biasa kamu ngakses internet?

Saya biasa ngakses internet di rumah

Apa yang biasa kamu cari di internet?

Google, search engine, yahoo, friendster, facebook, picso, my space

Kalo kamu?

Biasanya cari tugas, main, game online, tanda kutip

Kalo kamu, apa yang biasa kamu cari?

kalo saya biasanya yang saya buka friendster, coitnet, forsale,

Bagaimana dengan kamu?

Friendster

Kalo yang perempuan apa nich?

Biasanya nyari tugas hiburan, hobby. Saya sich sukanya animasi gitu,cara2 gambar.

Kalo kamu bagaimana?

saya biasanya buka facebook sama cari tugas aja. Tugas2 yang disuruh cari d internet

Kamu apa yang biasa kamu buka?

Paling sering saya buka facebook.

Yang sering kamu buka?

Saya banyak yang biasa saya cari, facebook, google, forsake, kapanlagi,

Kamu bagaimana?

Kalo saya paling ya facebook, friendster, forsake

Kalo kamu pernah search via internet.pernah belajar via internet/online?

Belum, Saya baru pertama kali belajar online melalui e-dukasi net

Kalo kamu?

Idem.baru kemarin.paling Cuma search online

Kalo kamu?

Sama. Belajar online baru kemarin

Berarti belum pernah tahu yang semacam edukasinet ya

Kamu pernah belajar lewat internet?

Dulu waktu kelas 3 smp ketika mau UN buka pelajaran dan cari soal di scribd dan google

Kalo kamu apa pernah belajar lewat internet?

Pernah. Bukanya kayak yang di google atau scribd

Kalo yang cowok sudah pernah belum?

Belum baru kemarin.

Tadi katanya sering buat cari tugas.biasanya tugas apa?

Semacam power point, kinds of texts

Kamu pernah belajar via online?

kalo saya pernah waktu smp

Kamu belajar online untuk cari apa?

Buat cari soal waktu semester 2 waktu mau UN

Kelas dua atau semester 2?

Kelas 3 semester 2 itu lho waktu mau UN

Bukanya dmn?

Lupa alamatnya pokoke yang tentang soal-soal UN dari tahun ke tahun

Kalo kamu?

Belum pernah

Baru kemarin itu mas.

Berarti kamu belajar pertama kali via edukasi.net kemarin.

Ya belum pernah. Biasanya cari buat tugas aja

Kalo kamu pernah tidak?

Belum pernah baru kemarin.kemarin hari rabu itu

Bagaimana pengalaman anda ketika membuka edukasi.net?

Biasa-biasa saja,itu merupakan kesenangan tersendiri.

Kesenangan mungkin maksudnya senang dengan cara seperti itu

Kalo kamu gmn baskara?

Kadang2 lebih enak belajar via online daripada buku.karena lebih praktis dan tidak bosan

Noval, kamu bagaimana pengalamanmu belajar online?

Biasa aja.sama2 di depan komputer koq.lebih enak belajar online karena ada hiburannya.

Kalo kamu gmn?

Kalo aq yang efektif pelajaran di kelas.

Kalo kamu sarah?

Aq biasa aja.ya seneng.soal-soalnya lumayan

Kalo kamu *tikom*?

Aku biasa aja. Masalahnya banyak yang lebih bagus

Yang lebih bagus seperti apa contohnya?

Nothing…nothing

Lho kok nothing maksudnya gimana?

Nggak mas..nggak papa

Kalo kamu bagaimana pengalaman belajar online?

Kalo aku lebih suka belajar di internet.

Lebih sukanya bagaimana?

Bisa membuat tugas dan bisa bermain facebook an.

Sudah sering belajar online?

Ya kalo ada tugas aja.

Kalo kamu bagaimana pengalamanmu belajar online?

Aq kemarin biasa aja.

Sering buka edukasi net?

Gak pernah. Khan tadi udah bilang baru kemarin.

Terus habis itu buka lagi gak?

Nggak.

Kalo kamu gimana?

Gimana ya.kalo aku jadi lebih tahu ternyata di dalam edukasinet banyak fitur. Kalo soal belajar aku lebih suka belajar langsung karena kalau belajar via komputer gak bisa masuk 100% pasti ingin main-main juga. Jadi enaknya buat nyari tugas aja.

Diantara fitur-fitur edukasinet yang telah dibuka kemarin. Menurutmu fitur yang paling membantu apa dan yang paling tidak membantu yang mana?

Yang paling membantu VOD, karya anda dll.

Kalo yang paling membantu?

Yang paling bermanfaat berarti ya modul online

Kalo kamu?

VOD karena ada gambarnya.

Kalo yang paling tidak membantu?

Bank soal.

Mengapa bank soal paling tidak membantu?

Karena isinya Cuma tulisan aja.pusing.tidak ada variasinya.

Kalo kamu?

Biasa-biasa aja semuanya.maksudnya gak pernah buka yang kayak gitu.

Maksudnya gak pernah buka yang kayak gitu gmn?

Tentang pelajaran-pelajaran yang kayak gini. Ya jarang lah

Yang kemarin?

Yang paling membantu pengetahuan populer. Yang up to date.

Yang paling tidak membantu?

Karya anda tidak membantu.

Kalo kamu?

Saya ikut saja.yang paling membantu bank soal.karena soal-soalnya.

Kalo yang paling tidak membantu?

Gak tahu.khan belum pernah buka.

Khan kemarin sudah buka?

Ya khan sebagian.buka aja lemot.

Kalo yang perempuan?

Fitur yang paling membantu apa?

Yang materi pokok.jadi misalkan guru kurang lengkap, kadang khan kurang jelas,

bisa cari materi pokok.

Itu untuk semua pelajaran ya?

Ya. untuk semua pelajaran.

Kalo tentang karya anda?

Ya bisa saja karya anda membantu.

Sekarang tyar, yang paling membantu apa?

Kalo saya yang palaing membantu bank soal.

Kalo kamu?

Kalo aq malah bank soal yang paling mbosenin.

Kenapa?

Ya itu tadi soalnya panjang-panjang. Terus lihatnya Cuma tulisan gitu. Kalo aku sich boring.

Kalo yang paling enak?

Apa ya…ah.. netral ah..sebenarnya semuanya bantu sich…kalo aku yang paling gak suka ada yaitu tadi bank soal.

Kalo kamu?

Kalo aku yang paling suka bank soal.

Alasannya

Ya buat ngetes aja.

Kalo kamu?

Kalo aku yang paling suka karya anda…khan karya dari yang ngisi2.khan kita bisa tahu karya orang-orang kita.

Kalo dalam bahasa inggris?

Ya karya anda…soalnya kita bisa tahu kemampuan teman kita dalam bahasa inggris.

Kalo yang paling tidak membantu?

Kurang tahu kalo menurut saya semuanya bantu jadine bingung.

Kalo seumpama edukasinet mau disempurnakan, kira2 fitur apa yang perlu disempurnakan atau ditambahkan?

kalo yang perlu disempuranakan VODnya.

Alasannya?

Gimana ya… dibuat meriah lah, menarik.tampilan edukasinet seperti background atau cursor dibuat yang menarik lah

Kalo noval gimana?

Ya semuanya perlu ditingkatkan.

Ditingkatkan bagaimana?

Ya yang lebih bermutu.

Yang kamu maksud dengan bermutu?

Ya lebih ada bobotnya.lebih mudah dipelajari.

Kalo bagas?

Fitur yang perlu disempurnakan?

Tidak ada ya udah dijawab tadi.

Kalo kamu?

Soal-soal di up to date.

Maksud up to date?

Misal soal yang Ujian Nasional terbaru dimasukkan kesitu.

Kalo yang perempuan?

Udah diwakili ma yang cowok.

Kira2 fitur apa yang perlu ditingkatkan atau ditambahi?

Mungkin jangan cuma pelajaran.misal ada hiburan ada gambar atau yang lebih komplit kayak yahoo atau google.

Kalo kamu?

Ya jangan Cuma soal aja.biar gak boring.hiburan jangan Cuma soal2 maksudnya diluar pelajaran.

Kalo kamu?

Ya diberi permainan gitu.

Kalo kamu?

Lebih dipromosikan lagi karena belum begitu dikenal.

Kalo kamu?

Kalo menurut saya sudah cukup.

Ada empat kemampuan bahasa inggris apa saja?

Listening, speaking, reading, writing

Diantara keempat skill bahasa inggris apa yang paling terbantu oleh edukasi itu.

Listening gak, writing gak, khan Cuma tinggal klik2 aja. Jadi speaking ma reading

Speakingnya di latih di edukasi net ya?

Iya

Lewat apa?

Itu khan baca di monitornya

Kalo kamu

Writing sama reading

Bacanya reading ngisinya eriting

Kalo kamu?

Speaking

Lewat fitur yang pa?

Membaca

Kalo kamu?

Speaking listening

Listeningnya kayak apa?

Maksud saya yang di edukasinet kemarin

Apa ya..q gak fahham.diantara keempat skill bahas inggris

Apa ya…speakingnya aja.

Readingnya terbantu gak?

Biasa aja kalo reading khan bisa sendiri

Maksud saya dengan edukasinet kemarin terbantu nggak?

Ya terbantu

Kalo yang perempuan?

reading,

Dimana terbantunya

Khan baca.

kalo yang lainnya

biasa aja.lumayan

gak semuanya terbantu

kalo kamu?

Writing ma listening…

Kalo di edukasinet maksud saya?

Kosakata.

Kalo grammarnya

Kalo aq pokoknya kosakata aja.

Kalo kamu?

Reading bisa buat apa2 aja

Kalo kamu

Reading ma vocabulary

Kalo kamu?

Aq listening ma speaking

Yang kemarin di edukasinet merasa terbantu gak?

Kalo writing udah

Kalo writing untuk ukuran SMA khan udah jadi satu sama reading

Jadi semua terbantu iya…

Pertanyaan terakhir

Kemarin ketika buka edukasinet.ada kendala?

Lama

Berarti ngaksesnya lama atau gimana?

Ngaksesnya lama

Kalo kamu?

Koneksinya kurang cepat.mungkin koneksi modem sekolah kurang cepat

Kalo kamu?

Kalo buka bareng2 lama speednya.

Kalo kamu ketika buka edukasinet gmn

Lola.ya pokoknya lama.

KELAS 11

Dimana kamu biasa mengakses internet

Di sekolah atau di warnet dekat rumah

Apa yang biasa kamu cari?

Berita, musik

Kalo kamu?

Di rumah, warnet ya di sekolah juga

Apa yang biasa kamu cari?

Situs pertemanan, edukasi.

Kalo kamu?

Saya sama di sekolah atau di warnet, yang di akses ya facebook, musik, download program komputer, berita.

Kalo saya di rumah atau di warnet dan disekolah juga, yang dicari ya kesenangan, hobby, facebook, edukasi.

Kalo edukasi yang dicari apa

Ya biasanya soal-soal.

Kalo saya sama di sekolah atau di warnet yang dicari temen kayak fb, edukasi latihan soal.khan kata guru saya ikut olimpiade makanya cari soal.edukasi.

Biasanya dimana carinya

Di edukasi, soal biologi jadi sudah beberapa kali buka.

Kalo kamu?

Lewat google, di sekolah, lewat edukasi net, yang sering dicari soal di edukasinet.

Kalo kamu?

Di sekolahan, di warnet dekat rumah, biasanya buka facebook, friendster, travian.

Gak pernah buka edukasi?

Ya paling buka dari egspi.

Bagaimana pengalaman belajar online, kamu merasa terbantu?

Ya saya sangat merasa terbantu karena disamping lebih komplit bisa tahu banyak.

Biasanya nyari apa?

soal dan jawaban.

Kalau kamu?

Saya cukup membantu bisa waktu efisien atau fleksibel.

Biasanya sering buka edukasinet.

Apakah anda pernah belajar online?

Ya saya pernah beberapa kali dan merasa sangat terbantu dengan belajar online saya merasa sangat terbantu karena bisa mendapat soal yang tidak ada di sekolah sekaligus jawabannya.

Kalo kamu?

Menurut saya membantu saya banget karena di webnya juga ada pembelajaran multimedia yang memakai flash.

Merasa terbantu dengan EdukasiNet

Ya….bisa mengetahui nilai soal yang kita kerjakan

Kalo saya paling bukanya waktu ada tugas soalnya biar cepet gak usah ngetik bisa ngambil bahan dari situ

Kalau saya biasa saja. Lebih enak belajar sendiri tanpa diganggu

Kalo saya merasa terbantu karena soal2nya lengkap.lagian nyari soal susah tapi di edukasi gampang langsung ada soal dan disana langsung ada jawabannya.jadi bisa mengukur kemampuan kita

Bagaimana pengalaman menggunakan EdukasiNet?

Kendala tidak ada. Kalo manfaatnya ada karena bisa belajar banyak soal

Kalo saya kendala sich tidak ada cuman kadang2 ada file yang gak bisa dibuka tetapi cukup membantu

Kalo saya sangat membantu dan sangat menguntungkan karena soal-soalnya beda

Kalo saya tidak ada kendala selam menggunakan EdukasiNet

Sudah berapa kali?

Ya lebih dari 5 kali tetapi mungkin aksesnya agak lama soalnya mungkin websitenya berat isinya mungkin dapat diringankan

Kalo kamu

Tidak ada kendala

Kalo saya juga tidak ada kendala. Kalo keuntungan bisa mendapatkan kemampuan nambah pengetahuan

Kalo saya tidak ada kendala karena disana lengkap

Ini ada beberapa fitur yang kemarin dibuka ya

Diantara itu fitur yang membantu kemampuan bahasa inggris dan yang tidak membantu yang mana?

Saya kira ada beberapa yang membantu ada yang tidak

Yang membantu apa?

Bank soal, pengetahuan popular, multimedia interaktif

Kalo yang tidak membantu yang lainnya

Kalo menurut saya yang sangat membantu itu bank soal, uji kompetensi itu membantu juga.kalo yang paling tidak membantu modul online

Kalo saya yang paling membantu bank soal. Kalo yang lainnya biasa aja

Kalo menurut saya yang paling membantu bank soal, uji kompetensi, multimedia interaktif

Kalo yang tidak membantu menurut saya itu VOD karena disitu kita butuh akses yang lumayan cepet lha kalo kita berada di jaringan yang lambat kita tidak bisa membuka vad ini.lebih baik membuka bank soal, uji kompetensi atau multimedia interaktif

Bagi saya yang paling membantu bank soal sama uji kompetensi. Yang paling tidak membantu itu VOD soalnya gak ada speakernya

Kalo saya yang paling membantu bank soal, uji kompetensi sama materi pokok. Kemudian yang tidak membantu itu VOD karena akses lama dan karya anda

Kalo saya membantu semua tapi ada yang lebih membantu.uji kmkpetensi bank soal, materi pokok modul online

Diantara keempat skill bahasa inggris yang paling merasa terbantu dengan EdukasiNet yang mana?alasannya?

Reading kalo saya karena saya suka membantu.sebenarnya tidak merasa terbantu tetapi kurang suka aja.

Kalo yang paling merasa tidak terbantu?

Gak ada.

Yang cukup terbantu readingnya karena disitu. Banyak sekali bacaan kalo yang tidak speakingnya.

Kalo yang terbantu semuanya.

Kalo bagi saya semuanya karena semua buat ujian akhir nanti.

Menurut saya yang paling membantu dalam bahasa inggris yang reading sama listening yang tidak speaking.

Menurut saya yang paling membantu dalam bahasa inggris yang reading sama listening yang tidak speaking dan writing harus ada pakenya langsung.

Kalo fitur disempurnakan apa kira2 yangdisempurnakan apa harapan dan keinginan anda tentang situs itu kedepannya

Ya kalo yang disempurnakan ya mungkin soal ditambahi yang lebih lengkap.

Kalo saya soal2 dan mungkin perlu hiburan ya dan untuk kedepannya lebih cepet aksesnya.

Ya harapan saya edukasinet menambah soal lagi dan cara penyelesaiannya.

Kalo saya berharap edukasinet selalu diupdate.soal2nya bisa diupdate jadi kita bisa mengakses soal2 bab2 yang baru.

Mungkin ada harapan kira2 fitur apa yang perlu ditambahi?

Harapannya ya aksesnya bisa lebih cepat.

Kalo kamu kira2 apa yang perlu disempurnakan atau ditambahkan

Setiap tahun soalnya ditambah yang baru di update ya aksesnya bisa lebih cepet

Mungkin ditambahi game ya biar tidak bosan. gamenya yang ada hubungannya dengan edukasi

Apa yang paling bermanfaat pada EdukasiNet ini?

Karena kita kalo buka edukasinet langsung lihat soal

Tadi yang paling tidak membantu dalam bahasa inggris?

Kayaknya modul online karena dah ada dalam bank soal

Kalo menurut saya yang paling efektif bank soal karena kita bisa belajar mengerjakan soal. Kalo yang tidak Video On Demand

Documentation of the Study

Refreshment before conducting focus group

Brain Game for refreshment

FGD for the first group

The facilitator guides FGD

The student gives his opinion about EdukasiNet

The note taker records and writes important point while the
facilitator guide the discussion