The Practicality of Self-Study Web-Based Platform of English Proficiency Course at English Department of UNP

Thesis

Submitted as Partial Fulfilment of the Requirements to Obtain Bachelor of Education (B. Ed) in English Language Education

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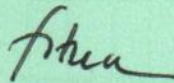
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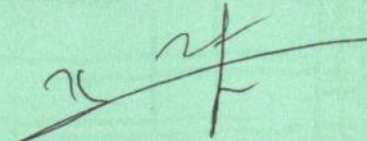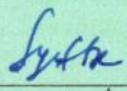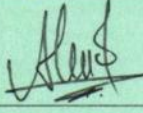Padang, 13 November 2023

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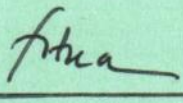Padang, 13 November 2023

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ABSTRACT

Aziz (2023). ***The Practicality of Self-Study Web-Based Platform of English Proficiency Course at English Department of UNP.*** **Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.**

Before implementing a web-based learning platform, it is crucial to assess its practicality. This study aims to know the practicality of the use of self-study web based for the students studying English Proficiency courses at English Department of UNP. Descriptive quantitative research design was used for this study. The respondents in this study were the seven classes of the English Proficiency course offered by the UNP English Department during the academic year 2023. They were given 20 questions to know the practicality of the platform. The results showed that the web-based platform does exceptionally well across the board, gaining a very practical (3.35) use of the product. With usability, accessibility, and adaptability scores of 3.44 (very practical), 3.38 (very practical), and 3.36 (very practical), respectively, it is evident that its design is user-friendly and inclusive, catering to a wide variety of people. The platform excels in relevance and feedback, which are both scored as extremely practical at 3.29 and 3.44, respectively, highlighting its importance in providing contextually suitable material and strong assessment mechanisms. Integration and efficiency are assessed as practical at 3.18 and 3.26. Furthermore, the platform has very practical scores of 3.42 and 3.34 for cost-effectiveness and solid technical support, respectively. All things considered, this web-based platform provides a user-centric, efficient, and successful solution, which makes it a very sensible option for users.

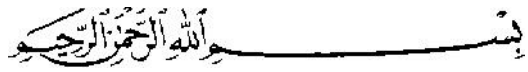**Key Words**: *Web-Based Platform, Self-Study, English Proficiency*

ABSTRAK

Aziz (2023). *Kepraktisan Platform Belajar Mandiri Berbasis Web di Mata Kuliah English Proficiency Jurusan Bahasa Inggris UNP.* **Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Sebelum menerapkan platform pembelajaran berbasis web, penting untuk menilai kepraktisan platform tersebut. Penelitian ini bertujuan untuk mengetahui kepraktisan penggunaan *self-study web-based* bagi mahasiswa yang belajar di mata kuliah *English Proficiency* di Jurusan Bahasa Inggris UNP. Desain penelitian kuantitatif deskriptif digunakan untuk penelitian ini. Responden dalam penelitian ini adalah tujuh kelas mata kuliah Kemahiran Bahasa Inggris yang ditawarkan Jurusan Bahasa Inggris UNP selama tahun ajaran 2023. Mereka diberikan 20 pertanyaan untuk mengetahui kepraktisan platform. Hasilnya menunjukkan bahwa platform berbasis web bekerja dengan sangat baik secara keseluruhan, memperoleh nilai keseluruhan 3,35 yang solid yang menunjukkan betapa praktikalnya platform tersebut. Dengan skor kegunaan, aksesibilitas, dan kemampuan beradaptasi masing-masing sebesar 3,44, 3,38, dan 3,36, terbukti bahwa desainnya ramah pengguna dan inklusif, serta dapat melayani berbagai macam orang. Platform ini unggul dalam hal relevansi dan umpan balik, yang keduanya dinilai sangat praktis masing-masing sebesar 3,29 dan 3,44, yang menyoroti pentingnya menyediakan materi yang sesuai secara kontekstual dan mekanisme penilaian yang kuat. Integrasi dan efisiensi dinilai praktis pada 3,18 dan 3,26. Selain itu, platform ini memiliki skor sangat praktis masing-masing sebesar 3,42 dan 3,34 untuk efektivitas biaya dan dukungan teknis yang solid. Secara keseluruhan, platform berbasis web ini memberikan solusi yang berpusat pada pengguna, efisien, dan sukses, sehingga menjadikannya pilihan yang sangat masuk akal bagi pengguna.

Kata Kunci: *Platform Berbasis Web, Belajar Mandiri, English Proficiency*

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the Most Gracious and the Most Merciful

Alhamdulillahirrabil'alamin, all praise is upon Allah *Subhanahu Wata'ala,* the lord of every living creature, with his uncountable blessing, mercy, kindness and great guidance, that has given the writer good health, welfare, and strength to finish this thesis entitled: *The Practicality of Self-Study Web-Based Platform of English Proficiency Course at English Department of UNP..* Also, *Shalawat* and *Salam* are delivered to the greates leader for human beings, the Prophet Muhammad *Sallahu 'Alaihi Wasallam.*

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CHAPTER I

INTRODUCTION

A. Background of the Research

One of the factors influencing the quality of education implementation is learning media. The use of appropriate media that is aligned with the features of the subject matter, together with the use of appropriate teaching methods, will result in effective educational outcomes. Learning media is a method of communicating information and learning materials between instructors and students during the learning process. It can be in the form of hardware or software that assists educators in delivering instructional materials and helps learners understand the content, Chan H. S., Morgan S. in (Yanto, 2019).

When learning media is adequately picked and adapted to advances in science, technology, and the arts, the learning process will flow smoothly. The availability of learning media is critical to the learning process. Learning media can help overcome difficulties in providing abstract, theoretical, and general knowledge. As a result, selecting effective and appropriate learning media is critical in order to maximize the learning media's function in the learning process. (Diergarten et al., 2017)

The usage of media apps in English language learning might begin earlier, especially for university students. Students in the English Department at UNP are introduced to English Proficiency (EP) at the start of their studies, which carries a considerable credit load of up to 4 credits. The major goal is to introduce students

to the underlying theoretical understanding of the abilities and to allow them to engage in practical exercises to develop those skills. However, the teaching and learning process in this class continues to rely on conventional media, with workbooks and material books serving as primary learning resources. As part of their assessment, students must complete several exercises and assignments in these workbooks.

The time-consuming and inefficient procedure of grading the students' workbook assignments is one of the drawbacks of this traditional media. Each student's work must be manually reviewed by the instructors, which can be a tedious procedure. This evaluation procedure consumes time that could be spent on more interactive and interesting instructional activities. This is in contrast to Abdullah (2017) who stated that Educational media is an essential component of the school education process, serving a critical and strategic function in supporting effective and efficient learning outcomes.

One of the traditional learning media's flaws is its lack of mobility. Students in the "English Proficiency" course are obliged to bring a workbook and a material book to the lectures, both of which are rather large and heavy. It would be more useful if the material and activities in the book were made more compact, such as by creating a website or an application that students could access via their electronic devices.

The lack of flexibility in employing the standard approach is therefore obvious. The learning options are somewhat limited. Textbooks have inflexible formats and frameworks, which might limit the variety of teaching and learning

media. This may make the learning process less appealing to pupils with diverse learning styles. The books are not interactive in any way (Wegner, 1997). Textbooks are typically static and do not allow pupils to interact directly with learning content. This has the potential to reduce student involvement and enthusiasm in the learning process. However, Strambi and Bouvet (2003) stated that When flexibility is combined with assistance and scaffolding to meet the different needs, interests, and ability levels of learners, ultimate learning objectives can be facilitated.

The use of textbooks is out of step with current events (Pescatore, 2008). Textbooks are frequently altered and modified throughout time. As a result, they may not contain the most recent information or content pertinent to recent advancements in many disciplines. Textbooks are less enticing to the digital generation. Students are more habituated to interactive technology and information, such as videos, photos, and animations, in the current digital world. Textbooks may appear out of date and unappealing to this age.

To address these challenges the English Department, at UNP is developing a platform to serve as a learning tool. All the exercises found in the English Proficiency course booklets are accessible on this web based platform. It proves to be a resource that's easily accessible for both students and instructors. Students have the convenience of accessing and completing their exercises digitally while also being able to submit their work. This not streamlines the submission process. Also provides students with prompt feedback enabling them to monitor their progress and identify areas, for improvement.

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This method of instruction, called "self-study," suggests that learners are responsible for their own knowledge. Students would work on assignments and resources made available through a particular platform as part of their independent learning experience. Instead of using typical classroom instruction, this method relies on self-directed learning with the available materials, which fosters independence and self-motivation in the pupils.

Because it incorporates online course content, web-based learning is also known as online learning or e-learning. Email, videoconferencing, and live-streamed lectures enable interactive debates to take place via the internet. Additionally, web-based courses may offer static pages containing printed course materials (McKimm et al., 2003). There are advantages of implementing Web-based learning (WBL) by Cook, (2007). Web-based learning bridges geographical divides and allows schools to interact and exchange resources, eliminating course material duplication. It allows for greater flexibility in terms of when students can participate, allowing teachers to quickly update or modify courses depending on changes in medical practice or student input without the need for costly reprinting of course syllabi. Personalized learning experiences are possible with web-based learning. It enables the use of educational methods that would be difficult or impossible to use in traditional settings. Finally, web-based learning makes it easier to assess and document educational goals and objectives.

However, before implementing this web-based platform, it is crucial to assess its practicality. The practicality of the media primarily emphasizes its efficiency and effectiveness. In relation to development research, Van Den Akker,

(1999) defined The degree to which users (or other experts) regard the intervention to be appealing and usable in ordinary conditions is referred to as practicality. In other words, practicality relates to the extent to which users (or other experts) believe the intervention is useable and preferable under typical conditions. It is used to examine the level of practicality connected with development in order to assess the amount of practicality associated with the production of instructional materials.

Nieveen, (1999) claimed that in order to evaluate a resource's practicality, it's critical to take into account if instructors or other experts think the resources are user-friendly and appropriate for both teaching and learning. In particular, the development model utilized in development research is considered practical if practitioners and experts agree that it can be applied conceptually in the field and if its degree of implementation is rated as "good". Nevertheless, in order to assess the degree of "goodness" in applying the created model, the term "good" still needs indications.

Bachman & Palmer (1996) stated that the degree to which an online learning platform is viable, easy to use, and useful in everyday situations is referred to as its practicality. Brown (2004) claimed that the cost should be within the reach of the test-takers or students. Time allotted for taking the test is another factor to take into account. The administration test comes next. Human resources should also be taken into account. For the test construction, we may, for instance, use essay-type test, which is easy to construct but takes time to score, or use multiple-choice test, which takes longer time to construct but is easy to score.

Scoring is the final practical factor to take into account. Therefore, the researcher compile those theories as the indicators to test the practicality of the platform into: Usability, Accessibility, Adaptability, Integration, Efficiency, Relevance, Feedback and Assessment, Technical Support, and Cost-effectiveness.

Careful consideration must be given to elements including resource availability, technology infrastructure, and platform adaptability to departmental requirements and specific demands. By carrying out this evaluation, it will be confirmed that the web-based tool is useful and advantageous for teachers and students alike, improving the quality of instruction and learning in the UNP English Department as a whole.

There are several research related to the practicality. Research conducted by (Lestari et al., 2018); (Fransisca, 2017); (Wahyuni & Yerimadesi, 2021); (Roliza et al., 2018); (Agustyaningrum & Gusmania, 2017); (Maskar & Dewi, 2020); (Yanto, 2019). These studies concentrated on how useful the standard students worksheet (LKPD) is. They frequently have an idea of how useful the worksheets are. Only worksheets were studied in the earlier research. On the other hand, the main focus of this research is on how useful the web is as a technology-assisted, self-learning-based teaching tool. As a result, further research is needed in this relatively new field of study.

Based on the previously provided explanation of web-based learning, its benefits, and the identified gap, the researcher aimed to assess the practicality of a web-based platform for English proficiency classes and evaluate its practicality.

B. Identification of the Problem

There are three main topics that can be further investigated based on the background of the problem. The first problem relates to assessing the effectiveness of self-study web-based resources among students at the English Department of UNP. This involves investigating whether the implementation of web-based self-study has led to notable improvements in students' learning outcomes and language proficiency.

The second problem is whether the UNP English Department's use of online self-study materials is appropriate. In order to guarantee that students are getting correct and related material to improve their language skills, it is necessary to assess the legitimacy and dependability of the content offered through these digital tools.

Finally, the researcher wants to examine how practical it would be to use web-based self-study platform at English Department of UNP. Because other researchers have already tested the validity and effectiveness, the researcher focuses on its practicality. This study evaluates the web-based platform's general convenience, usefulness, and ease of access for teachers and students. It also takes into account things like technology infrastructure and potential difficulties in successfully integrating and utilizing these resources.

Given the identified problems that have been found, the main objective of the researcher's work is to determine whether using web-based platforms for self-study within the UNP English Department is practical. Through a comprehensive analysis of these digital tools, the research seeks to determine their practicality

and possible advantages in augmenting the educational journey of the students.

C. Limitation of the Problem

Based on the background above, the researcher limits this study just to know the practicality of the use of self-study web based at English Department of UNP.

D. Formulation of the Problem

Relating to the background, identification, and limitation of the problem, the researcher formulated the research question "How is the practicality of the use of self-study web based at English Department of UNP"?

E. Research Questions

Is the use of self-study web-based practical for the students studying English Proficiency courses at the English Department of UNP?

F. Purpose of the Research

To know the practicality of the use of self-study web based for the students studying English Proficiency courses at English Department of UNP.

G. Significance of the Research

The thesis research on the practicality of self-study web-based platforms at the English Department of Universitas Negeri Padang (UNP) holds significant importance for several reasons:

1. Expanded Learning chances: By investigating the practicality of self-study web-based platforms, UNP English Department students will have more

chances for learning. Through the use of these platforms, students can access a wide range of resources, participate in self-directed learning, and customize their educational experience to suit their unique needs and interests. The efficiency and the effectiveness of this platform in supporting students' independent learning will be clarified by this study.

2. Technological Integration: The English Department at UNP will benefit from a better knowledge of the usefulness of self-study web-based platforms given the growing emphasis on technology in education. The purpose of this study is to determine whether integrating web-based platforms into the department's instructional strategies is practical. It will draw attention to the advantages and difficulties of implementing these platforms, enabling educators to make well-informed judgments on the successful integration of technology into their pedagogical approaches.

3. Future Pedagogical Innovation: The research's conclusions can be used as a foundation for new teaching initiatives at UNP's English Department. Teachers might investigate how to successfully use self-study web-based platforms into their teaching techniques by comprehending their applicability. This study will stimulate more investigation and improvement of self-study methodologies, resulting in ongoing enhancements to instructional strategies and the creation of creative learning environments.

H. Definition of the Key Terms

1. Practicality: Being practical implies evaluating whether the students can utilize and accomplish the web-based English proficiency course at the

UNP English Department in real-life scenarios.

2. Self-study: Self-study is the process by which students take responsibility for their education and learn independently without the assistance of a teacher or a classroom.

3. Web-based platform: This refers to a platform which is used in English Proficiency (EP) Course at English Department of UNP. It is able to be accessed or carried out online.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Self-Study

Why do people like investigating their own teaching methods through self-study? Teachers must possess more than just technical knowledge or practical abilities in the complex setting of the classroom (Greene, 1978). Deploying the "interpretive context"—a method of comprehending and taking into account social and cultural contexts—is often necessary for effective teaching. In order to understand the dynamics of teacher planning and practice, recent studies on teaching processes look at both theoretical knowledge—which is grounded in reason—and knowledge in action—which is based on intuition (Atkinson & Claxton, 2000).