ENGLISH LETTERS STUDENTS’ LIVED EXPERIENCE IN WEB-BASED SENTENCE WRITING

A Thesis Presented to
The Graduate Program in English Language Studies
in Partial Fulfillment of the Requirements for the Degree of
Magister Humaniora (M.Hum.)
In English Language Studies

by
Wasisti Argo Tyas Reno
146332007

SANATA DHARMA UNIVERSITY
YOGYAKARTA
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Approved by

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Yogyakarta, June 6, 2016
A THESIS

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Was defended in front of the Thesis Committee and Declared Acceptable

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Yogyakarta, June 6, 2016

Wasisti Argo Tyas Reno
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IN WEB-BASED SENTENCE WRITING

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Wasisti Argo Tyas Reno
ACKNOWLEDGEMENTS

All my highest gratitude and praise is onto Jesus Christ, for without His love, help, and strength, this thesis would not have been completed. I would also express my gratitude to my thesis advisor, Dr. B.B. Dwijatmoko, M.A. who was abundantly helpful and for his willingness to assist and guide me to complete this thesis. I would also like to thank to my participants (who remain anonymous for confidentiality purposes) who were willingly to be part in the making of my thesis. My gratitude also goes to Dr. J. Bismoko and Dr. E. Sunarto, M.Hum. as my thesis reviewers for giving valuable advices and suggestions for the improvement of this thesis.

In addition to the technical and instrumental assistance above, I received equally important assistance from family: my mother, DyahRespati; brother, Lang Widya P. Wasista; twin sister, Wasisti Ardi Tyas Reno; Pakde Pamor and Bude In who provided on-going support and encouragement throughout my graduate study. I would also express my thankfulness to my beloved friends of the class of 2014, especially Dangin, Endah, Vita, and Fika for the togetherness we shared during our study. Finally, I wish to express my gratitude to Nicolaus Tommy Gede Raharjo. I thank him for his love, help, and always supported me in his special way. Last but not least, this thesis is dedicated to my late father, Dr. Prasetyo, who inspired me to pursue a higher level of education. Forever you will be in my heart.
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ABBREVIATION

CH : Challenging
CO : Cooperation
FE : Feeling
HU : Huey
IL : Independent Learning
MO : Momon
MT : Motivation
SE : Sera
SK : Writing Skills
WBSW: Web-Based Sentence Writing
ABSTRACT


Technology has been used in education field, especially to facilitate the learning process in the classroom. The application of technology was used in Writing 1 course at Sanata Dharma University that applied web-based technology learning as the method. Therefore, this hermeneutic phenomenological study aims at finding out what the students’ lived experiences in web-based sentence writing among English Letters students at Sanata Dharma University are. The research question being asked is: What is the English Letters students’ lived experience in web-based sentence writing like? The participants of this study were three students of English Letters at Sanata Dharma University taking Writing 1 course in the first semester of academic year 2015/2016. They aged between 17 to 19 years old, two females and one male. The source of data in this study was narrative data in the form of texts which were collected through observations and in-depth interview with open-ended questions. During the interview the researcher recorded the participants’ answers using a smartphone as a digital recorder and took notes.

The analysis of the data used thematic analysis. To conduct the data analysis, the researcher used six steps proposed by Creswell (2007:261): prepare and organize the data for analysis, explore and code the data, code the data to build description and themes, represent and report qualitative findings, interpret the findings, and validate the accuracy of the findings through member checking. The validation was done by doing participants’ check which refers to the process of sharing the draft since the researcher transcribed the data after conducting the interview, generated themes, until presented the findings. To guarantee that the interpretation was correct or not, the participants were asked to check whether the interpretations are consistent with the experiences they lived, whether the interpretations was lead to the understanding of the topic being discussed or not, and whether it is related to the supported literature review or not.

The themes that emerged from the interview are beliefs, independent learning, feelings, writing skills enhancement, motivation, challenge, and cooperation. ‘Beliefs’ in my study is interpreted as students’ attitude toward web-based sentence writing (WBSW) class which might affect their feelings, their attitude toward learner-centered learning which then created the sense of cooperation and their attitude toward challenges in the learning process, and other aspects of their learning in WBSW class such as their motivation and writing skills enhancement. The participants’ shared experience may be used as reflection and made them get ready to give contribution to the future and other people’s experience.

Keywords: lived experience, web-based learning, writing, English Letters students.
ABSTRAK


Analisis data yang digunakan adalah analisis tematik. Untuk melakukan analisis data, peneliti menggunakan enam langkah yang diusulkan oleh Creswell (2007: 261), yaitu mempersiapkan dan mengatur data untuk analisis, mengeksplorasi dan coding data, coding untuk membangun deskripsi dan tema, menyajikan dan melaporkan temuan kualitatif, memfasihkan temuan, dan memvalidasi keakuratan temuan melalui pengecekan langsung terhadap partisipan penelitian. Validasi dilakukan dengan melakukan pengecekan langsung terhadap partisipan penelitian dengan membagikan naskah hasil penelitian dimulai sejak peneliti menranskrip data setelah wawancara, menentukan tema, sampai memaparkan hasil penelitian. Untuk menjamin bahwa penafsiran tersebut benar atau tidak, para peserta diminta untuk memeriksa apakah interpretasi yang peneliti buat konsisten dengan pengalaman yang mereka alami, apakah interpretasi mengarah pada pemahaman tentang topik yang sedang dibahas atau tidak, dan apakah hal itu berkaitan dengan teori yang mendukung atau tidak.

Tema yang muncul dari wawancara dengan tiga partisipan adalah beliefs, independent learning, feelings, writing skills enhancement, motivation, challenge, and cooperation. ‘Beliefs’ atau keyakinan dalam penelitian ini ditafsirkan sebagai sikap siswa terhadap kelas WBSW yang mungkin dapat mempengaruhi perasaan mereka, sikap mereka terhadap pembelajaran yang berpusat pada peserta didik yang kemudian menciptakan rasa kerjasama dan sikap mereka terhadap tantangan-tantanganyang muncul dalam proses pembelajaran, dan aspek lain dari pembelajaran mereka di kelas WBSW seperti motivasi dan peningkatan kemampuan menulis mereka. Melalui pengalaman-pengalaman tersebut, para partisipan dapat merefleksikan apa yang telah mereka lakukan di kelas WBSW dan menjadikan
mereka siap untuk memberikan kontribusi terhadap masa depan dan pengalaman orang lain.

Kata kunci: lived experience, pembelajaran berbasis web, menulis, mahasiswa Sastra Inggris.
CHAPTER 1

Introduction

The chapter discusses the need to conduct a research on students’ lived experience in web-based sentence writing (WBSW) class. Given the background of the research, the problem identification and problem limitation are discussed and one research question is formulated. The goals and benefits of the study are then presented.

1.1 Background

The most rapid development in recent years is the development and spread of technology around many areas. Technology is easy to be found and is regarded as an important thing in modern era. The development of technology has some contributions to human’s life, especially in the enhancement of English teaching and learning process. With technology people can easily get access to any information, including educational information from around the world. The technology can be in the form of a computer and the internet. With the computer and internet, almost all people – including teachers and students can have access to websites. In the past century, the concept of distance learning has evolved from correspondence courses to instructional television to computer-based instruction to web-based learning (Gabrielle, 2003). The use of web-based materials has been studied by Hennessee (1999) – for teaching German, specifically. “Introducing more meaningful content and improving language acquisition can be synthesized pedagogically through innovative use of technology” (p.91). In consequence, technology has brought an
innovation in the development of teaching language – teaching English specifically, one of them is in teaching writing.

There are several studies on web-based writing. However, the researcher finds no similar researches that were conducted in lived experience examining web-based sentence writing. In this chapter, the researcher only explains briefly about the previous studies on web-based writing. Further explanation is elaborated on chapter two. The first study was conducted by Al-Haq and Al-Sobh (2010) in which the writers investigated the effectiveness of a web-based writing instructional EFL program (WbWIP) on Jordanian secondary students’ performance. The writers conducted experiment method in order to achieve the subject’s goal of their study. The second study was conducted by Zaid (2011) investigated whether multimedia-based concept-mapping and online reading before writing affected the quality of students’ compositions and their writing apprehension. It was also an experiment study. The third study was a mix-method research conducted by Kisnanto (2014), investigated whether the web-based sentence writing class applies the eight CALL principles proposed by Egbert, Chao, and Hanson-Smith (1999) or not. The fourth study was conducted by Wang and Reeves (2007) investigated how Web-Based Learning Environment (Web-LE) can improve students’ motivation in learning science.

Therefore, the study that the researcher conducts attempts to unveil the world as experienced by the English Letters students in web-based sentence writing (WBSW) class through their life world stories. This study aims at describing the meaning of the shared experience and deep understanding of students’ experience in
the form of narrative. Thus, it is expected to give contribution to lived experience studies examining web-based writing from the learners’ point of view. By discovering the meaning of students’ lived experience, the emphatic understanding to the students is expected to grow. Further explanation about it is elaborated on the research goals section.

1.2 Problem Identification

Technology has been used in education field, especially to facilitate the learning process in the classroom. The application of technology was used in sentence writing course – a course developed for Writing 1 class using web-based learning materials. The need of this course being held is to help the students to develop their writing ability, especially their ability to write grammatically acceptable sentence, use punctuation correctly, and write simple passages. In this course students are expected to be able to construct a simple paragraph after they are able to write grammatically acceptable sentences. In academic writing, every sentence someone writes must be grammatically complete. To help the students avoid in making grammatical error, therefore Writing 1 course exists.

As most studies on web-based writing were conducted either in experimental or mix-method studies, therefore, the researcher conducted phenomenological study in order to give contribution to the development of education in general, and to be more specific for sentence writing through web-based materials from phenomenology point of view. As students nowadays are growing in the technology era so it is suggested that the teacher should make improvement in presenting his/her teaching.
materials in the form of technology-based teaching materials as well. Ozmen (2008) states that the use of computer technology enables the learners to be active in the learning process, to construct knowledge, to develop problem solving skills, and to discover alternative solutions. “The computer-based instruction makes teaching techniques far more effective than those of the traditional teaching methods as it is used for presenting information, testing and evaluation and providing feedback” (Serin, 2011). Using technology-based teaching materials, the teaching and learning activities can be more enjoyable (Rovai, Ponton, Wighting, & Baker, 2007).

1.3 Problem Limitation

This study is concerned to find out the reflection of the web-based sentence writing from the students’ point of view. The reflection of this study refers to the students’ lived experience on how they feel and experience during the implementation of web-based sentence writing. The subject of the study was three English Letters students at Sanata Dharma University who took Writing 1 course in the first semester in academic year of 2015/2016.

1.4 Problem Formulation

In a phenomenological human research, the question which is being asked is more on a meaning question instead of a problem question. It does not seek a solution upon a problem but ask the meaning and significance of certain phenomenon. “To do phenomenological research is to question something phenomenological and, also, to be addressed by the question of what something is ‘really’ like” (Manen, 1990, p. 42). Therefore, the purpose of the study is to find out the answer of the following research
question: What is the English Letters students’ lived experience in web-based sentence writing like?

1.5 Research Goals

In this study, phenomenological research is chosen as the researcher aims at describing and interpreting the English Letters students’ lived experience on web-based sentence writing (WBSW) class at Sanata Dharma University. The present study belongs to hermeneutics phenomenology. Hermeneutics phenomenology is focused on subjective experience of individuals of groups (Kafle, 2011). Its attempt is to unveil the world as experienced by the subject through their lifeworld stories. Therefore, this study aims at describing and interpreting the shared experience and deep understanding of students’ experience in the form of narrative, how they feel and belief about web-based sentence writing class. The narrative story is the shared students’ lived experience.

By discovering the nature and meaning of students’ lived experience, the emphatic understanding to the students is expected to grow. Besides, it also functions as self-actualization for the researcher – by conducting this research; for the students as the participants of this research – by their attempts in digging their lived experience; and for the readers of this research by reading and reflecting the students’ lived experience with their own lived experience.

1.6 Research Benefits

The research benefits cover the theoretical benefit and practical benefit. Theoretically, the study is meant to give scientific information in the field of English
education, especially in sentence writing using web-based materials in undergraduate level. The shared students’ lived experience will give a true story on sentence writing through web-based learning. It may function as a comprehensible input in the development of education in general, and to be more specific for sentence writing through web-based materials.

Practically, the shared lived experience represents one of real phenomenon in sentence writing. Thus, the interpretation of students’ lived experience may give the readers of this research a better emphatic understanding on the essential meanings of the participants’ lived experience. To the participants of this study, they can reflect what they have already done in web-based sentence writing and relate it to their goals of learning writing. Besides, they can relate it to their personal development in learning writing using web-based materials. Their reflection may come from their experience, feelings, and thoughts during the web-based sentence writing class, how they overcome the problems which may arise during the class. Finally, this study may be beneficial for those who will conduct a similar research.
CHAPTER 2
LITERATURE REVIEW

This chapter is a review of literature related to the present study. The discussion will be divided into two parts: theoretical review and pre-understanding framework. The theoretical review covers theory of English Letters students, lived experience, web-based sentence writing class which covers theory of writing, web-based learning, learning writing using web-based technology, CALL principles; and review of related studies. The theoretical review related to this study are reviewed and then being used to formulate the pre-understanding framework.

2.1 Theoretical Review

The theoretical review covers theory of English Letters students, lived experience, web-based sentence writing class which covers theory of writing, web-based learning, learning writing using web-based technology, CALL principles; and review of related studies.

2.1.1 English Letters Students

English Letters students are students who study in English Letters department – one of the departments under Faculty of Letters at Sanata Dharma University, Yogyakarta. English Letters students are offered many courses by the department to take during their study at Sanata Dharma University. One of them is Writing 1 course which available at the very beginning of the study period: in the first semester. This course is an obligatory for the freshmen. There are four classes in which every class
consists of 30-35 students, both female and male age 18-22. Further explanation of its goal and activities will be explained on the next two sessions.

The students of English Letters are expected to become a graduate who is capable to understand and aware of English language, literature and culture; become English-skilled both oral and written; able to develop themselves in career or higher level of education; able to actualize and express themselves in a positive way through their academic competence; have critical, humanistic-value, global, and cross-cultural insight; and be able to develop a wide range of human dimension to the science of language, literature, and culture to improve the quality of life.

2.1.2 Lived Experience

According to Langdridge (2007), phenomenology is a discipline that "aims to focus on people's perceptions of the world in which they live in and what it means to them; a focus on people's lived experience" (p.4). It concerns with meaning which arise in experience. Therefore, Manen (1990) states that phenomenological research is questioning the way someone experiences the world (p. 5), to know what is the most essential to human being. According to Finlay (2009) phenomenology is the study of phenomena: their nature and meanings. The aim of phenomenological research is to provide a rich textured description of lived experience. Phenomenology can be classified into three major headings: transcendental phenomenology, hermeneutics phenomenology, and existential phenomenology. The present study belongs to hermeneutics phenomenology. According to Manen (1990, p.4), “phenomenology describes how one orients to lived experience, hermeneutics
describes how one interprets the ‘text’ of life.” Hermeneutics phenomenology is focused on subjective experience of individuals or groups (Kafle, 2011). Its attempt is to unveil the world as experienced by the subject through their lifeworld stories, the natural attitude of everyday life. Hermeneutics phenomenology is a human science that studies persons which refer to the uniqueness of each human being (Manen, 1990). The word experience itself means as “if something is called or considered an experience its meaning rounds it into the unity of significant whole” (Gadamer, 1975, p. 60 in Haryanta, 2010, p.33). According to Dilthey in Mueller-Vollmer (1985, p. 149), “general predicates about a particular individual’s pattern of lived experience arise in that experience.” Someone’s experience can be meaningful when one applies the understanding of the objectification of their life and all subjects related to the human studies. Thus, the range of their validity may increased and become obvious that the life of the mind can be more powerful and valuable. Therefore, the general predicates accomplish the dignity of characterization of the mind-constructed world (p.149). In this study, the subject of the research is English Letters students of Sanata Dharma University in experiencing web-based sentence writing. This branch of phenomenology believes that interpretations are all we have and the description is the interpretive process.

Phenomenological human science begins in lived experience and eventually turns back to it. Method for human science includes description, interpretation, and self-reflective (Manen, 1990). Interpretation is used to uncover what is hidden behind the objective phenomenon (Moustakas, 1994). “Phenomenology is human science since the subject matter of phenomenological research is always the structures of
meaning of the lived human world,” (Manen, 1990, p.11). In other words, it seeks the meaning of human beings who have experience as the live the world. It differs from natural objects since it does not have experience. Human science according to Dilthey in Manen (1990, p.3-4) differs from natural science. Natural science deals with object of nature, things, natural events, and the way that object behave. While human science deals with persons or beings that have mind, thoughts, consciousness, values, feelings, emotions, actions, and purposes, which find their objectifications in beliefs.

Phenomenological research is the study of essences which seeks for the very nature of a phenomenon. In other words, it tries to uncover and describe the internal meaning structures of lived experience. The meaning of lived experience is always of something related to the past which can never be understood in its full richness and depth since lived experience is closely connected to the totality of life. It will be able to be defined through reflection after it happened. The interpretation of lived experience has its own methodological feature of relating the particular to the universal, part to whole, and episode to totality. Manen also defines lived-experience as:

“… the starting point and end point of phenomenological research. The aim of phenomenology is to transform lived experience into a textual expression of its essence-in such a way that the effect of the text is at once a reflexive re-living and a reflective appropriation of something meaningful: a notion by which a reader is powerfully animated in his or her own lived experience” (p. 36).

Dilthey (1985) in Manen (1990) suggested that lived experience is to the soul what breath is to the body. In other words, lived experience is the breathing of meaning – meaning of life experienced by certain people. “Thus, a lived experience
has a certain essence, a "quality" that we recognize in retrospect” (p. 36). In lived experiences, we reflectively gather hermeneutic significance by giving memory to them. It can be through meditations, conversations, day dreams, inspirations and other interpretive acts we assign meaning to the phenomena of lived life.

In this study, lived experience is viewed as a phenomenon which is reflected in the past experience on how people response to a particular phenomenon. It includes their understanding, belief, and feeling. Dufrenne (1973) states that understanding can be defined as about knowing something in individual version. In relation with this study, students’ understanding on web-based sentence writing means what students know about sentence writing in web-based learning. According to Pintrich and D. Groot (1990), belief is a certain attitude toward something and difficult to change. I assumed ‘beliefs’ in my study is interpreted as students’ attitude toward web-based sentence writing which may affect their feelings. Feelings, according to Dufrenne (1973, p.376) is “that in me which relates to a certain quality of the object through which the object manifests its intimacy.” Therefore, in this study, it focuses on the students’ feeling towards the experience they have.

2.1.3 Web-based Sentence Writing

Sentence Writing is a course developed for Writing 1 class using technology. The technology used is a web-based materials, using ELT Gallery (www.eltgallery.com). It is first and basic writing course taken by the first semester students of English Letters at Sanata Dharma University. The course is conducted in a multimedia lab which equipped with computers internet connection. It aims at helping
the students to develop their writing ability, especially their ability to write grammatically acceptable sentences, use punctuation correctly, and write simple passages. Therefore, once they are able to write grammatically acceptable sentences, they are expected to be able to construct a simple paragraph. In academic writing, every sentence someone writes must be grammatically complete.

The activities in the course are grammar correctness, sentence writing, story writing (passage writing), and sentence comment which enable the students to do peer feedback. Figure 2.1 shows the overview of ELT Gallery.

![ELT Gallery](image)

**Figure 2.1** ELT Gallery

In the grammar correctness practice, the students are given 50 sentences, and several of them are grammatically unacceptable sentences. They have to identify which sentences are grammatically acceptable and which are grammatically unacceptable.
After the students reach the minimum score (6.00) in the grammar correctness, they could proceed to the next assignment: sentence writing. In the sentence writing, the students are supposed to write 15 sentences based on a given topic and a certain grammatical item, which is usually related to their daily life. In writing the sentences, the students need to ensure that the use of the grammatical item is correct.
In the story writing (passage writing), the students are supposed to write passages on certain topics. They need to ensure that the sentences in the passages have a good grammar. The passages will be scored based on the content and mainly based on the grammatical correctness. A report of the use of the basic grammatical items is created for every section.
Students are also given opportunity to give feedbacks on their classmate’s work. They need to check whether the sentences have a subject and predicate, have a correct tense and verb form, use a correct pronoun, noun form (singular/plural), article, and have a correct punctuation, as it shown in Figure 2.5.

**Figure 2.4** Passage Writing

**STUDENTS' EVALUATION**

<table>
<thead>
<tr>
<th>NO.</th>
<th>Sentence</th>
<th>SP</th>
<th>TNS</th>
<th>VF</th>
<th>ART</th>
<th>NF</th>
<th>PRN</th>
<th>PCT/SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am crazy about the beautiful scenery in my village.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2</td>
<td>People in the village are diligent farmers.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3</td>
<td>Am I enjoy the atmosphere of his village.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4</td>
<td>We can feel fresh air in the village.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5</td>
<td>Village is a great place ever with the beautiful scenery.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Figure 2.5** Comment Sentences
Commenting and correcting (9141) ...

To give correction, do the following things.

1. Identify the wrong form.
2. Click the space after the wrong form.
3. Identify the kind of mistake and click the relevant button above the textbox.
4. Below are the codes of the mistakes.

[A]: a missing article         [WA]: a wrong article         [S]: a missing subject         [P]: a missing predicate
[V]: a missing verb           [T]: a wrong tense           [PN]: a wrong pronoun         [NB]: an unnecessary use of be
[VP]: a wrong word choice     [VO]: a verb order           [NP]: a noun phrase order     [N]: a noun form mistake
[WC]: a wrong verb form       [PCT]: a punctuation mistake [SP]: a spelling mistake     [?]: any other mistake

A | WA | S | P | V | T | PN | NB | VF | VO | NO | N | WC | PCT | SP | ?

My name is Yovita Dita Chyntia. I come from Masuiji, Lampung. I also was born in Lampung on February, 15th, 1996. I am 19 years old. Now, I am in third semester but I have not pass the final test in my first semester, I do not know what happened to my final test but I cannot find the result of my writing final test in SIA. I lived in Lampung but now I stay in Yogyakarta for several years because I take English letters Department of Sanata Dharma University. (BR)

CP CLASS=MAILNOTE have some hobbies, there are reading novels, listening music and travelling. That's why I want to be a tour guide as soon as I finished my study. I have one young brother, his name is Yakobus Handy Primadani. He is 16th years old.

Figure 2.6 Comment Passages

In doing peer feedback, for passage commenting they simply click the grammatical items after the word or sentence which they consider as wrong as it shown in Figure 2.6. The topics for the whole semester are: sentence, tense, article and determiner, personal pronoun, question, noun modification, auxiliary verb, perfect and continuous, compound and complex sentence, relative clause, nominal clause, and passive voice.

2.1.3.1 Writing

All of the four language skills: reading, listening, speaking, and writing are needed by second language learner to perform and communicate in English. Writing is a communication tool which aims to share ideas, knowledge, and message. However, writing is considered as the most difficult skill for second language learners (Richards & Renandya, 2002). It is because the nature of second language...
learners and the various aspects of writing that need to be considered (Brown, 2004). Writing is more complex rather than the other skills. Writer should consider some aspects in writing. “Learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts” (Hyland, 2003,p.3).

According to Richards & Renandya (2002), the difficulties lay not only on generating and organizing ideas but also in delivering the ideas into a readable text. So the message that the writer wants to deliver should be comprehended by the readers. It is impossible if both writer and readers develop different perceptions of any particular rhetorical situation. Given a topic, the writing should focus on the message, have a clear organization and description, and it should be elaborated and contextual.

Students need to acquire proficiency in writing strategies, techniques, and skills in order to be successful in writing. Brown (2004) suggests micro and macro skills of writing. “Microskills apply more appropriately to imitative and intensive types of writing task, while macroskills are essential for the successful mastery of responsive and extensive writing” (p.220).

<table>
<thead>
<tr>
<th>Table 2.1 Micro and Macro Skills of Writing (Brown, 2004, p.221)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Micro</strong></td>
</tr>
<tr>
<td>1. Produce graphemes and orthographic patterns of English.</td>
</tr>
<tr>
<td>2. Produce writing at an efficient rate of speed to suit the purpose.</td>
</tr>
<tr>
<td>3. Produce an acceptable core of words and use appropriate word order patterns.</td>
</tr>
<tr>
<td>4. Use acceptable grammatical systems (e.g. tense, agreement, pluralization),</td>
</tr>
</tbody>
</table>
patterns, and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.

given information, generalization, and exemplification.
4. Distinguish between literal and implied meanings when writing.
5. Correctly convey culturally specific references in the context of written text.
6. Develop and use a battery of writing strategies, such as accurately assessing the audience’s interpretation, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The micro skills refer to grammatical aspects in writing. Students’ writing should follow the acceptable grammatical rules and patterns, use appropriate word order and patterns. Whereas, the macro skills tends to make the students know how to write in organized and readable texts. Their purpose of writing should be successfully conveyed by the readers. Feedback given by the teachers and classmates should be used to revise and edit their work.

The key success in writing lays on grammar. Grammar can be defined as the way a language manipulates and combines words in order to form longer units of meaning (Ur, 1988). Therefore, learning writing should come along with learning grammar. The main idea of grammar learning is to help learners internalize the structures taught in such a way so it can be used in everyday communication (Ellis, 2002). According to Debata (2013), knowledge of grammar helps the learners in the correction of mistakes and improvement of written work. “A person cannot learn a foreign language accurately only through a process of unconscious assimilation”
Therefore, grammar is a basic ground of reference when linguistic habits fail us.

2.1.3.2 Web-based Learning

“Technology has the potential to let us teach text, culture, and languages simultaneously, with each skill supporting and enhancing the other in meaningful way” (Hennesse, 1999, p. 91). Students’ generation nowadays are growing up with technology. “They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age” (Barger and Byrd, 2011, p. 6). Prensky (2001) as cited in Barger & Byrd (2011) calls today’s students as “digital natives”. With the moderately late approach of available classroom innovation, teachers and students can reliably discover uses for modern technology in the learning procedure. Technology is uncovering new applications in the classroom, as well as redifining the idea of a classroom due to the increase of online and distance education. The predominance of technology has motivational impacts. A study of Rovai, Ponton, Wighting, & Baker (2007) demonstrates that learning using technology encourages stronger intrinsic motivation than traditional classroom learning. It was reported that learning using technology become more pleasurable and the learners have great satisfaction with the process of learning. Motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity (Dornyei, 2001). According to Ryan & Deci (2000), intrinsic motivation is “the doing of an activity for its inherent satisfactions rather than for some separable
consequence” (p. 56). When learners are intrinsically motivated, the learners have self-actualization or self-determination to pursue an activity even when there is no external reward. According to Hennesee (1999), “technology-based pedagogy motivates the students and produces better communication skills. More than any other didactic approach, computer-assisted instruction enables the student to take greater responsibility for the learning process” (p. 92-93).

As stated earlier on chapter I, in the past century, the concept of distance learning has evolved from correspondence courses to instructional television to computer-based instruction to web-based learning (Gabrielle, 2003). The web is becoming a virtual library where everybody can have access on it to gain any information about anything and anyone. Web-based learning phenomenon is being felt throughout the world. Technology development offers some advantages, as stated by Aggarwal and Bento (2000) in Khosrow-Pour (2002):

“Advances in information technology and telecommunications are allowing web-based courses to replicate more seamlessly the features of face-to-face instruction through the use of audio, video, and high-speed internet connections that facilitate synchronous and asynchronous communication in chat groups, web discussion boards and virtual forums” (p. 61).

Lecture preparation and delivery, student participation, assignment, discussion, evaluation, and feedback can be easily transferred into a web environment.

2.1.3.3 Learning Writing Using Web-based Technology

Writing has become a very important means of communication. As we move into a more advanced technological world, the way learners learn can be adjusted into technological development. “Technology in the classroom promotes project-based
learning, engage students in their learning processes, challenge them to use higher-order thinking skills, and increase problem-solving ability” (Urquhart & McIver, 2005, p. 42). The use of technology in classroom activities is seen more promising rather than the traditional one. Ferris and Hedgcock (2005) summarize previous studies on computer-assisted writing instruction, and come up with advantages and disadvantages as listed below (p.347).

Table 2.2 Potential advantages and disadvantages of computer-assisted writing (Ferris & Hedgcock, 2005, p.347)

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increased motivation to revise (because of the ease of doing so).</td>
<td>1. Increased anxiety due to lack of familiarity with hardware or software.</td>
</tr>
<tr>
<td>2. Greater consciousness of writing as process.</td>
<td>2. Unequal or limited student access to computers.</td>
</tr>
<tr>
<td>3. Quicker, more fluent, less self-conscious writing.</td>
<td>3. Limited student typing and/or word processing abilities.</td>
</tr>
<tr>
<td>4. Increased writing quantity.</td>
<td>4. Subversion of individual student writing processes (some prefer pen and paper; some are distracted by writing in a lab setting).</td>
</tr>
<tr>
<td>5. Increased collaboration (teacher-student and student-student) in the computer writing lab.</td>
<td>5. Increased student focus on surface features of texts because correction are so easy. (Balestri, 1988; Barker, 1987; Bernhardt et al, 1989, 1990; Bridwell-Bowles et al, 1987; Haas, 1989; Hawisher, 1987)</td>
</tr>
<tr>
<td>6. Greater motivation because writing is easier, more interesting, and more enjoyable. (Teichman &amp; Poris, 1989, p.93)</td>
<td></td>
</tr>
</tbody>
</table>

The evidence shows that computer use improves student attitudes, confidence, and motivation, and that these benefits may be even more significant for L2 writers because writing becomes easier, more interesting, and enjoyable. On the other hand, the disadvantages become teacher’s evaluation in handling those problems. The problems may include provision of adequate computer facilities and training,
increased constraints on lesson planning, and a perceived increase in student dishonesty that may follow from computer-assisted writing.

2.1.3.4 CALL Principles

Computer-assisted language learning (CALL) has brought an innovation in language learning, such as learning using World Wide Web, internet, multimedia, and so forth. The theory of CALL is needed for the educators since it provides a framework for teaching and learning with technology (Levy, 1990 as cited in Egbert & Hanson-Smith, 1999). The theory of CALL can also help how the learners learn with various types of technology and identify factors which may arise in the technology being used (Egbert & Hanson-Smith, 1999). According to Egbert and Hanson-Smith, there are eight principles of CALL for optimal language learning environment: interaction, authentic audience, authentic task, opportunities for exposure and production, time/feedback, attitude towards the learning process, learning atmosphere, and learner autonomy.

2.1.3.4.1 Interaction

“If learning is a social process, then interaction with other people is necessary,” (Egbert & Hanson-Smith, 1999:3). It is necessary because in learning a language it contains transferring and negotiating meaning, which needs interlocutors. As learning language using technology, therefore the interaction may between human and computer as the media to learn. There are two interactions within computer-mediated communication: synchronous and asynchronous communication (Chapelle, 2003:23). Synchronous communication happens when the communication is in real
time, such as during the learning process, students are in the computer lab to peruse and give feedback to one another's message examining something. While asynchronous communication does not require the students to have interaction with their classmates or teacher right on the course period, at the same time and the same place. Instead, they can read/speak and write/hear electronic messages anytime and anywhere.

In web-based sentence writing class, the synchronous communication happens when the students give comments to their classmates’ work or discuss a certain topic given on that time. However, students do not need to communicate with their classmates or teacher right on the teaching and learning period, but they can have interaction using the internet and computer anytime and anywhere – that is what being called as asynchronous communication in web-based sentence writing class.

2.1.3.4.2 Authentic Audience

On the second principle, the students are expected to be able to interact in the target language with an authentic audience. Authentic audience means another person who can negotiate in the target language with the intention of it can facilitate language acquisition (Egbert & Hanson-Smith, 1999, p.4). To be successful in language acquisition, passive input such as television is not adequate. Learners need person-to-person interaction such as between learner and teacher. The accessibility of authentic audience is an important condition for authentic audience (Spolsky, 1989 in Egbert & Hanson-Smith, 1999).
In the computer-mediated communication, electronic audiences are authentic audiences. “These audiences are by and large focused on the meaning of messages rather than on their form,” (p.62). In other words, it functions as linguistic production for the learners. In the web-based sentence writing class, the students get active input from the feedback given by their classmates and teacher on the website.

2.1.3.4.3  Authentic Task

Besides having authentic audience, authentic task is also needed. Egbert and Hanson-Smith (1999, p.4) state that “authentic tasks are those having the same types of cognitive challenges as complicated real-world task do”. The two types of technology-mediated L2 learning tasks as proposed by Chapelle (2003) are a task which is developed from software for computer-mediated communication, through email or chats; and a task which is developed from the interaction between the learner and the computer.

On this study the task is through web-based sentence writing. Learners are expected to complete their task to improve their writing skills on this course. The task activities are including grammar practice, sentence and passage writing, and give feedback to their classmates’ work.

2.1.3.4.4  Opportunities for Exposure and Production

Learners should receive enough input from the teacher, meaning teacher gives enough explanation of the topic presented; and after that learners are given the opportunity to create their writing products (output). According to Egbert and Hanson-Smith (1999) both receptive and productive language skills are tap by the
learners through varied and creative language use, and the task is responsible for various learning styles and preferences among the learners. According to Krashen and Terrel (1983) as cited in Egbert and Hanson-Smith, varied and creative language means that learners are given different types of task with the source of language input which may vary.

As in the web-based writing class, the lecturer gave enough explanation on the topic discussed on the meeting. Besides, the learning materials are also provided on the web as well, so the students can have access on it anytime and anywhere before or after the course period. When the students already get the input, they were given the opportunities to complete their assignments, as for the opportunity to production.

2.1.3.4.5 Time/Feedback

“Learners need adequate time and feedback, both of which facilitate the formulation of ideas,” (Egbert and Hanson-Smith, 1999:5). In a classroom, the ability and motivation of each learner are different. Therefore, the time to successfully complete a task depends on the individual learners’ ability. If the time line of a task is set up flexibly, it enables the learners to have opportunity to consider and convey their thoughts.

On the web-based sentence writing class, the submission of sentence writing task is set up for a week, while paragraph writing is two weeks. So, it gives enough time for the students to develop and write down their ideas before submitting their works. To enhance students’ writing skills, feedback from the teacher and classmates
are needed. As it suggested by Egbert and Hanson-Smith, “explicit, appropriate, individualized feedback is critical in helping learners to reach the goals of a task.” (p.5).

2.1.3.4.6 Attitude towards Learning Process

One and other principles are correlated to make the best of learning outcome. Salomon (1990) as cited in Egbert and Hanson-Smith (1999:6) states that “during the learning process, learners must be mindful; that is, they must be motivated to take the opportunities presented to them and to be cognitively engaged as they perform them.” Besides having motivation to learn, learners need to have a certain degree of meta-cognitive guidance which includes instructions and examples about how to learn. Rather than that, planned use of learning strategies can influence the language achievement and proficiency (Oxford, 1994). In the web-based sentence writing class, students can get mount of learning resources, explanation, and examples not only from the teacher but they can get it through the web independently with an unlimited access.

2.1.3.4.7 Learning Atmosphere

Learners are expected to work in an atmosphere with an ideal stress/anxiety level. In the language learning environment, learners must experience an optimal level of anxiety before they mindfully engaged and share their ideas. Anxiety belongs to in a group of other affective and personality variables, such as motivation, attitude, extroversion, and self-esteem (Egbert & Hanson-Smith, 1999). Therefore, it is teacher’s responsibility to create such supporting atmosphere, like a warm and
embracing climate. Teacher should be able to make the students gain motivation and self-confidence in language learning as Brown (1994) in Egbert & Hanson-Smith (1999) states that “learners’ self-confidence is a crucial element in ensuring their success,” (p.336). The teacher may create a conducive learning atmosphere by reducing the tension, pleasing the students, involving the students in class discussion, and so on. The more students feel confident, the more they become success in learning writing.

2.1.3.4.8 Learner Autonomy

The last principle of CALL is learner autonomy should be supported. Learner-centered classroom should be applied on computer-mediated classroom to develop learners’ confidence and skills to learn autonomously and accomplish various tasks in various contexts (Thein, 1994 in Egbert & Hanson-Smith, 1999). In a learner-centered classroom, students are given the authority in the process of developing solution for the given task with the teacher’s guidance and help. However students are not given full authority in the classroom, but teacher still takes part on determining the boundaries so students can solve certain problem and finish their tasks in that domain. Severy and Duffy (in Egbert & Hanson-Smith, 1999, p.7) believe that “a teacher’ role is to challenge learners’ thinking, not to dictate or attempt to regulate their thinking for them.”

These eight principles of CALL are correlated one to another. One principle cannot stand alone since they affect each other. Since web-based sentence writing
course is a course which applies CALL, therefore this study can see how the eight principles of CALL are applied.

### 2.1.4 Review of Related Studies

This section discusses previous studies on web-based writing which is considered as related to my study. The first study was conducted by Al-Haq and Al-Sobh (2010) in which the writers investigated the effectiveness of a web-based writing instructional EFL program (WbWIP) on Jordanian secondary students’ performance. The participants of the study were 122 seventeen-year old students in the eleventh scientific grade studying in four secondary comprehensive schools, two male schools and two female ones that belong to Irbid Second Directorate of Education. The writers used a pre-post achievement test in order to achieve the goal of their study. It was an experiment on 16 classes which went on for two months. The findings of the study showed that there is statistically significant differences at (α = 0.05) in the students’ mean scores of the overall English writing achievement post-test in the experimental group. The findings also showed that there were statistically significant differences at (α = 0.05) at gender in favor of the female students compared with males. The findings further showed that there was a significant difference at (α = 0.05) among the mean scores of the students’ achievement post-test for the discoursal component “content” for the experimental group.

The second study was conducted by Zaid (2011) investigated whether multimedia-based concept-mapping and online reading before writing affected the quality of students’ compositions and their writing apprehension. The experimental
method was conducted, with an experimental design of pre-test and post-test, two experimental groups and a control group, which consist of 36 students of each group. To assess the writing quality, the writer used the TOEFL Writing Test Scoring Guidelines; and to measure the writing apprehension, the writer used the Dally and Miller (1975) scale. There was no treatment for the control group, whereas students on the experiment group were asked to write three drafts of opinion essays under conditions of multimedia-based concept-mapping, utilizing Blackboard facilities, and online reading before writing. To answer the questions of the study, a one-way analysis of variance (ANOVA) test was used, and to identify the directionality of significant differences, a Schefe’ test was used as a follow-up test for post-comparisons. The findings showed that there was no measurably noteworthy difference in the written work under the three conditions. However, the students who belong to the treatment group became more productive, they wrote longer and richer drafts, while the students on the control group tend to be less productive. The findings also showed that the students’ writing quality was improved and the students’ writing apprehension was also increased.

The third study was conducted by Kisnanto (2014) investigated whether the web-based sentence writing class applies the eight CALL principles proposed by Egbert, Chao, and Hanson-Smith (1999) or not. It was a mix-method research, in which in collecting the data the writer used questionnaire which consists of close-ended and open-ended items, interviews, and statistical t-test. The participants were 151 students of the English Letters department at Sanata Dharma University. The result showed that the web-based sentence writing class applies the eight CALL
principles in which according to the questionnaire result, the authentic task applied the highest intensity amongst the other CALL principles and the lowest intensity is authentic audience. Besides, the application of CALL principles also enhanced the students’ achievement regarding their grammar understanding, improved their writing skills and passage writing ability.

The fourth study was conducted by Wang and Reeves (2007) who designed a Web-Based Learning Environment (Web-LE) to improve science students’ motivation. They integrated the factors which are believed to enhance intrinsic motivation, such as challenge, control, curiosity, and fantasy, into the instructional design of web-based learning tool. The participants were tenth-graders and the study was conducted in three days implementing students centered learning activity. In collecting the data, Wang and Reeves used individual student interviews, teacher interviews, motivation questionnaires, and observations. The study proved that the Web-LE and the related learning activity enhanced students’ motivation.

The first previous study was to find out the effectiveness of a web-based writing instructional EFL program (WbWIP) on Jordanian secondary students’ performance, using pre and post-test. The second previous study was an experimental design which investigated whether multimedia-based concept-mapping and online reading before writing affected the quality of students’ compositions and their writing apprehension. The third study was conducted by a student of English Language Studies at Sanata Dharma University, investigating how CALL principles are applied in web-based sentence writing class. This study was a mix-method research. Finally, the fourth study by Wang and Reeves (2007) investigating how Web-Based Learning
Environment (Web-LE) can improve students’ motivation in learning science. Meanwhile, my study is concerned to find out the students’ lived experience in web-based sentence writing. Its attempt is to unveil the world as experienced by the subject through their lifeworld stories. Therefore, this study aims at describing and interpreting the shared experience and deep understanding of students’ experience in the form of narrative, how they feel and think about web-based sentence writing class.

2.2 Pre-understanding Framework

Contextualizing the theoretical review on the research question, it is needed to link the conceptual meaning of students’ lived experience to meet the characteristic of sentence writing course through web-based learning. WBSW class applies CALL principles that include interaction and feedback in the learning process. Each student may have their beliefs on writing and WBSW class. The process of WBSW class may cause problems that the students have to face and how they solve it. Web-based teaching materials also encourage stronger motivation than traditional classroom learning. Besides, learning using technology is more pleasurable and the learners have great satisfaction with the process of learning. In accordance with the findings of Deaney, Ruthven, and Hennessy (2003) that students tend to perceive computer-based lessons as having a more relaxed atmosphere and being less boring.

Writing 1 is the compulsory course for the students of English Letters at Sanata Dharma University in their first semester, in which using technology in the teaching and learning process. Its aims at helping the students' developing their writing ability, especially their ability to write grammatically acceptable sentences,
use punctuation correctly, and write simple passages. Therefore, lived experience in web-based sentence writing is the main focus on this study. They are categorized into two groups: pre-understanding live experience and emerging lived experience. Pre-understanding lived experience is the interpretation of the phenomenon’s nature before the researcher grips with the significance of phenomenon question. While emerging lived experience is the interpretation of phenomenon’s nature which emerges during the process of text analysis. (Manen, 1990). Somehow, the pre-figured themes should not affect the emergent themes. I as the researcher may have assumptions but the assumption should not affect the participants’ meaning toward the phenomenon. Therefore, the prefigured themes will be bracketed off. The term bracketing as it described in Manen (1990, p. 47) means “one must take hold of the phenomenon and then place outside of it one’s knowledge about the phenomenon.” Figure 2.1 shows the pre-understanding of the study.

![Figure 2.7 Pre-understanding Framework](image-url)
A thematic interaction then is constructed based on the theoretical framework as a guideline to describe the research context and limit the scope of participants’ narrative (Stania, 2015). The prefigured themes that the researcher proposed are based on the literature review which supports this study. In this study, the prefigured themes that I assumed the students experiencing in web-based sentence writing class that applies CALL principles are students’ beliefs toward WBSW class, feelings, motivation, and writing skills enhancement.
CHAPTER 3

METHODOLOGY

This chapter explores the methodology employed in this study to answer the research question: “What is the English Letters students’ lived experience in web-based sentence writing like?” This chapter involves six sections: (1) research method, (2) nature and source of data, (3) instruments, (4) data collection, (5) data analysis, and (6) trustworthiness.

3.1 Research Method

The present study belongs to hermeneutics phenomenology. Hermeneutics phenomenology is focused on subjective experience of individuals or groups (Kafle, 2011). Its attempt is to unveil the world as experienced by the subject through their life world stories. This study aims at describing the students’ lived experience in web-based sentence writing. It focuses on their lived experience in learning sentence writing using web-based materials. Hence, this study belongs to a narrative study. Creswell (2007) emphasizes that narrative study is a qualitative study which reports the lives of individuals by describing the lives of individuals, collecting and telling stories of their lives, and writing narratives about their experiences. In this study, the lives of individual are the lives of three students who experiences web-based sentence writing. In describing the narrative, this study tries to seek the meaning and perception from students’ lived experience in learning sentence writing using web-based materials. The process of describing meaning also makes this study belongs to phenomenological study. Creswell (2012) states that a phenomenological study
describes the nature and meaning of several individuals as lived experiences. “It seeks the individual’s perceptions and meaning of a phenomenon or experience,” (Mertens, 2010, p. 235). Therefore, phenomenological study was chosen as the researcher aims at discovering the nature and meaning of the lived experience on web-based sentence writing (WBSW) class to the English Letters students in Sanata Dharma University.

3.2 Nature and Source of the Text

This study was conducted in Writing 1 class at the first semester of academic year 2015/2016 in Sanata Dharma University. The source of data in this study is narrative data in the form of texts. The text is a narrative presentation of the participants’ lived experience in web-based sentence writing. The data of this study were collected from the individuals who have experienced certain phenomenon. Therefore, purposeful sampling was adopted here. Patton (2002, p. 230) states “purposeful sampling focuses on selecting information-rich cases whose study will illuminate the questions under study.” According to Fraenkel and Wallen (2006) in purposeful sampling the researcher used personal judgement to choose the sample based on prior information and the researcher believed that the participants were able to give any information that the researcher needed. In purposeful sampling, the samples were selected purposefully and samples selected were those who the researcher believed could provide the data that the researcher needed since they were experiencing the phenomenon. Therefore, the participants of this study were three students of first semester in academic year 2015/2016 who took Writing 1 course. They aged between 17 to 19 years old, two females and one male. For confidentiality
purposes, the participants used pseudo name. The data were gathered through observations and in-depth interview with the participants using open-ended questions. The following table shows the profile of the research participants.

Table 3.1 Profile of the Research Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Sex</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huey</td>
<td>19</td>
<td>Male</td>
<td>Batam</td>
</tr>
<tr>
<td>Sera</td>
<td>17</td>
<td>Female</td>
<td>Bali</td>
</tr>
<tr>
<td>Momon</td>
<td>19</td>
<td>Female</td>
<td>Yogyakarta</td>
</tr>
</tbody>
</table>

3.3 Instruments

“The purpose of in-depth interviewing is not to get answers to questions, nor to test hypotheses, and not to “evaluate” as the term is normally used,” (Seidman, 2006, p. 9). Rather, it functions as a tool in understanding the lived experience of certain individual and how they perceive the meaning they make of that experience. “The phenomenological interview involves an informal, interactive process and utilizes open-ended comments and questions,” (Moustakas, 1994, p. 114). Therefore, the instrument was in the form of open-ended questions as the guideline in interviewing the participants. The researcher used open-ended questions because it enables the participants to give their best answer of their experience without any influence from the researcher or previous research findings (Creswell, 2012, p.218). Besides, the interview was conducted in informal situation. In constructing the interview questions, the researcher used Moustakas’ interview guideline (1994, p. 106 & 116). Listed below are the questions that the researcher constructed:
<table>
<thead>
<tr>
<th>No</th>
<th>Construct</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lived experience</td>
<td>How long have you been experiencing web-based sentence writing? Can you describe your experience in web-based sentence writing class?</td>
</tr>
<tr>
<td>2.</td>
<td>Lived experience</td>
<td>How is web-based sentence writing meaningful to you? Please share your thoughts and feelings. If so (the thoughts and feelings), why? What is your reason? In what way you feel that? Give example.</td>
</tr>
<tr>
<td>3.</td>
<td>Motivation</td>
<td>Does it affect your motivation? How?</td>
</tr>
<tr>
<td></td>
<td>Intrinsic motivation</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Writing Skills</td>
<td>Does it improve your writing skill? – What did you learn most on web-based sentence writing?</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>How can it improve your writing skills? How do you know that it is improved? Please share your experience before and after attending web-based sentence writing class!</td>
</tr>
<tr>
<td></td>
<td>Punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ideas organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sentence production</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Lived experience</td>
<td>Share/explain your achievement in web-based sentence writing! Please share your experience before and after attending web-based sentence writing!</td>
</tr>
<tr>
<td></td>
<td>Lived experience</td>
<td>Please share your thoughts on the benefits and lacks of using technology in writing course!</td>
</tr>
<tr>
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<td>7.</td>
<td>CALL Principles: Classroom interaction</td>
<td>Please share your experiences of the classroom interaction on sentence writing course!</td>
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<td>8.</td>
<td>CALL Principles: Exposure and production</td>
<td>What about the opportunities for exposure and production?</td>
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<tr>
<td>9.</td>
<td>CALL Principles: Feedback</td>
<td>Does your teacher give you feedback? What does it mean to you? Please share!</td>
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<tr>
<td>10.</td>
<td>CALL Principles: Learner-centered learning</td>
<td>Is it learner-centered learning or teacher-centered learning? How do you feel about that (whether it is learner-centered or teacher-centered)? Please share your experience!</td>
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### 3.4 Data Collection

In this study, the researcher conducted observations and in-depth interview to the participants to collect the data with standardized open-ended interview. Standardized open-ended interview is one of interviewing technique in which the interviewer asked exactly the same questions with same sequence to participants in order to see the patterns of the participants’ answer and compare it. According to Fraenkel and Wallen (2009) an open-ended interview uses the same wording and order for all interviewees and questions are open-ended format. However, during the interview process, sometimes the researcher dug up questions based on the answers.
given by the participants to gain additional information. During the interview the researcher recorded the participants’ answers using a smart phone as a digital recorder and also took notes. According to Manen (1990) an interview in hermeneutic phenomenological human science may function as: (1) a tool to explore and gather experiential narrative material as a resource to develop a richer and deeper understanding of a human phenomenon, and (2) a tool to develop a conversational relation with a partner (interviewee) about the meaning of certain experience (p. 66). Besides, it is easier to talk about a personal experience with the participants rather than ask them to write it down “because writing forces the person into a more reflective attitude, which may make it more difficult to stay close to an experience as it is immediately lived” (p. 67).

3.5 Data Analysis

“The data analysis reflects descriptions and themes as well as the interrelation of themes” (Creswell, 2007:18). Data analysis in qualitative research is typically a text database. The researcher analyzed the text to describe the central phenomenon under the study. Therefore the result is a description of individual people, in this case is the description of students in experiencing sentence writing class using web-based learning materials. “Reflecting on lived experience then becomes reflectively analyzing the structural or thematic aspects of that experience,” (Manen, 1990, p. 78). Based on the interview, several themes were generated. Hence, this study used thematic analysis.
To conduct the data analysis, the researcher used six steps proposed by Creswell (2007:261). First, prepare and organize the data for analysis: in this step the researcher transcribed the data after conducting the interview. Second, explore and code the data: after transcribing, the researcher read through it to acquire a general sense of the data in order to conduct a preliminary data analysis. Third, code the data to build description and themes: the descriptions of people were then developed based on the codes. Besides, codes were additionally used to develop themes that present a more extensive deliberation than codes. The themes were used to convey the overall essence of the phenomenon. Fourth, represent and report qualitative findings: the findings were reported in narrative description. In presenting the data, the researcher put the quotations to support the ideas. Those quotations were then labeled using codes: the theme/name of the participant/ question number. For example, IL/HU/1 is read as independent learning/Huey/answer from question number one. Fifth, interpret the findings: the researcher made an interpretation of the meaning of the research. Sixth, validate the accuracy of the data through member checking. The validation of the data started since the researcher transcribed the data after conducting the interview, generated themes, until presented the findings.

3.6 Trustworthiness

The issue of validity and reliability of this study were needed as a product of an academic research. To check the accuracy of this study, the researcher employed member checking as validation procedure. “The intent of validation is to have participants, external reviewers, or the data sources themselves provide evidence of
the accuracy of the information in the qualitative report,” (Creswell, 2012:262). Therefore, during the process of the study, validation was done by doing participants’ check which refers to the process of sharing the draft of the interpretation. To guarantee that the interpretation is correct or not, the participants were asked to check whether the interpretations are consistent with the experiences they lived, whether the interpretations lead to the understanding of the topic being discussed or not, and whether it is related to the supported literature review or not. Trustworthiness is considered as very important because between the readers, the participants of the study, and the researcher of the study should meet the same understanding of the lived experience being interpreted.
CHAPTER 4

DESCRIPTION AND INTERPRETATION

This chapter discusses the empirical truth found in the study. This chapter will be divided into two parts: the description and interpretation derived from the themes.

4.1 Description

This section describes the individual stories of the three participants’ lived experience in WBSW class and a brief description of themselves. They came from different background who moved to Yogyakarta to pursue their bachelor degree at Sanata Dharma University, enrolled English Letters Department. My participants consisted of one male and two females, aged between 17 to 19 years old. Huey came from Batam, Sera from Bali, while Momon from Yogyakarta.

4.1.1 Huey’s Story

Huey was an English Letter student of 2015 batch, who was born on May 15th, 1996 in Jakarta but then he moved to Batam in his early childhood due to May 1998 riots. He came to Yogyakarta to study English at Sanata Dharma University. He was the only child in his family. His father was an entrepreneur and his mother was a housewife, and they always supported Huey for all decisions he made. Coming to Yogyakarta and enrolling English Letters at Sanata Dharma University was not his first choice. In the first place, Huey intended to enroll in Chinnese Letters at a state university in Jakarta but unfortunately not accepted. However, it did not lessen his motivation to learn English Letters since according to him he was a right-brained
person who was better at linguistics than mathematics. Besides, he was motivated because he could explore himself in positive ways, got new friends, and applied what he got during his senior high school to college life – he was a language stream student in senior high school. Outside the lecture, he was active in English debating society at his campus and he joined community service – teaching children near Kalicod, Yogyakarta, to be precisely in Jogoyudan area. His hobbies were reading, writing, listening to music, and speaking. For his future plan, he was interested to continue his study pursuing master degree either in translation, publication, or communication.

Huey considered web-based sentence writing (WBSW) class as fun yet sad and challenging experience. It was his first time experiencing web-based learning. To him, it was quite motivational because in the WBSW class he received less exposure from his lecturer but maximum production. He fully understood that WBSW class applied learner-centered learning. The lecturer did not give a lot of explanation but all of the instructions were already put on the web: ELT Gallery, so the students can read and learn by themselves. WBSW class allowed the students to study independently without the lecturer’s supervision all the time. On the other side, he was given a lot of chances to create writing products such as grammar correctness, sentence and passage writing, and he was also given chances to do peer feedback with his classmates. Yet, the lecturer still provided feedback as well to the students.

WBSW class was meaningful to Huey. He realized that college life was different with senior high school life. He told me that he was quite challenged and thrilled by web-based learning since college life taught him to learn by himself more than the lecturer provided him the knowledge all the time.
“I’m quite **challenged and thrilled** by web-based learning because this is the essential of college life: learning by your own without the supervision of your lecturer. Your lecturer is just your helper and not your supervisor or not your feeder of the knowledge, but you yourself need to search and understand it by yourself.” (Appendix 2: IL/HU/2).

He was motivated not only to learn from his lecturer but also from other sources such as the internet. Besides being challenged and thrilled by independent learning experience, he confessed that he also frustrated by the exercises. It was not an easy thing to do to get best score on grammar correctness – in which the students could not proceed to the next assignment: sentence and passage writing, if they did not pass the minimum score: 6.0. However, it motivated him as well because by having difficult exercises he could learn more and he was being taught to be more diligent and work under pressure to reach his learning goal. Besides, he was taught to submit his works right in the time because every assignment had its deadline. He added that it was quite enjoyable since it was a new experience for him.

“...like I said before it's a new experience for me and it enhances our independency in study and thirdly it enhances our self **motivation** to learn, to be more than our lecturer.” (Appendix 2: MT/HU/2).

Through independent study Huey also admitted that his writing skills were improved by having peer feedback besides he was taught to make good sentences.

“through my friend’s peer correction I could know oh this is my mistakes. I can’t make the same mistakes again.” (Appendix 2: SK/HU/3)

So basically by having feedback both from his classmates and lecturer, he could learn and improve his writing skills. It showed how WBSW class made him become a careful learner. However, to him peer feedback was not really effective because not every student in the class had the same level of writing skills. They might
proficient in giving feedback on sentence writing – for example they knew whether the punctuation, pronoun, the noun, the tenses, the verb was correct or incorrect. But in passage writing some of the students had a minimum knowledge, for example they did not know the correct verb form, missing pronoun, missing adjective, word selection, misspelling, and verb order. Therefore, feedback from the lecturer was the most important contribution to the improvement of his writing skills. The most significant improvement of his writing skills lied on his grammar ability. Every week, he was assigned to do grammar correctness, sentence and passage writing in which he had to write based on certain topic. By doing practices every week he could produce sentences more easily and organize the idea better.

Since it was his first experience learning writing using technology and it was on his first year of college, he could not share how different his achievement was when he was in senior high school and in college. But to be sure, the most significant improvement was on his grammar ability and he became more experienced in making correct sentences and passages in a correct form.

“I became more experienced in making correct sentences and passage in a correct form.” (Appendix 2: SK/HU/7).

He knew how to write sentences and passages better rather than when he was in senior high school. It showed his personal development – to be a confident learner. According to Al-Hebaish (2012), self-confidence is an influential variable which affects learning. It can determine the influence on a person’s life, in this case is someone’s learning process, for good or bad.
Talking about benefit and lack of using technology in writing class, Huey shared that the benefit that WBSW class offered is it gave him chance to study independently in which he felt happy of it. He fully understood that WBSW class applied learner-centered learning which let him try to understand the learning materials by himself not given explanation all the time from his lecturer.

“It’s more on how you could understand, how you could find the answer by yourself. Your teacher, I mean your lecturer is the one who is going to help you not provide you with the knowledge.” (Appendix 2: IL/HU/9)

However not all of his classmates can cope with that since they had just graduated from senior high school where their teachers provided all of knowledge and when they entered college they were kind of shocked because they have to study independently. According to him, their friends’ beliefs toward learning process among Asian, especially in Indonesia was seeing people face-to-face was one of the culture in our society. Hence, they expected to get explanation all the time from their lecturer.

“...we are living in the eastern part of the globe and let’s just say seeing people face to face, our lecture face-to-face, is one of the culture in our society.” (Appendix 2: IL/HU/8b).

He tried to tell that his classmates expected to see their lecturer face-to-face all the time. The other benefit of WBSW class which applied learner-centered learning is he got a good sense of having a chance to have discussion with classmates. Since there was not so much interaction with the lecturer, therefore the interaction between the students was more intense which enabled them to help each other and study together. They could have discussion in informal way, so it was more relax and enjoyable.
“For example, if one of my friends doesn’t understand about the grammar checking or about some kind of themes, they will need our help, so that we call it study together.” (Appendix 2: CO/HU/9).

To summarize, mostly Huey responded WBSW class positively. He was happy with independent learning and quite thrilled because he got so many new experiences through it. Besides, he was being challenged more to do better to reach his learning goal and he was proud that he could learn by himself without the help of his lecturer. To him, web-based learning could facilitate the student to achieve his learning goals.

4.1.2 Sera’s Story

Sera was born in Denpasar, Bali, on January 3rd, 1998. In her early childhood she lived in a small village in Bali called Munduk with her father, mother, and younger brother. Her father ran a business; selling coffee and owning a small villa to be rented, while her mother was a housewife. She moved to Denpasar when she was senior high. From her school, she knew about Sanata Dharma University and interested to apply English Letters. English Letters became her first choice since she felt that she was able and loved English. Besides, to her by taking English Letters for her study was a great beginning. As she enrolled English Letters at Sanata Dharma University, she moved to Yogyakarta and lived alone in a boarding house, away from her family. Therefore, she learnt to live independently even though sometimes she felt homesick. Alike with Huey, Sera also joined community service, teaching children in Kalicide area once a week. Her hobbies were eating, sleeping, and drawing.
According to Sera WBSW class was more time boundless and enjoyable learning compared with the non web-based learning. She could learn anywhere and anytime, not depended on the classroom activities. Even though WBSW class also had deadlines for each assignment but the process to accomplish the assignment was more flexible. Besides, it was also helpful to her because the lesson materials or the topics for each meeting were already uploaded on the web: *ELT Gallery*, so she could read before attending the class and prepare herself. Just like Huey, it was her new experience attending WBSW class which was applying learner-centered learning method after she graduated from senior high school, where she have never learnt independently. To be honest, she was confused with the method but she was happy as well because the learning process was more relaxed and enjoyable.

Being asked whether she was motivated or not by having WBSW class, she confessed that she was not motivated actually. She preferred the usual teaching and learning method: she expected to have a lot of interaction with her lecturer instead of having independent learning. To her, she would understand better if the lecturer gave more explanation instead of gave less exposure and let her to learn by herself through the computer. However, she enjoyed to learn both using technology and without using technology.

Given instructions and examples on the web helped her to improve her writing skills. After attending WBSW class she knew how to write sentences in the correct form, where she should put the punctuation, capital letter, and so on; she learnt to use the correct word choices, word order, and the most significant writing skill that being improved was her grammar through the exercise which called as *grammar*
correctness, every week. In *grammar correctness*, given fifty sentences she should identify which sentence was true or false. Besides, by reading the examples on the web and also getting feedback given by her classmates and lecturer, her grammar was then improved. The feedback given by her classmates and lecturer was meaningful to her. It made her become a careful learner. However, she realized that her classmates had different levels of knowledge in doing peer feedback. So, when there was something that she felt not right, she could talk to her classmate about the feedback in polite and relaxed way. They could discuss it freely. Therefore, she believed that the feedback from her lecturer was more trusted to help her improve her writing skills.

“I trust my lecturer’s feedback more than my classmate’s so I know which part is correct and which part is incorrect.” (Appendix 2: SK/SE/4).

She learnt not to make the same mistakes again from the feedback and tried to make better writing: brief yet understandable by the readers.

When she already passed the *grammar correctness*, she could proceed to the next assignment: *sentence* and *passage writing* which was also given in each week. Same with Huey, by having a lot of assignments every week, Sera could produce sentences more easily and organize the idea better, got to know new words from the instructions on the web where she could read and learn by herself. Rather than that, her ability to write was also increased by having discussion and learning from her classmates’ work. Every week she was assigned to make new sentences, and she confessed:

“I read new sentences made by my friends... so I know if the sentence is cool, the sentence is correct... or oh there are new word choices that my friends used that I might use it as well.” (Appendix 2: SK/SE/3).
So in the learner-centered learning where the teacher gave less exposure, she was given chances to make a lot of writing products and interact with her classmates a lot. Thus, by having discussion with her classmates she could learn as well through learner-centered learning. In the beginning, Sera told me that she expected to get more interaction with the lecturer. But having learner-centered learning method Sera confessed that she was happy yet confused. She was happy because it gave her chances to be independent in learning and can cooperate with her classmates but she was still confused with the method since she just graduated from senior high school: the lecturer did not give a lot of explanation for the learning materials. However, basically she could cope with that. She could deal with the learning method that being applied in the university.

“I think that is the learning method that the university applied. The lecturer does not give a lot of explanation like when I was in senior high school.” (Appendix 2: FE/SE/9).

Talking about her achievement, Sera was not satisfied with her grade especially on her grammar correctness. To her, grammar correctness was confusing and it was not easy to get the best score. However, she was challenged by the difficult assignment but she was not so ambitious either.

“Yes, I was being challenged but sometimes I think I can do it later... yeah, something like that. I am not too ambitious and that is the bad side of me – being not ambitious.” (Appendix 2: CH/SE/7).

Sera considered WBSW class as an enjoyable yet frightening learning. The time to accomplish her assignments was flexible – she could finish it outside the class and she could learn with her classmates in the relaxed atmosphere of learning.
However, all of the activities depended on the internet connection. So once the internet went down or the website error, it was like a disaster to her. She told me,

“The website was sometimes error. When I already submitted my work, suddenly it went missing. Especially if tomorrow was the last day to submit the assignment and the website was still error, it frightened me. That is the lack of WBSW class, I think.” (Appendix 2: FE/SE/8).

With the benefits that WBSW class brought, there were also lacks that came along with.

4.1.3 Momon’s Story

Momon, who loved playing guitar, was born in Kebumen, on June 6th, 1996. However, she lived in Yogyakarta since her early childhood with her parents and two elder brothers. Her parents ran business in Kebumen, they owned hardware store, so basically she lived in Yogyakarta with her brothers and her parents came to Yogyakarta occasionally. Before she enrolled English Letters at Sanata Dharma University, she tried to enroll Economics and Law at a well-known state university in Yogyakarta in the first place but unfortunately she was not accepted. Her reason enrolling Economics was not her own intention but she tried to follow her brother’s path. Somehow, she realized that her passion was actually in language since many people told her that she was better at language rather than mathematics, even a psychologist said so. Therefore, English Letters at Sanata Dharma University became her very first choice since to her it was the best university if someone wants to learn English. Outside lecture, she was actively joining church service as a worship dancer. After graduating from Sanata Dharma, she planned to work in multinational company
and interested to deal with jobs which require her to use her ability in public speaking since she loved speaking. Even she had been dreaming as a presenter in VOA and she shared that she loved to work in the field rather than became a ‘behind-the-scence-person’.

Momon considered WBSW class as an interesting yet annoying experience. Faced with a situation where she should learn writing using web-based learning in her first semester of college life, she was kind of shocked. She expected to have paper-based one instead of web-based learning. She admitted that she loved writing on a paper so according to her, web-based learning was less impressive. Besides, web-based learning also depended on the computer and internet connection. Once the computer did not work or the internet connection was lost, it was a total mess. However, she confessed that WBSW class was interesting because she could type faster, it had more relaxed atmosphere, and it was paperless. She was happy with those benefits. So, basically Momon’s feeling toward WBSW class was so-so. She was happy with the benefits that the technology brought but unhappy either because she did not really like with the website: the ELT gallery because it sometimes went error.

Disregard the benefits and lack of using technology in writing class, the WBSW class helped Momon to improve her writing skills. Just like Huey and Sera, Momon’s writing skills were improved through the assignments given every week: grammar correctness, sentence and passage writing, and peer feedback. It enhanced her grammar and other aspects of writing such as punctuation and article; she could
organize her ideas better, and she could produce sentences more easily. WBSW class also motivated her to create better writing.

“In writing sentences sometimes I made a lot of mistakes. So by having step by step learning it motivated me to write a good passage. You know, everybody learns from zero,” (Appendix 2: MT/MO/8).

However, the same routines each week made her feel bored and to her it was less challenging.

WBSW class enabled her to study independently. Every week the students were assigned different topics. Each topic had its materials. It helped her generate ideas. She learnt the learning materials by herself from the instructions and examples on the website. She shared that after attending WBSW class she knew how to make better writing.

“Before I attend college, my writing was never well-organized. For example, I did not know about coherences between one sentence to another or one paragraph to another but now I can organize it better.” (Appendix 2: SK/MO/6).

Basically, she loved speaking more than writing. However, after attending WBSW class she became more aware that writing is as important as speaking. Thus, she tried her best to get good score on each assignment even when the assignment was difficult like grammar correctness.

Regarding to the learner-centered learning method which WBSW class applied, Momon shared that she could learn how to cooperate with her classmates and it created a sense of empathy among the students as they felt the same struggle in the class. They could help each other and share their ideas without being hesitate. Whereas, the exposure from the lecturer was not too much but the opportunity to
create writing products was bigger. By having a lot of assignments it was meaningful to her because she could practice her writing skill but she felt that it was not worth it as she thought that the lecturer did not read all of her works. She wanted all of her works were read by her lecturer and being corrected. Some of her works were given feedback by the lecturer and it was meaningful to her because she knew where her mistakes were and later she could improve it.

To summarize, Momon was not really satisfied with the WBSW class. She was not really satisfied since the website did not work really well and the lecturer too tolerate with the students who always submitted their work late. She hoped that the lecturer was more firm against those lazy students. Yet, it gave positive effects: her empathy grew by having cooperation with her classmates, it could improve her writing skills through the feedback and practices, and it brought more relaxed atmosphere.

4.2 Interpretation

As phenomenology is a discipline that focuses on people’s perception and meaning of the world they experience to, hence my study focuses on the phenomenon experienced by English Letters students in WBSW class and how those experiences are meaningful to them, and what influenced such perception. This study aims at describing and interpreting their shared experience and deep understanding of students’ experience and how they perceived it.

From the stories of the three participants, they shared different experiences. However, even they had their own stories some common themes could be generated.
Based on the three participants’ shared experience, as WBSW class applied learner-centered learning method which conditioned the students to be independent, therefore the pre-figured meanings are: beliefs, independent learning, feelings, writing skills enhancement, and motivation, while the emergent themes which occur after the researcher analyzed the data are challenge and cooperation. Beliefs in my study is interpreted as students’ attitude toward web-based sentence writing (WBSW) class which might affect their feelings, their attitude toward learner-centered learning which then created the sense of cooperation and their attitude toward challenges in the learning process, and other aspects of their learning in WBSW class such as their motivation and writing skills enhancement. Those results are answering the research question: What is the English Letters students’ lived experience in web-based sentence writing like?

4.2.1 Pre-figured Meanings

In spite of the fact that this study is not intended to make any generalization, however the findings of this study appears to match a few ideas exhibited in the literature review. Therefore, this section discusses the themes which occurred from the literature review. The pre-figured meanings are: beliefs, independent learning, feelings, writing skills enhancement, and motivation.

4.2.1.1 Beliefs

According to Pintrich and D. Groot (1990), belief is a certain attitude toward something and difficult to change. I assumed ‘beliefs’ in my study is interpreted as students’ attitude toward web-based sentence writing class which might affect their
feelings, their attitude toward learner-centered learning which then created the sense of cooperation and their attitude toward challenges in the learning process, and other aspects of their learning in WBSW class such as their motivation and writing skills enhancement. As WBSW class applied CALL principles, students’ beliefs toward the learning process itself then aroused. One of the participants, Sera, her belief towards learning was she would have better understanding if the lecturer gave more explanation during teaching and learning process. Therefore, she also preferred to have a lot of interaction with the lecturer instead of having learner-centered learning.

“I also love to learn without web. It’s like we are really connected with the lecturer, and... will have better understanding if the lecturer give explanation directly.” (Appendix 2: FE/SE/9)

Another belief conceived by Sera was in receiving feedback. Similar with Sera, Huey and Momon shared the same belief about feedback given by their lecturer. They all believed that the feedback given by her lecturer was more trusted and was the most important contribution to the improvement of their writing skills.

“I trust my lecturer’s feedback more than my classmate’s so I know which part is correct and which part is incorrect.” (Appendix 2: SK/SE/4)

By having a lot of assignments it was meaningful to Momon because she could practice her writing skill but she felt that it was not worth it because she thought that the lecturer did not read all of her works. She wanted all of her works were read by her lecturer and being corrected. Some of her works were given feedback by the lecturer and it was meaningful to her because she knew where her mistakes were and later she could use it to improve her writing (FE/MO/10).
If Sera’s beliefs were more on teaching and learning interaction and feedback, another belief that Momon perceived toward WBSW class was she would be more satisfied when she had to write on a piece of paper instead of on a web. To her, web-based writing learning was less impressive since she expected to have paper-based. Besides, web-based learning also depended on the internet connection.

“At the beginning I expected to have a paper-based instead of web-based learning. Use real pen and paper. But yeah... web-based is faster but less impressive. I love to write on a piece of paper.” (Appendix 2: SE/MO/2)

It was not only her belief about paper-based learning that affected her attitude toward WBSW class but also her belief toward learning writing itself. Before attending WBSW class, Momon thought that speaking was more important than writing. Basically, she loved speaking more than writing.

“Basically I love speaking more than writing. I feel like I’m good at speaking but bad at writing[laughing]. Sometimes I tend to forget writing since I am good at speaking... but not now. I realized that writing is as important as speaking.” (Appendix 2: CH/MO/7b)

After attending the WBSW class, her personal view toward writing changed. She became aware that writing is as important as speaking.

4.2.1.2 Independent Learning

Based on the three participants’ stories, they all mentioned about learner-centered learning method which WBSW class applied. This method enabled them to study independently. Basically this kind of learning method was a new experience for the three participants. They responded differently. Huey fully understood that college
life is totally different with senior high school life and he was happy and thrilled since it challenged him to study more by himself.

“The learner-centered learning enables the students to be independent in learning writing. I feel happy and thrilled to have a learner-centered learning because it challenges me to understand more through myself, not from my teacher.” (Appendix 2: IL/HU/8)

When asked what it meant to him having independent learning, he answered that it was meaningful to him since he was given chances to study independently without the lecturer’s help, and it was a new experience to him. Basically, he was quite challenged and thrilled by web-based learning since it was the essential meaning of college life: learn by himself using the available sources such as internet without the supervision from the lecturer (Appendix 2: IL/HU/2). Similarly, it was a new experience to Sera.

“I’m happy with the learner centered learning but a bit shocked since it was a new experience to me. It’s totally different from senior high school where the teacher gave the explanation all the time. Now I have to study by myself.” (Appendix 2: IL/SE/2b).

However, according to Sera WBSW class eased her way to study since the learning materials were already uploaded on the web. It gave her clue what to do next on the next meeting so she could be prepared.

“It is helpful. Before doing the next assignment on the next meeting, the learning materials and the explanation of the topic are already written on the web. So even though the lecturer does not tell us yet... well, he gave a bit explanation; it guides us what to do next.” (Appendix 2: IL/SE/2a).

Huey also shared how learner-centered learning applied in the WBSW class: that in the class the lecturer gave minimum exposure but maximum production. It enabled him to be independent in learning writing.
“It has limited exposure but maximum production. Limited exposure means that the lecturer explained a little but he once asked us to make more and more... more products, more writing, more passage, more sentences.” (Appendix 2: IL/HU/10). “The learner-centered learning enables the students to be independent in learning writing.” (Appendix 2: IL/HU/8).

It is also supported by Momon’s statement that WBSW class applied learner-centered learning (Appendix 2: IL/MO/9). By having learner-centered learning, she learnt how to cooperate with her classmates or learn from each other and it made her empathy grows. She got the idea of having the same struggle with her classmates.

“I can share the ideas and learn together with my friends without being hesitant. We all know that we are in the same stage. So it is okay if my advice is probably wrong. We learn together, we fight together.” (Appendix 2: IL/MO/10).

Those three participants told that they were happy toward learner-centered learning since it enabled them to study independently. Somehow, I can see that the three participants also responded differently. Huey could cope the learner-centered learning since he fully understood that college life is totally different from senior high school life, and he enjoyed. Similarly, Momon was also aware of it even though she expected to have paper-based learning and got more input from her lecturer. Whereas Sera was happy with it but a bit shocked since it was a new experience for her. She was accustomed of the way her teachers taught in senior high school, given all of the explanation all the time and when she entered university she must study independently. It could be understood that Sera and Momon expected to have a lot of input and interaction with the lecturer since they just graduated from senior high school where they were accustomed to have a lot of exposure from their teachers.
Meyer et al (2008) reviewed how independent learning brings benefits to the students: it improved the students’s motivation – which will be discussed on the other section of theme; and students tend to have better management of their learning. The authors underlined that independent learning does not simply include the students to work alone but the role of the teacher is important in empowering and supporting the independent learning. Independent learning can be successful when it relies on external and internal factors. External factors include a solid relationship amongst teacher and students and a supporting web-based learning environment can be an important element. Whereas, internal factors include the abilities that individual students need to acquire, they are cognitive skills such as focusing of memory and attention and problem-solving, metacognitive skills associated with an understanding of how learning occurs, and affective skills related to feelings – which will be elaborated on the following theme; and emotions (p.1).

4.2.1.3 Feelings

The third common theme which occurred based on the three participants’ stories is their feelings toward WBSW class. They shared how they feel about WBSW class differently. Somehow, there are similarities as well. They were both telling the ups and downs experiencing WBSW class. When Huey were asked to describe his experience in WBSW class, he said that it was quite fun and motivated him to learn more about learning process using web-based learning system (Appendix 2: FE/HU/1). On the contrary, he confessed that he was frustrated too since the
assignments was difficult, especially on the grammar correctness part. He needed to repeatedly several times to get the best score as he wanted.

“Well actually rather than I feel challenged, I also quite... let's say sad... because in certain topic on grammar correctness, for example it's quite challenging like compound sentence topic, I have to do compound sentence grammar correction 11 times to get minimum score of 8. I usually get 6 or 7 but it’s not quite good for me so I need to repeat and repeat again to get 8. It’s quite frustrating as well actually.” (Appendix 2: FE/HU2).

However, the challenge enhanced his motivation to learn more. Further explanation on motivation will be available on the other part of this section.

Mostly, Huey responded WBSW class positively. Unlike Huey, Sera and Momon respond differently. In some ways they felt that WBSW class brought advantages and disadvantages. Sera and Momon both argued that WSBW class was meaningful to them in term of its convenient: more enjoyable and relaxed because it was time-boundless. They could learn and finish the assignment outside the classroom, anytime and anywhere, even when there are deadlines for each assignment.

“It’s meaningful... like when we learn using web-based learning we can study anytime... When we are home still we can study and do our assignment even there are deadlines but is more relaxed.” (Appendix 2: FE/SE/2).

On the contrary, besides it eased her way to study, Sera a bit shocked of the learner-centered learning since it was her new experience – which I already mentioned on the previous section.

Momon was interested in terms of its effectiveness in typing but she was also annoyed since the class depended on the internet connection. Basically, Momon loved
paper-based writing than web-based writing. She was not really satisfied with web-based learning but happy regarding the demands of technology era.

“At the beginning I expected that it would be a paper-based writing... really using a pen and paper since I love writing on a paper. But if it should be a web-based learning, it’s okay regarding the demand of technology era... it’s more faster in typing. However I’m not really satisfied if I do not really write on a piece of paper and since this class depends on the internet connection, once the internet connection is going down, it will be a lack. (Appendix 2: FE/MO/2)

Sharing about the advantages and disadvantages of WBSW class, both Sera and Momon said that it was more relaxed and enjoyable. According to Sera, the time for doing the assignments is more flexible. She could learn outside the classroom but it depends on the internet connection. If the connection is bad, she is frightened whether she can upload her work or not.

“If we use this website... for me the time is more flexible. I should not finish the assignment right here, in the class. Besides, I can learn from my classmate too. One thing that I do not like about this class is the website sometimes went error.” (Appendix 2: FE/SE/8).

It was also strengthened by Momon’s statement: she was happy because it was not time-consuming and energy-consuming, it was paperless and more relaxed. However, she was bored with the same activities each week. To her, even though it was more enjoyable but it was monotonous on the other side. She was not being challenged by the same assignments each week.

“...those are the benefits: ease the way I study, no energy-consuming and paperless. The lack of this class is only the internet connection, I think... if the internet connection went down it will be the lack.” (Appendix 2: FE/MO/8).

Another aspect of feeling about WBSW class was shared by Sera on how the classroom interaction looked like. The learner-centered learning was a new experience
to her where the lecturer’s explanation was lesser but the opportunity to study independently and to cooperate with classmates was more. She felt happy yet confused at the same time by those chances.

“Well... I’m happy. I mean that sometimes I feel more independent and more connected with my classmates but sometimes I confuse since the lecturer does not explain much. But I think that’s the way of teaching that this university applies. So the lecturer does not explain all the time like in senior high school.” (Appendix 2: FE/SE/9).

When the lecturer gave less exposure, on the other side he gave the students a lot of opportunities for production. The students must complete several assignments each week. It covered grammar correctness, sentence and passage writing, and peer feedback. It gave chances for the students to practice their writing in order to improve their writing skills. To Momon, by having a lot of assignments it was meaningful to her but she felt that it was not worth it because she thought that the lecturer did not read all of her works, since she thought that the computer program did it. She expected all of her works are read by her lecturer and being corrected (Appendix 2: FE/MO/10). Another feeling that Momon shared about WBSW class is the way her lecturer taught was too tolerate toward the students who always late in submitting their works.

“Sometimes I feel annoyed by my lecturer since too tolerate toward the students who always late in submitting their works. I think my lecturer is not strict enough regarding the deadlines. As an example the deadline of submitting an assignment has already decided but then what happened to those who late in submitting their works? What are the consequences? No punishment. I wish my lecturer is stricter. That’s all...” (Appendix 2: FE/MO/11).

Unlike Momon, Huey praised the way his lecturer taught.
“My lecturer has done a great job for us so that we could achieve our own goals, our individual needs. My message is for my friends. They need to learn that they are in college and college isn’t like senior high school anymore. That means that you need to learn and understand by yourself, don’t judge people, let’s just say don’t comment on your lecturer, don’t give up easily and if there’s an assignment please try to do that assignment. And if you are confused with your assignment just ask your teacher, they gave you their contact actually.” (Appendix 2: FE/HU/11b).

He also shared his feeling toward learner-centered learning in WBSW class,

“I’m quite happy in learning through independent learning; let’s just say learner-based method. I’m quite thrilled with that because I have many experiences through it, I was challenged more and my feeling is that I’m proud that I could learn by myself without the help from my lecturer.” (Appendix 2: FE/HU/11a).

The idea that technology brought more pleasurable and enjoyable learning as proposed by Rovai, Ponton, Wighting, & Baker (2007) was rightly presented in all of my participants’ ideas on how they felt toward WBSW class. They all argued that WSBW class was meaningful to them in term of its convenient: more enjoyable and relaxed because it was time-boundless. They could learn and finish the assignment outside the classroom, anytime and anywhere, even when there were deadlines for each assignment. However, not all of them responded positively. In term of its convenient, it did brought more pleasurable and enjoyable learning. However, since it was a new experience for all of my participants, Sera and Momon shared how they were shocked by learner-centered learning since they were accustomed to receive a lot of exposure from their teachers in senior high school. It showed the gap between senior high school and college life. However, as the time went by they could adapt with the learning method because they realized that the learner-centered learning method was the method that the university applied.
While WBSW class offered more enjoyable and pleasurable classroom learning, on the other hand it brought disadvantages as well. As it depended on the computer and internet connection, it should be supported by good equipments and internet connection. However, *ELT Gallery* website sometimes cannot be accessed by my participants in which they were not comfortable with, as Sera experienced. She told that sometimes the website went error. When the website cannot be accessed, it made her worried whether her works were already uploaded or not. She was afraid of late submission. Momon also shared the same experience. She said that it depended on the internet connection. When it went down, it would be the disadvantage of using technology. Besides the internet connection influences the ongoing process of teaching and learning, one’s readiness of being exposed by technology also affect the ongoing process itself. When someone was lack of familiarity with hardware and software in computer-assited writing or web-based writing, it might increase the anxiety as it proposed by Ferris and Hedgcock (2005). Fortunately, all of my participants were not technology illiterate, so there was no problem. They could cope with it.

To conclude this section theme, those three participants react toward WBSW class differently. First, mostly Huey responded positively. Second, Sera felt so-so toward WBSW class. Finally, Momon was not really satisfied since she expected to have paper-based learning but on the other side she could cope with that regarding the demand of technology era. Somehow they shared common feeling: WBSW was more relaxed and enjoyable. Those feelings affected their quality of learning. Despite of the advantages that WBSW class offered – it brought more relaxed and pleasurable
learning atmosphere which made the participants felt happy, some difficulties which accompanied, these challenged them to be better learners. It shown by how they tried to achieve the best score in grammar practice eventhough it was not easy. Besides, those challenges or difficulties then contributed to their writing skills enhancement that will be dicussed on the next theme.

4.2.1.4 Writing Skills Enhancement

My participants also shared how their writing skills were improved by having independent learning and given a lot of assignments. Most of them improved their writing skills based on the peer feedback and also the feedback from the lecturer. To Momon, the feedback helped her to try not to make the same mistake as the previous one. It made her become a careful learner. The feedback was meaningful to her in improving her writing skills (Appendix 2: SK/MO/4). Huey also shared,

"...because through independent study we already learn how to make our sentences and through my friend’s peer correction I could know oh this is my mistakes. I can’t make the same mistakes again.” (Appendix 2: SK/HU/3).

Huey’s statement is also supported by Sera. Her grammar was improved by reading the examples on the web and also the feedback given by her classmates and lecturer. The feedback was really helpful for her and she became more aware not to make the same mistakes again in writing sentences for the next assignment. The feedback helped her to understand which one is correct, which one is not. However, the feedback from her lecturer was more trustworthy rather than her classmates’.

“Not only my classmates who gave feedback. My lecturer did too. And the feedback from my lecturer was more trusted for me... it’s like, oh
this is one correct and this one is not. Yeah… it’s really helpful.”
(Appendix 2: SK/SE/4).

By given instructions and examples, Sera shared that she became acknowledged on how to use correct punctuation, word choice, and grammar.

“yeah, since we were given instructions and examples we knew how to write correctly… for example we did not need to put a coma, or it should be a capital letter… something like that.” (Appendix 2: SK/SE3a).

Besides, she could produce sentences more easily and organize the ideas better and get to know new words from her classmates’ works.

“So I learnt how to choose the correct words, read new sentences made by my friends… oh this sentence is cool, this sentence is correct, oh there are new words that my friend may use. Yup, something like that.” (Appendix 2: SK/SE/3b).

The aspects of writing skills that being improved are mostly their grammar, punctuation, article, word choices, sentence coherences and ideas organization (Appendix 2: SK/HU,SE,MO/5). Through intense practice, they became confident learners as their writing skills were improved. The grammar is obviously enhanced since they got grammar correctness assignment each week in which according to their shared experience it was not easy to get minimum score: 6. By given chances for making production by having a lot of assignments, Sera could develop her English better, especially in organizing the sentences and generate ideas.

“We were given chances to generate our ideas. For example we were asked to write some sentences or passages. From that, we can use our own ideas...” (Appendix 2: SK/SE/10).

Sera’s experience is also supported by Momon’s experience in organizing ideas,

“It is easier to organize the ideas since the web gave us... I mean each topic has their own materials which help us to generate ideas.” (Appendix 2: SK/MO/5)
They shared the differences before and after attending WBSW class. Some differences are on their ability in writing better sentences. Sera could produce sentences more easily and organize the ideas better and got to know new words from her classmates’ works as stated earlier. Furthermore, her sentences were more manageable and well-structured (Appendix 2: SK/SE/6). Similarly, the way to organize the ideas and make the sentences more coherence was well developed by Momon. Each topic helped her to generate ideas – as it stated previously.

“Before I entered university my writing were not well organized. I mean I have no idea how to create a good writing but now I can. Well, more advanced I can say.” (Appendix 2: SK/MO/6).

Huey also told me that he became more experienced in making correct sentences and passages in a correct form.

“...after I learnt through this web-based sentence writing, my friend check my correctness; I know my mistakes, umm... I became more let’s just say... umm... I became more experienced in making correct sentences and passage in a correct form. Compared to my senior high school achievement my grade is better; my grammar has already got better” (Appendix 2: SK/HU/7).

Here I can see that WBSW class does contribute to the improvement of the three participants’ writing skills, which made them as confident learners. They all shared that the most significant improvement is on their grammar. Not only grammar, they way they write sentences are more well organized and they know how to make the sentences or passages are coherence one another. Besides, it also gives them knowledge of new words, awareness of using punctuation, article, and also capital letter.
Through grammar correctness, sentence and passage writing, and peer feedback exercise in WBSW class, it helped the students developed their micro and macro skills of writing as proposed by Brown (2004). My participants were acknowledged to write in the acceptable grammatical rules and patterns and use appropriate word order and patterns. And according to my participants, through sentence and passage writing they could produce sentences more easily and organize their idea better since every topic in each meeting allowed them to be critical thinking and developed ideas to be written in sentences. Feedback given by the teachers and classmates was used to revise and edit their work, as this was one of macro skills of writing that Brown (2004) proposed.

Previous findings (Debata, 2013) proved that knowledge of grammar helps the learners in the correction of mistakes and improvement of written work. My findings also proved the same way. Through feedback given by the lecturer and also classmates, my participants used it to revise and edit their work which was then helped them in improving their writing skills. They all agreed that feedback from both lecturer and classmates was really helpful for them in improving their writing hence they tried not to make the same mistakes again as the previous one.

Not only helped them in producing sentences easily and organize ideas better, they could be more aware of the use of correct punctuation, article and capital letter, learnt new things such as new vocabularies which they got from reading their classmates’ work, knew how to write a well-structured sentences and passage, and the most important thing is it helped them improve their grammar. It made them as careful learners. Once their grammar skills were improved, their writing got better.
My finding is consolidating the previous study done by Wang & Reeves (2007), which confirmed that web-based learning environment was helpful for the students in doing their assignments by sufficient information that was provided, and they were satisfied with the quality of the information that they got in web-based learning environment.

4.2.1.5 Motivation

Learner-centered learning covers many things. First is how the participants’ feeling toward learner-centered learning; second, it enhances their writing skills; third, it creates a sense of empathy among the students on how they feel the same struggle in WBSW class. Finally, two of my participants shared how WBSW class motivated them through independent learning.

“We were taught to be more diligent and work under pressure so we can reach our goal. It is quite enjoyable because like I said before it’s a new experience for me and it enhances our independency in study and thirdly it enhances our self motivation to learn, to be more than our lecturer.” (Appendix 2: MT/HU/2)

It is interesting how Huey was motivated to be better than his lecturer since learner-centered learning method taught him to be more diligent and work under pressure because it covered a lot of assignments in a limited deadline. For grammar correctness and sentence writing the students were given a week to submit their work. While for passage writing the time for submission was two weeks. Their responsibilities did not stop there. They should give feedback to their classmates’ work which also should be submitted within two weeks and the grammar correctness was always following each week. With those demands, Huey learnt to achieve his
learning goal with many challenges ahead. While Momon considers learner-centered learning as motivating because after attending WBSW class she was eager to create better writing. She was concerned to write a real good writing.

“Of course it is motivating. It’s like when I write, I made a lot of mistakes. From those mistakes, it motivated me to make a good writing. You know, everything starts from zero. I have to practice more and more.” (Appendix 2: MT/MO/8).

Through the feedback that my participants received, they became aware of their mistakes and tried to make any improvement in their writing. Feedback was used to revise and edit their work, as this was one of macro skills of writing that Brown (2004) proposed. Therefore, it motivated them to produce a good writing.

A study of Rovai, Ponton, Wighting, & Baker (2007) demonstrates that learning using technology encourages stronger motivation than traditional classroom learning. It was reported that learning using technology become more pleasurable and the learners have great satisfaction with the process of learning. Besides, Wang and Reeves (2007) also stated that learners' intrinsic motivation can be improved when the activities in the learning process can provide a sense of control and allow the students to direct their own learning performance, such as let the students control instructionally irrelevant aspects of an activity, for example choose their character’s name, sex, choice of music and graphics in web-based learning environment.

My findings supported Rovai et al and Wang and Reeves’ findings. As WBSW class applied learner-centered learning, it enhanced their motivation to learn in order to achieve their learning goal. Even my participant named Huey was motivated to be more than his lecturer. WBSW class taught him to be more diligent
and work under pressure in order to reach his learning goal. Besides its enjoyable atmosphere WBSW class also enhanced students’ independency in learning and self motivation. WBSW class was considered as motivating by my participants because after attending WBSW class they were eager to create better writing through feedback and learner-centered learning method in the teaching and learning process. Besides, by being exposed by a lot of assignments they also shared how meaningful it was in terms of their writing skills improvement.

4.2.2 Emergent Themes

This section discusses the emergent themes which occur after the researcher analyzed the data. It emerged from the participants’ shared experience. Those themes are challenge and cooperation. Below is the description of the emergent themes.

4.2.2.1 Challenge

Another theme which occurred on WBSW class as experienced by my participants is how they were challenged by the activities. Previously I already mentioned how they were challenged in term of their feelings. On this section I tried to explain on how is my participants’ view toward WBSW class challenged them. Huey shared that by having practices each week it could challenge him to write better writing. It can be proved by how he felt significant differences before and after attending WBSW class.

“If I wrote sentences, yes it could be easier for me because I was being challenged, I have to practice every week, and the idea I think that it is
quite organized because each theme of sentence writing has their own theme.” (Appendix 2: CH/HU/6).

The differences were on sentence production – whether he could be easier in producing sentences or not; and ideas organization. Alike with Huey, Sera was also challenged by the difficult assignments but she was not so ambitious to get highest score.

“My grade is so far so good but somehow I’m not yet satisfied. But on the other side personally I’m not an ambitious girl and I think that’s the bad side of me.” (Appendix 2: CH/SE/7).

Sera realized that the grade she got so far was not yet satisfying but on the other side she was not too ambitious to reach highest score

Sera’s experience about difficult assignment that WBSW class had was strengthened by Momon. Momon said it was not easy to get best score. However she was challenged by the difficult assignments, especially on grammar correctness. She kept practicing the grammar correctness in order to get better score. Thus, her grammar skill was improved.

“The website is sometimes annoying... especially on grammar correctness. It’s really difficult to get 9. Got score 8 be like: ‘oh, I was so grateful!!’ Well, since then my grammar is improved.” (Appendix 2: CH/MO/7a).

The participants were challenged by the difficulties or problems which made them realized that they need to solve those problems – which enhanced their problem solving skills. Instead of giving up, they tried to learn harder to reach the best score. Somehow, in the process of reaching best score, it made their writing skills improved, especially their grammar, through the practices they had. Before attending WBSW class Momon confessed that she constantly made mistake on grammar. Since then,
through intense practices she developed her grammar one step higher than before.

Furthermore, she is now become more aware that writing is as important as speaking.

“Basically I love speaking more than writing. I feel like I’m good at speaking but bad at writing [laughing]. Sometimes I tend to forget writing since I am good at speaking... but not now. I realized that writing is as important as speaking.” (Appendix 2: CH/MO/7b)

It proved that WBSW class could change how the students see how writing is important even it is considered as the most difficult skill among others (Richards & Renandya, 2002). Wang and Reeves’ study (2007) also proved that engaging students in activities that challenge their abilities may enhance intrinsic motivation.

4.2.2.2 Cooperation

Some of CALL principles (Chapelle, 2003) were obviously applied in WBSW class. The three of my participants as they were the authentic audiences in the class shared how the classroom interaction looked like and they were all shared the same experience. The lecturer gave less exposure but maximum opportunity for production. The students were given chances to write a lot of writing products independently. Therefore there was no much interaction between the lecturer and students but among the students there was strong relationship and it was meaningful to them because they could help each other in completing the authentic tasks and somehow it fostered a sense of empathy among the students since they felt the same struggle in the classroom. However, when the students were asked to study independently, did not mean that the lecturer did not give any attention at all. The lecturer still provided scaffolding for the students when they needed help and of course gave feedback which meant a lot for the students in improving their writing skills. The learning
atmosphere and the students’ attitude toward learning have been explained previously. These circumstances created the third theme: cooperation among the students.

As WBSW class applied learner-centered learning, it was obvious that the class interaction among the students was more closely rather than teacher-students. It enhanced the bonding between the students because it allowed them to have discussion and help each other either inside or outside classroom.

“Student-students of course we have socialization in the classroom, we interact so much. For example, if one of my friends doesn’t understand about the grammar checking or about some kind of topic, they will need our help, so that we call study together. But the lecturer and students it’s quite limited. Because my lecturer only explained and sat down and he asked to do our ELT Gallery, so there isn’t any kind of message that the lecturer is going to project to the students. I could cope with that but several of my friends can’t.” (Appendix 2: CO/HU/9).

According to Huey he could cope how the lecturer taught in the class – less exposure. However, some of his friends cannot deal with it. I could understand this situation since they were freshmen – they just graduated from senior high school and entered English Letters in 2015 batch. They were accustomed by intense exposure from the teacher – which was totally different in college life where the lecturer gave less exposure but maximum production. In senior high school the teacher was kind of the feeder of the knowledge to the students.

Sera also shared how the classroom interaction looked like. In the classroom, she learnt together with her classmates through peer correction. While at the beginning of the class the lecturer will explained the overview of the learning material then he would ask the students to do the assignments. Along with Huey and Sera, Momon experienced the classroom interaction mostly with the classmates.
through discussion and helped each other. Somehow, according to her the lecturer also helped them if they faced difficulties. Still the lecturer provided solution.

“I feel very strong relationship between the students. We helped each other especially on grammar correctness. It’s like ‘please check my work, is it correct or not? ... well, yeah I think it’s correct.’ Or sometimes we give advices... something like that. For the interaction between teacher-student I guess the lecturer is cooperative, he helped us... like giving solution.” (Appendix 2: CO/MO/9).

By having learner-centered learning, it taught her how to cooperate with her classmates/learn from each other and it made her empathy grows. The cooperation was meaningful to her as she got the sense of having the same struggle with her classmates to achieve her learning goal. So if in giving advice to the classmate was wrong, it was tolerate-able since they were on the same stage of learning (Appendix 2: CO/MO/10).
CHAPTER 5

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of two parts. They are the conclusion which contains the summary of my study and implications and suggestions.

5.1 Conclusion

This phenomenological study investigated three students who encountered sentence and passage writing through web-based learning. My research participants were unique in nature, they came from different cities in Indonesia who just graduated from senior high school to pursue their undergraduate study majoring English Letters at Sanata Dharma University. It formed their state of mind on numerous aspects of their life, including their learning in the department and how they could cope with college life. After the researcher composing a set of questions based on the pre-understanding, several common themes appeared as the participants experienced in web-based sentence writing (WBSW) class.

Based on the three participants’ shared experience toward WBSW class which conditioned the students to be independent learners, therefore the pre-figured meanings and emergent themes which occur after I analyzed the data are beliefs, independent learning, feelings, writing skills enhancement, motivation, challenge, and cooperation. Beliefs in my study is interpreted as students’ attitude toward web-based sentence writing (WBSW) class which might affect their feelings, their attitude toward learner-centered learning which then created the sense of cooperation and their attitude toward challenges in the learning process; and their motivation and
writing skills enhancement. Those results are answering the research question: *What is the English Letters students’ lived experience in web-based sentence writing like?*

The findings of this study confirmed previous theory and studies’ findings how independent learning brings benefits to the students: first, it improved the students’ motivation as it supported by a solid relationship amongst teacher and students and a pleasant web-based learning environment, enhanced their writing skills, and made the students to be independent in learning. My study’s findings show that web-based environment created the sense of cooperation among the students as they felt the same struggle in the classroom activities which challenged them to be a better, confident, careful learner.

5.2 Implications and Suggestions

This study found that the participants’ shared experience represents the real phenomenon in web-based sentence writing class. Therefore, the results of the study may have some implications. Theoretically, for future researcher may find out possible significant contribution of web-based learning toward learner’s personal development and motivation. Besides, to enrich the available theories, the other aspects of web-based learning can be analyzed more profoundly. Practically, the implications toward the participants of this studyas the learners in the scope of web-based sentence writing could reflect what they have already done in web-based sentence writing (WBSW) class and relate it to their goals of learning and their personal development in learning writing using web-based materials. Those experiences may lead my participants to share their concerns on what the faculty
should do later on based on the students’ experience on the phenomenon. Their personal experience made them get ready to give contribution to the future and other people’s experience. On the other hand, this study is expected to contribute more on the development of English education for Indonesian context.

The experience of three individuals may be insufficient to give a full picture of what happened in the WBSW class. However, it seems difficult to cover all differing encounters from different individuals in the classroom. This small experience may consequently provide a new and alternative way of looking at the phenomenon of learning writing for second language learner in Indonesian context using web-based learning materials.

When I reflect to my own experience, I remembered how my writing class in my undergraduate study looked like. It happened around 2008 to 2009. In the class, my friends and I was not conditioned to have web-based learning as my participants experienced. My learning method was paper-based. Somehow, when it came to writing submission, it should be printed out. However, the learning method was still conventional – the lecturer provided hand outs, the learning materials and assignments were written there. Unlike my participants, their learning materials and assignments were already uploaded on the web so they were exposed by technology-based learning all the time. However it does not matter whether the learning process is technology-based or not. What matter is the learning process can be grasped by the students or not. I realized how time changes. As the time goes by, the development of technology is growing rapidly – this includes in the development in education field. Therefore, no wonder if the students of present era are exposed by technology in their
learning process – as it the demands of modern era. My experience might be classified as a conventional learning. The difference between conventional and web-based learning is that conventional learning might enable the students to be more interactive with the lecturer and other students while web-based learning is less interactive. On the other hand, web-based learning instruction makes learning strategies far more effective than the conventional one such as enabling the students to get information and feedback more easily and the testing and evaluation for the students is more effective.

Behind the advantages that WBSW class offered, there were disadvantages that followed. Technology-based learning should be supported by a good equipment and fast internet speed connection. Meanwhile, the internet speed in Indonesia is still categorized as slow. Consequently, if education in Indonesia wants to apply technology-based learning in the future, it is suggested that the supporting equipments must be well-prepared. This includes the fast internet speed connection. Hopefully, every province in Indonesia receives equal treatment for education, not only students in the big cities who receive technology integrated education but rural areas should receive the same treatment as well.

The study could be used in the future to give the students and the department pictures on the phenomenon as experienced by the participants who have been involved in web-based learning. Based on the findings of this study, there are some areas identified for future research. Firstly, a research to investigate the students’ curiosity and initiative or any other possible significant contribution of web-based learning toward the learners’ personal development can be done by repeating this
study using samples with different level of education. Secondly, a research to investigate the contribution of web-based learning can be done for different level of education in other aspects of language skills, such as reading, speaking or listening.
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# APPENDICES

## Appendix 1

### Participants’ Answer on Given Questions

<table>
<thead>
<tr>
<th>NO</th>
<th>Question</th>
<th>Themes</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can you describe your experiences in web-based sentence writing?</td>
<td>a. FE/HU/1</td>
<td>a. First time using web-based system learning. “Well, my experience in web-based sentence writing is quite challenging and fun actually. It’s my first time using an internet-based learning system in … through… through the means of studying and making a paragraph and sentences …” “It is quite fun, motivational to learn more about the internet-based learning system”.</td>
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<tr>
<td></td>
<td></td>
<td>b. IL/HU/1</td>
<td>b. Learn without lecturer’s supervision. By web-based system learning I can learn outside the classroom, more flexible. “And through this internet system we learn that we can also learn without the supervision of our lecturer, so outside our lecture we can learn as well. So from this web-based internet learning, the learning and teaching system is boundless.”</td>
</tr>
<tr>
<td>2</td>
<td>What do you think about web-based sentence writing? How is web-based sentence writing meaningful to you?</td>
<td>a. IL/HU/2</td>
<td>a. “Meaningful because I’ve learnt so much from web-based sentence writing and from this experience that I can study by myself. I study without the lecturer’s help so basically I’m quite challenged and thrilled by web-based learning because this is the essential of college life so learning by your own without the supervision of your lecturer; In some ways it motivates me to learn not from my lecturer but from other sources such as the internet.”</td>
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<tr>
<td></td>
<td></td>
<td>b. FE/HU/2</td>
<td>b. Sad/frustrated by the exercises because it is not easy to get a good score. “…because in certain point in certain theme, in certain grammatical theme, for example it’s quite challenging like compound sentence, I have to do compound sentence grammar correction 11 times to get minimum score”</td>
</tr>
</tbody>
</table>
c. MT/HU/2

of 8. Usually I get 6 or 7 but it’s not quite good for me so I need to repeat and repeat again to get 8. It’s quite frustrating as well actually.”

“We were taught to be more diligent and work under pressure so we can reach our goal. It is quite enjoyable because like I said before it’s a new experience for me and it enhances our independency in study and thirdly it enhances our self motivation to learn, to be more than our lecturer.”

a. FE/SE/2

More enjoyable and relax because it is time-boundless. “berarti sih.. kayak kita kalau belajar pake web kayak gini, itu bisa kita bisa belajar kapanpun gitu… kalau kita misalkan cuma kayak yang bukan web kita kan harus ngerjain tugasnya on time gitu, di sini (di kelas). Kalau misalkan pakai web, kalaupun kita di rumah kita juga tetap bisa ngerjain walapun masih ada batas waktunya tapi lebih santai gitu.” She can learn and finish the assignment outside the classroom (anytime and anywhere) even when there are deadlines for each assignment.

b. IL/SE/2

Besides, it is also helpful because the instructions are already uploaded on the web so the students know what to do next without having supervision from the lecturer. “umm… membantu trus abis itu karena sebelum kita ngerjain ada page di mana dikasih… kita dikasih penjelasan tentang kalau tentang bab ini tu ngapain, kalau bab ini tu ngejelasin apa… di situ ada beberapa contohnya. Jadi sebelum kita ngerjain sesuatu walaupun ngga dikasih tau sama dosennya… dikasih tau sih tapi sedikit, jadi udah kayak dikasih tau juga sama komputernya sendiri, jadi kita ngga terlalu bingung dan ada yang kayak neguide gitu.”

Happy with the independent learning but a bit shocked since it is a new experience. “Seneng sih tapi kadang itu masih…”
<table>
<thead>
<tr>
<th>3</th>
<th>Does it improve your writing skills?</th>
<th>SK/HU/3</th>
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<tbody>
<tr>
<td></td>
<td>Writing skills are improved by doing independent learning and learning from the previous mistakes by peer feedback, because through independent study we already learn how to make our sentences, and through our peer correction, [“through my friend’s peer correction I could know oh this is my mistakes. I can’t make the same mistakes again”].</td>
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<table>
<thead>
<tr>
<th>a.</th>
<th>SK/SE/3</th>
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<tbody>
<tr>
<td>a.</td>
<td>By given instructions and examples, she knows how to use correct punctuation, word choice, and grammar. “Iya karena kita dikasih instruksi dan contoh-contoh, jadi kita tau oh sebenernya cara nulisnya kayak gini… jadi kita ngga perlu isi koma atau di sini huruf besar, jadi kita diajarin gitu mana yang benar”. Besides, she can produce sentences more...</td>
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<td>4</td>
<td>What does the feedback mean to you?</td>
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<tr>
<td>SK/HU/4</td>
<td>Writing skills are improved by doing independent learning and learning from the previous mistakes by peer feedback. “the improvisation on my writing skill is supposed to be in the sentence writing where my friends could check my work, which one is false and which one is correct, for example for the punctuation, pronoun, the noun, the tenses, the verb…” “through my friend’s peer correction I could know oh this is my mistakes. I can’t make the same mistakes again”.</td>
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<tr>
<td>SK/SE/4</td>
<td>The feedback is helpful for her and she is more aware not to make the same mistakes again in writing sentences in the next assignment (more cautious). To help her understand which one is correct, which one is not. Her grammar is improved by reading the examples on the web and also the feedback.</td>
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</table>
given by her classmates and lecturer. “Pastinya kayak orang-orang lain lebih hati-hati, lebih belajar bener, lebih belajar buat kalimat yang lebih bener dan kadang saya buat kalimat yang gampang dimengerti.” “Dosen juga ikut meriksa jadi saya lebih percaya sama hasil periksa dosen sendiri… jadi oh ini yang benar, ini yang benar, oh ini yang salah… Jadi itu membantu lah.”

| SK/MO/4 | Help her to try not to make the same mistakes as the previous one. “ya berarti banget lah. ya dalam ini, ya dalam… trus jadi kayak untuk memperbaiki selanjutnya”. Untuk improve.” |

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<tr>
<th>5</th>
<th><strong>What did you learn most on web-based sentence writing?</strong></th>
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<tr>
<td>a. SA/HU/5</td>
<td>a. What I learnt most on web-based sentence writing is that the hard work, diligence, and your punctuality in submitting your work</td>
</tr>
<tr>
<td>b. SK/HU/5</td>
<td>b. What I learnt most is about the grammar. I don’t learn much about coherence between one paragraph to another because that is a new method of writing skill that I think isn’t being thought in writing 1. But in another form of writing, for example. Emm., fluency I guess it impacts me as well because if the grammar is being deconstructed and deconstructed into a new form, into a better form, that means that the fluency is gonna be affected. Because fluency, grammar, accurate about fluency… about punctuality as well.</td>
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</table>

| SK/SE/5 | punctuation, word choice, grammar, new words, ideas organization |
| SK/MO/5 | Enhance her grammar and other aspects of writing such as punctuation and article; ideas are well-organized; sentence coherences. “Grammarnya yang pasti. Trus punctuationnya tu kadang-kadang kan kita sering melupakan punctuation.” “…Jadi lebih gampang dalam mengorganize idea…” “karena kan dari webnya kan juga udah dikasih itu kan ya… apa… setiap ada…. Maksudnya setiap topic kan ada materi-materinya, itu membantu kita untuk memberi apa… kayak, gimana ya… ide-idenya jadi
| 6 | **After attending web-based sentence writing do you feel that you can produce sentences more easily? And how about the ideas organization?** | **CH/HU/6** | “If I wrote sentences, yes it could be easier for me because I was being challenged, I have to practice every week, and the idea I think that it is quite organized because each theme of sentence writing has their own theme.” |
| 6 | **She can produce sentences more easily and organize the ideas better and get to know new words from her classmates’ works. “Jadi kalau waktu sebelum aku belajar di sini, belajar di kelas writing ini, aku belum tau misalnya to be ini pakai yang mana, trus kayak gitu jadi… sekarang tu lebih manage gitu ke yang mana… gimana ya… lebih bisa bikin mana… kalimat mana yang lebih bener, yang lebih terstruktur, dan bisa lebih tau gitu dari yang sebelumnya… dan ada beberapa… setelah saya masuk di sini ada beberapa kata yang… kata baru yang saya tahu. Jadi bukan… ya jadi kayak nambah gitu ya kan.”** |
| a. IL/MO/6 | a. **Learn by her-self from the instructions and examples on the web** |
| 7 | **Please share or explain your achievement in web-based sentence writing. Please tell me your** | **SK/HU/7** | I became more experienced in making correct sentences and passage in a correct form. “But after I learnt through this web-based sentence writing, my friend check my correctness, I know my mistakes through my friends, umm… I became more let’s just say… umm… I became more mature. Not mature actually… mmm… I became more experienced in making correct sentences and
<table>
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<th>experiences before and after attending web-based sentence writing class!</th>
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<td>passage in a correct form.” “Compared to my senior high school achievement my grade is better; my grammar has already got better.”</td>
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<tr>
<td>CH/SE/7</td>
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<tr>
<td>Her grade is so far so good but still not satisfied. The student feels challenged by the difficult assignments. She is challenged but not ambitious. “nilai di sini sih sepanjang ini masih baik-baik aja. Tapi ada beberapa kayak… ada beberapa yang masih belum bikin saya cukup puas itu…” “…orangnya tu ngga terlalu ambis dan itu tu kadang jelek jadi orang yang ngga terlalu ambis.”</td>
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<td>CH/MO/7</td>
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</table>
| • It is not easy to get best score. Challenged by the assignments, especially on grammar correctness. “Hahaha… webnya kadang-kadang hihih (gemes)... apalagi yang check grammar itu kan dapat 9 susah banget. Dapet 8 aja susah banget kan ya... nah itu. Ya paling dari itu sih.” So, her grammar skill is improved after attending WBSW. “Sebelumnya kalau di itu... ya masih banyak yang salah sebelum itu. Kayak misalnya tentang grammar itu.  
• Before attending WBSW class, she thought that speaking is more important than writing because she likes speaking more than writing. But after attending WBSW class, she is aware that writing is important as well. “aku soalnya kan lebih suka ngomong ya Miss ya. Jadi kayak aku tu kadang-kadang I’m good at speaking but I’m bad at writing, hahaha… jadi kayak kadang-kadang melupakan aku udah jago ngomong jadi aku udah melupakan writing. Tapi ngga juga itu lho sekarang. Aku kan kayak belajar betapa pentingnya writing di… beside speaking, gitu.” |

8 | Are there any benefits and lacks of using technology in writing class? | IL/HU/8 |
|---|---|
| The learner-centered learning enables the students to be independent in learning writing. I feel happy and thrilled to have a learner-centered learning because it challenges me to understand more and more through myself and not from my teacher. But there’s also lacking. The negative point is
that we rarely see our lecture. We’re living in the eastern part of the globe and let’s just say seeing people face to face, our lecture face-to-face, is one of the culture in our society and if we use too much internet so my friends said that sometimes the lecturer uses limit… limit his explanation and forces us to use ELT Gallery what so on and so on… well actually what I think about my friends is… when my friends said like that is that they don’t understand the core message of what the lecturer is trying to have. He’s trying to impulse us… I mean our lecturer impulses that we need to study independently.

FE/SE/8
The time for doing the assignment is flexible. She can learn outside the classroom but it depends on the internet connection. If the connection is bad, she is frightened whether she can upload her work or not. “Jadi kalau make ini kita… untuk saya bisa waktunya itu ngga… mengerjakan ini ngga harus di sini (kelas). Terus abis itu kita juga bisa belajar dari temen, trus kalau hal yang ngga saya suka dari sini itu kadang webnya itu error. ya kalau website tu sering aja error trus kalau saya udah submit beberapa kalimat itu tiba-tiba ilang aja gitu sendiri. Trus kalau misalnya waktunya udah kayak ini hari terakhir dan webnya masih error itu kadang bikin saya takut. Ya ampun sekarang ngga bisa ngesubmit tugas saya. Jadi kayak itu susahnya..jadi dia kadang error gitu.”

FE/MO/8
a. Happy because it is not time and energy consuming. It is paperless and relaxes. However, she is bored with the same activities each week. More enjoyable but monotonous. She is not being challenged by the same assignments each week. “Itu benefitnya mempermudah. ngga capek, paperless.” Besides, it depends on the internet connection. If the internet is down, it will be the lack. “kekurangannya Cuma kalau internetnya sih… kalau… tergantung
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<td></td>
<td>b. MT/MO/8</td>
<td>internetnya yang rusak.” b. She is motivated. Eager to create better writing. “Ya memotivasi sih… memotivasi. Kayak kalo misalkan kita nulis kan kadang-kadang masih banyak yang salah ya, nah [“itu kan kayak misalkan memotivasi buat… semua kan dari 0, jadi kalo misalkan kita belajar belajar trus kayak memotivasi biar… aku tu sebenrnya pengen banget nulis kayak nulis passage yang bagus gitu lho…”</td>
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<td>9</td>
<td>Can you explain the classroom interaction?</td>
<td>a. CO/HU/9</td>
</tr>
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<td></td>
<td></td>
<td>b. IL/HU/9</td>
</tr>
<tr>
<td>a. CO/SE/9</td>
<td>a. Learn together with her friends, less exposure from the lecturer. “Kalau antara student-student itu kita paling sama-sama meriksa… meriksa pekerjaan satu sama lain, ganti-gantian. Kadang saya meriksa A dan jadi ngga satu orang… trus itu… kalau sama dosenya itu paling kayak dia… waktu kita pertama masuk ke kelas ini dia kayak jelasi apa yang harus kita kerjain tapi itu ngga seleuruhiya… jadi dia kayak udah kayak generalnya aja.”</td>
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</table>
| b. FE/SE/9 | b. It is a new experience for her: independent
<table>
<thead>
<tr>
<th>#</th>
<th><strong>What about the opportunities for exposure and production?</strong></th>
<th><strong>IL/HU/10</strong></th>
<th><strong>It has limited exposure but maximum production. Because limited exposure means that the lecturer explained a little but he once asked us to make more and more... more products, more writing, more passage, more sentences.</strong></th>
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<tbody>
<tr>
<td>10</td>
<td></td>
<td><strong>a. CO/MO/9</strong></td>
<td>Having discussion with classmates, help each other. “student-student ya aku ngrasa banget yang student-student itu gara-gara saling bantu-bantu sih. apalagi yang check grammar, ‘tolong dong ini gimana, ini bener ngga... ya kayanya bener’. Trus kayak mungkin kasih advice ke temen. ‘ini enaknya gimana...’ kayak gitu-gitu. Kalau relasi guru, eee teacher sama murid sih membantu sih... mereka kayak... Dosenya juga kayak memberikan solusi. Gitu-gitu...”</td>
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<td></td>
<td></td>
<td><strong>b. IL/MO/9</strong></td>
<td>Less exposure from the teacher, more chances for creating the writing products. “…writing 1 semester 1 lebih ke learner-centered sih.</td>
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</tbody>
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Learning. She is happy for having a chance to learn by herself and to cooperate with classmates. “Seneng sih maksudnya kadang tu bisa ngrasa lebih mandiri trus lebih konek sama temen-temen tapi kadang itu bingung karena dosennya kurang jelasin gitu. Tapi menurut saya itu memang cara yang dipakai sama universitas... jadi dosen memang ngga ngajarin sepenuhnya kayak waktu kita di SMA.”

Jadi belajar pakai web ini menyenangkan tapi kalau... umm... saya juga suka belajar langsung itu tanpa web. Jadi langsung kita tu ada kayak konek itu langsung sama dosennya. Kita juga kayak menyengankan gitu dan lebih... lebih apa namanya... lebih ngerti mungkin kalau diajarin langsung sama dosennya. Kalau ini kayak langsung... langsung baru datang ke computer kita dan kita ngerjain sendiri jadi...
| FE/HU11 | I’m quite happy in learning through independent learning; let’s just say learner-based method. I’m quite thrilled with that because I have many experiences through it, I was challenged more and my feeling is that I’m proud that I could learn by myself without the help from my lecturer and my message is not for my lecturer actually. |
| FE/MO/11 | The lecturer must be stricter related to the deadlines. “menurutku tentang yang di deadline-dealine itu lho Miss, menurutku kayak kurang tegas itu lho. Kayak misalnya...” |
Appendix 2

Interview Themes

How to read the Code column: the theme/name of the participant/question number.

E.g: IL/HU/1 → independent learning/Huey/answer from question number 1

<table>
<thead>
<tr>
<th>NO</th>
<th>Theme</th>
<th>Code</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Independent learning</td>
<td>a. IL/HU/1</td>
<td>a. Learn without lecturer’s supervision. By web-based system learning I can learn outside the classroom, more flexible. “And through this internet system we learn that we can also learn without the supervision of our lecturer, so outside our lecture we can learn as well. So from this web-based internet learning, the learning and teaching system is boundless.”</td>
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<td></td>
<td>(IL)</td>
<td>b. IL/HU/2</td>
<td>b. “Meaningful because I’ve learnt so much from web-based sentence writing and from this experience that I can study by myself. I study without the lecturer’s help so basically I’m quite challenged and thrilled by web-based learning because this is the essential of college life so learning by your own without the supervision of your lecturer. Your lecturer is just your helper and not your supervisor or not your feeder of the knowledge, but you yourself need to search and understand it by yourself. In some ways it motivates me to learn not from my lecturer but from other sources such as the internet.”</td>
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<td></td>
<td></td>
<td>c. IL/SE/2</td>
<td>c. It is also helpful because the instructions are already uploaded on the web so the students know what to do next without having supervision from the lecturer. “umm… membantu trus abis itu karena sebelum kita ngerjain ada page di mana dikasih… kita dikasih penjelasan tentang kalau tentang bab ini tu ngapain, kalau bab ini tu ngejelasin apa… di situ ada beberapa contohnya. Jadi sebelum kita ngerjain sesatu walaupun ngga dikasih tau sama doseannya… dikasih tau sih tapi sedikit, jadi udah kayak dikasih tau juga”</td>
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<tr>
<td>d. IL/SE/3</td>
<td>sama komputerinya sendiri, jadi kita ngga terlalu bingung dan ada yang kayak ngeguide gitu.” Happy with the independent learning but a bit shocked since it is a new experience. “Seneng sih tapi kadang itu masih… dosen… mungkin karena aku baru di sini, baru jadi mahasiswa, jadi kayak… biasanya dulu kalau di SMA kan kayak guru itu yang bener-bener ngasih tau instruksinya kayak apa. Kalau sekarang ini baru jadi masih kayak gimana… langsung sendiri gitu… tapi seneng”.</td>
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<tr>
<td>e. IL/MO/3</td>
<td>d. Learn by herself form the instructions on the web.</td>
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<tr>
<td>f. IL/HU/8</td>
<td>e. Learn by herself from the instructions and examples on the web</td>
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<tr>
<td>g. IL/HU/9</td>
<td>f. The learner-centered learning enables the students to be independent in learning writing. I feel happy and thrilled to have a learner-centered learning because it challenges me to understand more and more through myself and not from my teacher.</td>
<td></td>
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<tr>
<td>h. IL/MO/9</td>
<td>g. It is a learner-centered learning. More than teacher-centered learning. It’s more on how you could understand how you could find the answer by yourself. Your teacher, I mean your lecturer is the one who is going to help you not provide you with the knowledge.</td>
<td></td>
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<tr>
<td>i. IL/MO/10</td>
<td>h. Less exposure from the teacher, more chances for creating the writing products. “…writing 1 semester 1 lebih ke learner-centered sih.</td>
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<td></td>
<td>i. By having learner-centered learning, she learns how to cooperate with her classmates/learn from each other and it makes her empathy grows. Get the idea of having the same struggle with her classmates. “Learner-centered bisa sharing satu sama lain. Bisa tuker-tuker ideas satu sama lain. Dan enaknya tu kayak kita tu tanpa pamrih gitu lho. Karena kita sama-sama baru belajar gitu… kayak semuanya belajar. Jadi ya udah kalau misalkan adviceku salah atau gimana ya maklum gitu kan ya. Sama-sama memberikan advice, sama-sama berjuang</td>
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<td></td>
<td>Feeling (FE)</td>
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<td>2</td>
<td><strong>a. FE/HU/1</strong></td>
<td>“It is quite fun, motivational to learn more about the internet-based learning system. First time using web-based system learning.” “Well, my experience in web-based sentence writing is quite chaos... is quite fun actually. It’s my first time using an internet-based learning system in... through... through the means of studying and making a paragraph and sentences...”</td>
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<td><strong>b. FE/HU/2</strong></td>
<td>Sad/frustrated by the exercises because it is not easy to get a good score. “Well actually rather than I feel challenged, I also quite let’s say sad... because in certain point in certain theme, in certain grammatical theme, for example it’s quite challenging like compound sentence, I have to do compound sentence grammar correction 11 times to get minimum score of 8. Usually I get 6 or 7 but it’s not quite good for me so I need to repeat and repeat again to get 8. It’s quite frustrating as well actually.”</td>
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<td></td>
<td><strong>c. FE/SE/2</strong></td>
<td>More enjoyable and relax because it is time-boundless. She can learn and finish the assignment outside the classroom (anytime and anywhere) even when there are deadlines for each assignment. “berarti sih.. kayak kita kalau belajar pake web kayak gini, itu bisa kita bisa belajar kapanpun gitu... kalau kita misalkan cuma kayak yang bukan web kita kan harus ngerjain tugannya on time gitu, di sini (di kelas). Kalau misalkan pakai web, kalaupun kita di rumah kita juga tetap bisa ngerjain walaupun masih ada batas waktunya tapi lebih santai gitu.” She can learn and finish the assignment outside the classroom (anytime and anywhere) even when there are deadlines for each</td>
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j. IL/HU/10 | bareng."

j. It has limited exposure but maximum production. Because limited exposure means that the lecturer explained a little but he once asked us to make more and more... more products, more writing, more passage, more sentences.
d. FE/MO/2

Happy yet confused by the independent learning. It is a new experience. “Seneng sih tapi kadang itu masih… dosen… mungkin karena aku baru di sini, baru jadi mahasiswa, jadi kayak… biasanya dulu kalau di SMA kan kayak guru itu yang bener-bener ngasih tau instruksinya kayak apa. Kalau sekarang ini baru jadi masih kayak gimana… langsung sendiri gitu… tapi seneng”.

d. She is interested (can type faster using web-based) but also annoyed (depends on the internet connection); love the conventional one (paper-based writing). “aku pertama tu expectnya kayak yang bener-bener nulis pakai bolpen gitu lho… tapi kalo misalkan pakai web tu bisa lebih cepet sih… Cuma kayak kurang greget aja kalau kita ngga nulis gitu. kadang-kadang kan web kan kayak misalnya depend on the computer juga… dan internet juga.

She is not satisfied with the web-based learning but happy regarding the demands of technology era. “sebenernya tadi aku kayak kurang sama web gitu lho. tapi kan yaa… sekarang kan modern ya jadi ya semua… ngga papa sih pakai itu… bagus sih pakai web cuman sebenernya aku tu mau ngritik ELTnya sih…”

e. FE/SE/8

The time for doing the assignment is flexible. She can learn outside the classroom but it depends on the internet connection. If the connection is bad, she is frightened whether she can upload her work or not. “Jadi kalau make ini kita… untuk saya bisa waktuitu ngga… mengerjakan ini ngga harus di sini (kelas). Terus abis itu kita juga bisa belajar dari temen, trus kalau hal yang ngga saya suka dari sini itu kadang webnya itu error. ya kalau website tu sering aja error trus kalau saya udah submit beberapa kalimat itu tiba-tiba ilang aja gitu sendiri. Trus kalau misalnya waktunya udah kayak ini hari terakhir dan webnya masih error itu kadang bikin saya takut. Ya ampun sekarang ngga bisa ngesubmit tugas saya. Jadi kayak itu
f. Happy because it is not time and energy consuming. It is paperless and relaxes. However, she is bored with the same activities each week. More enjoyable but monotonous. She is not being challenged by the same assignments each week. “Itu benefitnya mempermudah. ngga capek, paperless.”

Besides, it depends on the internet connection. If the internet is down, it will be the lack. “kekurangannya Cuma kalau internetnya sih… kalau… tergantung internetnya yang rusak.”

g. It is a new experience for her: independent learning. She is happy for having a chance to learn by herself and to cooperate with classmates. ”Seneng sih maksudnya kadang tu bisa ngrasa lebih mandiri trus lebih konek sama temen-temen tapi kadang itu bingung karena dosennya kurang jelasin gitu. Tapi menurut saya itu memang cara yang dipakai sama universitas… jadi dosen memang ngga ngajarin sepenuhnya kayak waktu kita di SMA.”


h. It’s a new experience for me.

i. By having a lot of assignments it is meaningful to her but she feels that it is not worth it because she thought that the lecturer did not read all of her works, as programmed by the computer. She wants all of her works are read by her lecturer and being corrected. (additional interview via Line)

j. I’m quite happy in learning through independent learning; let’s just say learner-
based method. I’m *quite thrilled* with that because I have many experiences through it, *I was challenged* more and my feeling is that *I’m proud* that I could learn by myself without the help from my lecturer and my message is not for my lecturer actually. My lecturer has done a great job for us so that we could achieve our own goals, our individual needs. My message is for my friends. Thye need to learn that they are in college and college isn’t like senior high school anymore. That means that you need to learn and understand by yourself, don’t judge people, let’s just say don’t comment on your lecturer, don’t give up easily and if there’s an assignment please try to do that assignment. And if you are confused with your assignment just ask your teacher, they gave you their contact actually.


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<tr>
<th>3 Writing Skills (SK)</th>
<th>a. SK/HU/3</th>
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<tr>
<td>a. Writing skills are improved by doing independent learning and learning from the previous mistakes by peer feedback, because through independent study we already learn how to make our sentences, and through our peer correction, [“through my friend’s peer correction I could know oh this is my mistakes. I can’t make the same mistakes again”].</td>
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<tr>
<td>b. SK/SE/3</td>
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<tr>
<td>b. By given instructions and examples, she knows how to use correct punctuation, word choice, and grammar. “Iya karena kita dikasih instruksi dan contoh-contoh, jadi kita tau oh sebenernya cara nulisnya kayak gini… jadi kita ngga perlu isi koma atau di sini</td>
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c. SK/MO/3

Besides, she can produce sentences more easily and organize the ideas better and get to know new words from her classmates’ works. “Jadi kita juga belajar yang memilih kata mana yang bener mana yang salah” Trus kita juga baca kalimat-kalimat temen-temen yang baru-baru… maksudnya oh jadi kayak gini… oh kalimat ini keren, kalimat ini bener, oh ada kata baru yang mungkin temen kita pakai… oh ya itu bisa dipakai. Kayak gitu.”

c. Organizing ideas, sentence coherences

d. SK/HU/4

Writing skills are improved by doing independent learning and learning from the previous mistakes by peer feedback. “the improvisation on my writing skill is supposed to be in the sentence writing where my friends could check my work, which one is false and which one is correct, for example for the punctuation, pronoun, the noun, the tenses, the verb, …” “through my friend’s peer correction I could know oh this is my mistakes. I can’t make the same mistakes again”.

d. Writing skills are improved by doing

e. SK/SE/4

The feedback is helpful for her and she is more aware not to make the same mistakes again in writing sentences in the next assignment (more cautious). To help her understand which one is correct, which one is not. Her grammar is improved by reading the examples on the web and also the feedback given by her classmates and lecturer.

“Pastinya kayak orang-orang lain lebih hati-hati, lebih belajar bener, lebih belajar buat kalimat yang lebih bener dan kadang saya buat kalimat yang gampang dimengerti.” “Dosen juga ikut meriksa jadi saya lebih percaya sama hasil periksa dosen sendiri… jadi oh ini yang benar, ini yang benar, oh ini yang salah…. Jadi itu membantu lah.”

e. The feedback is helpful for her and she is more aware not to make the same mistakes again in writing sentences in the next assignment (more cautious).

f. SK/MO/4

Help her to try not to make the same mistakes as the previous one. “ya berarti banget lah. ya dalam ini, ya dalam… trus
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<td><strong>g.</strong> SK/HU/5</td>
<td>What I learnt most is about the grammar. I don’t learn much about coherence between one paragraph to another because that is a new method of writing skill that I think isn’t being thought in writing I. But in another form of writing, for example. Emm.. fluency. I guess it impacts me as well because if the grammar is being deconstructed and deconstructed into a new form, into a better form, that means that the fluency is gonna be affected. Because fluency, grammar, accurate about fluency… about punctuality as well.</td>
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<tr>
<td><strong>h.</strong> SK/SE/5</td>
<td>Enhance her grammar and other aspects of writing such as punctuation and article; ideas are well-organized; sentence coherences.</td>
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<tr>
<td><strong>i.</strong> SK/MO/5</td>
<td>“Grammarnya yang pasti. Trus punctuationnya tu kadang-kadang kita sering melupakan punctuation.” “…Jadi lebih gampang dalam mengorganize idea…” “karena kan dari webnya kan juga udah dikasihi itu kan ya… apa… setiap ada…. Maksudnya setiap topic kan ada materi-materinya, itu membantu kita untuk memberi apa… kayak, gimana ya… ide-idenya jadi muncul-muncul gitu lho.”</td>
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<td><strong>j.</strong> SK/SE/6</td>
<td>She can produce sentences more easily and organize the ideas better and get to know new words from her classmates’ works. “Jadi kalau waktu sebelum aku belajar di sini, belajar di kelas writing ini, aku belum tau misalnya to be ini pakai yang mana, trus kayak gitu jadi… sekarang tu lebih manage gitu ke yang mana… gimana ya.. lebih bisa bikin mana… kalimat mana yang lebih bener, yang lebih terstruktur, dan bisa lebih tau gitu dari yang sebelumnya… dan ada beberapa… setelah saya masuk di sini ada beberapa kata yang… kata baru yang saya tahu. Jadi bukan… ya jadi kayak nambah gitu ya kan.”</td>
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<td><strong>k.</strong> SK/MO/6</td>
<td>Organizing ideas, sentence coherences. Each topic helps her to generate ideas.</td>
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<td></td>
<td>SK/HU/7</td>
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<tr>
<td>1.</td>
<td>I became more experienced in making correct sentences and passage in a correct form. “But after I learnt through this web-based sentence writing, my friend check my correctness, I know my mistakes through my friends, umm… I became more let’s just say… umm… I became more mature. Not mature actually… mmm… I became more experienced in making correct sentences and passage in a correct form.” “Compared to my senior high school achievement my grade is better; my grammar has already got better.”</td>
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<td>m.</td>
<td>“I became more experienced in making correct sentences and passage in a correct form.” “Compared to my senior high school achievement my grade is better; my grammar has already got better.”</td>
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<td>m.</td>
<td>She is given chances for making production by having a lot of assignments. By given a lot of assignments, she can develop her English better, organize the sentences better – (additional interview via Line). “kita diberi kesempatan buat kayak ngluarin ide-ide kita. Jadi misalkan kita kayak disuruh buat nulis beberapa kalimat atau beberapa passage, jadi kita itu bisa make ide-ide kita sendiri walaupun itu dikasih deadlinenya kapan… dikasih waktu…”</td>
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<th>CH/HU/6</th>
<th>CH/SE/7</th>
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<tbody>
<tr>
<td>a.</td>
<td>“If I wrote sentences, yes it could be easier for me because I was being challenged, I have to practice every week, and the idea I think that it is quite organized because each theme of sentence writing has their own theme.”</td>
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| b. | “Her grade is so far so good but still not satisfied. The student feels challenged by the difficult assignments. She is challenged but not ambitious. “nilai di sini sih sepanjang ini masih baik-baik aja. Tapi ada beberapa
c. CH/MO/7

1. It is not easy to get best score. Challenged by the assignments, especially on grammar correctness. “Hahaha… webnya kadang-kadang hihih (gemes)... apalagi yang check grammar itu kan dapat 9 susah banget. Dapet 8 aja susah banget kan ya... nah itu. Ya paling dari itu sih.” So, her grammar skill is improved after attending WBSW. “Sebelumnya kalau di itu… ya masih banyak yang salah sebelum itu. Kayak misalnya tentang grammar itu.

2. Before attending WBSW class, she thought that speaking is more important than writing because she likes speaking more than writing. But after attending WBSW class, she is aware that writing is important as well. “aku soalnya kan lebih suka ngomong ya Miss ya. Jadi kayak aku tu kadang-kadang I’m good at speaking but I’m bad at writing. hahaha... jadi kayak kadang-kadang melupakan aku udah jago ngomong jadi aku udah melupakan writing. Tapi ngga juga gitu lho sekarang. Aku kan kayak belajar betapa pentingnya writing di… besides speaking, gitu.”

5 Cooperation (CO)
a. CO/SE/3

a. She can learn from her classmates if she doesn’t understand certain topic. “trus kita juga belajar dari temen-temen juga… paling kalau misalnya saya ngga ngerti gitu, saya missal ngga ngerti untuk buat sentence atau passage, saya bisa ngliat punya temen saya dulu trus abis itu oh mereka kayak gini trus abis itu saya jadi bisa belajar dari temen-temen juga.”

b. CO/HU/9

b. “Student-students of course we have socialization in the classroom, we interact so much. For example, if one of my friends doesn’t understand about the grammar checking or about some kind of theme, they will need our help, so that we call study
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<td>c. CO/SE/9</td>
<td>together. But the lecturer and students it’s quite limited. Because my lecturer only explained and sat down and he asked to do our ELT Gallery, so there isn’t any kind of message that the lecturer is going to project to the students. I could cope with that but several of my friends can’t.”</td>
<td>c. Learn together with her friends, less exposure from the lecturer. “Kalau antara student-student itu kita paling sama-sama meriksa… meriksa pekerjaan satu sama lain, ganti-gantian. Kadang saya meriksa A dan jadi ngga satu orang… trus itu… kalau sama dosennya itu paling kayak dia… waktu kita pertama masuk ke kelas ini dia kayak jelasin apa yang harus kita kerjain tapi itu ngga seleuruhnya… jadi dia kayak udah kayak generalnya aja.”</td>
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<td>e. CO/MO/1</td>
<td>By having learner-centered learning, she learns how to cooperate with her classmates/learn from each other and it makes her empathy grows. Get the idea of having the same struggle with her classmates. “Learner-centered bisa sharing satu sama lain. Bisa tuker-tuker ideas satu sama lain. Dan enaknya tu kayak kita tu tanpa pamrih gitu lho. Karena kita sama-sama baru belajar gitu… kayak semuanya belajar. Jadi ya udah kalau misalkan adviceku salah atau gimana ya maklum gitu kan ya. Sama-sama memberikan advice, sama-sama berjuang bareng.</td>
<td>e. By having learner-centered learning, she learns how to cooperate with her classmates/learn from each other and it makes her empathy grows. Get the idea of having the same struggle with her classmates. “Learner-centered bisa sharing satu sama lain. Bisa tuker-tuker ideas satu sama lain. Dan enaknya tu kayak kita tu tanpa pamrih gitu lho. Karena kita sama-sama baru belajar gitu… kayak semuanya belajar. Jadi ya udah kalau misalkan adviceku salah atau gimana ya maklum gitu kan ya. Sama-sama memberikan advice, sama-sama berjuang bareng.</td>
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<td>6 Motivation</td>
<td>a. MT/HU/2</td>
<td>a. “We were taught to be more diligent and</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
| (MT) | work under pressure so we can reach our goal. It is quite enjoyable because like I said before it’s a new experience for me and it enhances our independency in study and thirdly it enhances our self motivation to learn, to be more than our lecturer.” 

b. She is motivated. Eager to create better writing. “Ya memotivasi sih… memotivasi. Kayak kalo misalkan kita nulis kan kadang-kadang masih banyak yang salah ya, nah [“itu kan kayak misalkan memotivasi buat… semua kan dari 0, jadi kalo misalkan kita belajar belajar trus kayak memotivasi biar… aku tu sebenrnya pengen banget nulis nulis kayak nulis passage yang bagus gitu lho…” |
Appendix 3

Interview Transcripts

Interview Transcript 1 (Huey)

T: how long have you been experiencing web-based sentence writing?

Huey (H): just this once, in writing class, because in my senior high school is always the practical and methodological traditional kind of phase, we only write in a piece of paper, the teacher evaluated and gave a score, so this is a new thing for me.

T: berapa lamanya, kayak berapa bulan gitu?

H: berapa bulan, how many month is I think for the whole semester is about 3 months I think.

T: about 3-4 months right?

H: ya.

T: so can you describe your experiences in web-based sentence writing?

H: well, my experience in web-based sentence writing is quite cha… is quite fun actually. It’s my first time using an internet-based learning system in … through… through the means of studying and making a paragraph and sentences, so it’s quite motivational, it’s quite fun, motivational for me to learn more about the internet-based system and learning. And through this internet system we learn that we can also learn without the supervision of our lecturer, so outside our lecture we can learn as well. So from this web-based internet learning, the learning and teaching system is boundless.

T: what are the activities in web-based sentence writing?

H: the activities are included in two parts. The first part is sentence, and the second is passage. In sentence, we have to check correctness. It is a grammatical functional system that we check how much do you learn about this type of grammar, this type of course and material, for example, such as passive voice, other than passive voice it supposed to be modals, and complex sentence and compound sentence. After we done this kind of grammar correction, we will write our own sentences based on the materials we have learnt, for example if we have finished the passive voice grammar checking, that’s mean that I would do the sentence making in passive voice theme. So, the second one is passage, in passage writing we supposed to write our own passage. So I think the sentence and passage is some kind of level when you already learnt the grammar, you’ll make your own sentences based on the grammatical theme. And when you already understand how to make a sentence, you will have to make a passage. So it’s kind of step by step learning.
T: okay. What do you think about web-based sentence writing? How is web-based sentence writing meaningful to you?

H: it’s quite meaningful because I’ve learnt so much from web-based sentence writing and from this experience that I phase individual… not individual, mmm individual and also independent study. So study by myself. I study without the lecturer’s help so basically I’m quite challenged and thrilled by web-based learning because this is the essential of college life so learning by your own without the supervision of your lecturer. Your lecturer is just your helper and not your supervisor or not your feeder of the knowledge, but you yourself need to search and understand it by yourself.

T: rather than you feel challenged, what else are your feelings in web-based sentence writing?

H: well actually rather than I feel challenged, I also quite let’s say sad. Sad…

T: sorry, sad? Why?

H: ya, because in certain point in certain theme, in certain grammatical theme, for example it’s quite challenging like compound sentence, I have to do compound sentence grammar correction 11 times to get minimum score of 8. Usually I get 6 or 7 but it’s not quite good for me so I need to repeat and repeat again to get 8. It’s quite frustrating as well actually.

T: but you can learn more, right?

H: yes, we were taught to be more diligent and work under pressure so we can reach our goal.

T: is it enjoyable learning writing using web-based?

H: IT’S QUITE ENJOYABLE BECAUSE like I said before it's a new experience for me and it enhance our independency in study and thirdly it enhances our self motivation to learn, to be more than our lecturer.

T: so it does affect your motivation?

H: yes, it does affect my motivation.

T: can you explain more? In what way?

H: well in some ways it motivates me to learn not from my lecturer but from other sources such as the internet, mmm mostly the internet, I rarely use the book because the first semester doesn’t require me to have extensive reading, so mostly I learn from the internet, and this is outside my lecturer’s supervision. So, as I said that my motivational study is only by myself and my lecturer is the second person in hand
that could help me and enhance my learning method. And I found it very very fun because like I already said it is the … (06.25)

T: okay. So does it improve your writing skills?

H: at a certain point, it does; but at a certain point, it doesn’t.

T: can you explain?

H: the improvisation on my writing skill is supposed to be in the sentence writing where my friends could check my work, which one is false and which one is correct, for example for the punctuation, pronoun, the noun, the tenses, the verb, they could do it well but in paragraph writing, they have a little.. a minimum knowledge about let’s say which one is supposed to be correct for example verb form is incorrect, missing pronoun, missing adjective, missing … ehm, the word selection is wrong, misspelling and incorrectness of sentence and verb, ehm.. the verb, the noun should be in front but the verb is in front (verb order) and it is not a general form. So, yeah… like that. It’s quite… they have lacking skills and at a certain point, there are some friends who have trouble in scoring our score, I mean as I know and some of my friends are experiencing there are some of my friends who haven’t learnt much about grammar and their grammar isn’t improved, so they gave random scoring to our work. For example like on the second topic of the grammar.. I forgot what the topic is, so I got about 50 something and I asked for my teacher’s help for checking my work. In fact, I got only 4 mistakes but my work that being checked by my friend got 11 or more mistakes.

T: well, personally do you feel that your writing skill is improved?

H: umm… quite, I guess. I can’t say it improved much but it yeah it quite improved.

T: how can it improve your writing skills?

H: because through independent study we already learn how to make our sentences, and through our peer correction, through my friend’s peer correction I could know oh this is my mistakes. I can’t make the same mistakes again.

T: hmmm… and what did you learn most on web-based sentence writing?

H: what I learnt most on web-based sentence writing is that the hard work, diligence, and your punctuality in submitting your work because there are deadlines for that kind of works and if you are not being punctual for these kinds of deadlines there’ll be some consequences that will happen. So, teacher teaches us how to be punctual, how to be diligent at the same time.

T: I mean in writing skills, what did you learnt most? Whether it is grammar correctness, punctuation, fluency, or coherence.

H: Oh… I think what I learnt most is about the grammar.
T: about the grammar

H: I don’t learn much about coherence between one paragraph to another because that is a new method of writing skill that I think isn’t being thought in writing 1. But in another form of writing, for example. Emm.. fluency I guess it impacts me as well because if the grammar is being deconstructed and deconstructed into a new form, into a better form, that means that the fluency is gonna be affected. Because fluency, grammar, accurate about fluency… about punctuality as well. But, the coherency between one paragraph and another it’s not very… it’s not in the form of that. I think the teacher hasn’t taught us to make a good coherency about one paragraph to another. He only thought us how to write and… write passage and sentences in a base form but in a correct base form.

T: okay. After attending web-based sentence writing do feel that you can produce sentences more easily? And how about the ideas organization?

H: Umm... if I wrote sentences, yes it could be more easily for me because I was being challenged, I have to practice every week, and the idea I think that it is quite organized because each theme of sentence writing has their own theme, for example leisure and holiday so that’s mean that if there is that theme, we need to cope with that theme and our ideas need to… needs to underlie that theme and make sentences based on that theme.

T: Umm… okay. Please share or explain your experiences… oh… achievement, your achievement in web-based sentence writing. Please tell me your experiences before and after attending web-based sentence writing class!

H: before experiencing this I’ve tried to learn writing by myself. By writing things in my laptop, writing note, or writing whatever, it’s quite okay I think. But after I learnt through this web-based sentence writing, my friend check my correctness, I know my mistakes through my friends, umm… I became more let’s just say… umm… I became more mature. Not mature actually… mmm… I became more experienced in making correct sentences and passage in a correct form. So that it could help me in the next semester, in the next writing, and it could help me in my undergraduate thesis. I mean… yes thesis.

T: so what about your achievement?

H: I think my achievement so far is my grade, it’s quite good. I achieve mostly on… umm… the most memorable achievement and the most… umm… very cherissable achievement that I have is on my grammar check correctness. So in grammar correctness I was taught how to rewind my mistake, my mistake over and over again to achieve good score and when I see my final score which is 8… 83.5 or 80 whatever, it is AB/AD, I achieve AB/AD (13.30), I’m quite proud of it because I worked hard. Before the topic is being… to be… let’s just say… is… have to be um… worked on, I already worked it on. For example, passive voice is supposed to be on due to on next Monday, I already done it. Because I know that there are many
other tasks and assignments I need to fulfill so I have to be… so I have to manage my own time between one assignment and one assignment.

T: so, compared with your senior high school achievement, is it now… err… what is it your writing achievement, is it better?

H: Umm… at a certain point yes because my grammar has already got better in this part and I already, and it could make me more wide thinking because there are some topics that we need to understand and there are some themes that we need to write so it expands our thinking through a certain theme and from that theme we could write whatever we want as long as it is in the formal theme.

T: can you mention your grade when you were in high school?

H: I got a good grade in English actually, that’s why I attend English Letters department. If I’m not mistaken in eleventh grade, I got 100 in cognitive and 100 in psychometric test and affective test. And my grade does help me in English Letters. It makes my writing grade and other classes have a good grade for example vocabulary, writing, and other classes as well. Listening…

T: okay. What do you think? The benefits and lacks of using technology in writing class?

H: well… lack… as I said before the benefits of using technology in writing class is independency.

T: independency.

H: independent study. But there’s also lacking. The negative point is that we rarely see our lecture. We’re living in the eastern part of the globe and let’s just say seeing people face to face, our lecture face-to-face, is one of the culture in our society and if we use too much internet so my friends said that sometimes the lecturer uses limit… limit his explanation and forces us to use ELT Gallery what so on and so on… well actually what I think about my friends is… when my friends said like that is that they don’t understand the core message of what the lecturer is trying to have. He’s trying to impulse us…I mean our lecturer impulses that we need to study independently.

T: So, is it like learner-centered learning?

H: yes, it is a learner-centered learning. More than teacher-centered learning. It’s more on how you could understand how you could find the answer by yourself. Your teacher, I mean your lecturer is the one who is going to help you not provide you with the knowledge. That’s the negative point that using internet that my friend… most of my friends think that umm… the lecturer has limit his explanation, his explanation is only short compared to the tasks that we have to do. I mean… yes, we are in semester 1 so they don’t understand the essence of independent study but I myself I’m happy because I already understand that. This is what my lecturer is trying to say is that you
have to study by yourself. "I will help you but not entirely helping you." Pak Dwi is a Doctorate lecturer and he’s very busy, I can understand that.

T: So, how do feel about learner-centered learning?

H: learner-centered learning is based on the students are searching for their own answers…

T: I mean how do you feel?

H: oh how do I feel? Happy, I guess. I mean I feel happy and thrilled have a learner-centered method of learning because first it’s so… it challenged me to understand more and more through myself and not to my teacher, my lecturer. I mean from senior… from elementary to senior high school we already knew that our teacher is the one… is the benefactor of our knowledge but in college we have to do it by ourselves. That’s what my academic lecturer is trying to say… my academic advisor is trying to say. You have to do it by yourself. Your lecturer is the one who is going to help you not is the one who’s gonna benefactor you every knowledge, so I’m quite happy for writing class, for learner-centered method.

T: so can you explain more your experience about the classroom interaction?

H: well, the classroom interaction…

T: classroom interaction between teacher-students and students-students

H: student-students of course we have socialization in the classroom, we interact so much. For example, if one of my friends doesn’t understand about the grammar checking or about some kind of theme, they will need our help, so that we call study together…

T: like discussion?

H: yeah, discussion in informal form and… But the lecturer and students it’s quite limited. Because Pak Dwi only explained and sat down and he asked to do our ELT Gallery, so there isn’t any kind of message that the lecturer is going to project to the students. I could cope with that but several of my friends can’t.

T: yeah. But you personally can cope with that?

H: yeah

T: and you are happy with that?

H: yeah. It’s a new experience for me.

T: but personally you enjoy using technology in writing class?

H: yes.
T: Okay. What else? What about the opportunity for the exposure and production?

H: exposure… what does it mean?

T: exposure is like your lecturer is giving you explanation all the time or just limited and the production is your chance to make…

H: to make something?

T: the assignment.

H: well, it has limited exposure but maximum production. Because limited exposure means that the lecturer explained a little but he once asked us to make more and more… more products, more writing, more passage, more sentences.

T: can you explain… umm… I mean how long you have to finish all of your assignments?

H: well actually it depends on the person but I myself I could finish it very quickly because I know that I prioritize on writing, for example if writing is the only assignment I have it means that I have to prioritize on that assignment. It means that I could finish it quickly so writing sentences depends on my creativity on writing the sentences. For example if I’m stuck on that theme, I need one or two hours to finish it. If the theme is free, that means that I could flow whatever I want according to the grammatical… let’s just say umm… yea grammatical manual.

T: can you explain the deadline for each assignment?

H: well, passage has always to be submitted on Friday. It means that it’s a quick deadline. Sentence writing has to be submitted a week later, that means that next Monday. We write article which is submitted on Monday as well, and check correctness can be submitted anytime.

T: so it takes a week or two weeks? For the deadline for sentence writing and what about the passage writing?

H: if we combine sentence and passage writing I think it took one week whole.

T: you mentioned earlier that you have to check your classmate’s work and what about the deadline?

H: the deadline should be on Monday as well. Peer correction is always on Monday so…

T: so is it a week?

H: yes, a week.
T: okay. Anything else you would like to share to me about web-based sentence writing? Your experience, your feelings…

H: umm… actually my feeling is I’m quite happy in learning through independent learning, let’s just say learner-based method. I’m quite thrilled with that because I have many experiences through it, I was challenged more and my feeling is that I’m proud that I could learn by myself without the help from my lecturer and my message is not for Pak Dwi actually, Pak Dwi has done a great job for us so that we could achieve our own goals, our individual needs. My message is for my friends. They need to learn that they are in college and college isn’t like senior high school anymore. That means that you need to learn and understand by yourself, don’t judge people, let’s just say don’t comment on your lecturer, don’t give up easily and if there’s an assignment please try to do that assignment. And if you are confused with your assignment just ask your teacher, they gave you their contact actually.

T: oke, that’s all. Thank you for your consideration.
Interview Transcript 2 (Sera)

T: how long have you been experiencing web-based sentence writing?

Sera (S): umm… pake bahasa Indonesia? Tentunya…

T: kenapa ngga pake bahasa inggris?

S: karena itu complicated.

T: okay, pakai bahasa Indonesia.

S: jadi 6 bulan terakhir ini.

T: 6 bulan ya?

S: 6 bulan terakhir ini, kalau SMA belum.

T: belum pernah? Can you describe your experience in web-based sentence writing? Di kelas sentence writing itu seperti apa?


T: terus selain itu ada apa aja? Kegiatannya apa aja?

S: kita nulis… kita buat beberapa kalimat, abis itu kita kemen pekerjaan temen, selain itu kita juga bikin beberapa passage. Terus itu dikumpul… terus… paling kita belajar… di writing ini kita juga belajar struktur kata yang bener, penempatannya yang bener… kayak gitu.

T: itu tugas-tugasnya diupload ke web semua?

S: ya, diupload ke web semua.

T: berarti kelasnya full pakai teknologi ya?

S: ya

T: okay. What do you think about web-based sentence writing? How is web-based sentence writing meaningful to you? Berarti buat kamu nga?In what way?

S: berarti sih..kayak kita kalau belejar pake web kayak gini, itu bisa kita bisa belejar kapanpun gitu… kalau kita misalkan cuma kayak yang bukan web kita kan harus ngerjain tugasnya on time gitu, di sini (di kelas). Kalau misalkan pakai web, kalau pune kita di rumah kita juga tetap bisa ngerjain walapupun masih ada batas waktunya tapi lebih santai gitu.
T: jadi lebih enjoyable gitu?
S: iya, bener.
T: please share your thoughts and feelings.
S: di bejalar…?
T: Ho’o di web-based sentence writing.
S: umm… membantu trus abis itu karena sebelum kita ngerjain ada page di mana dikasih… kita dikasih penjelasan tentang kalau tentang bab ini tu ngapain, kalau bab ini tu ngejelasin apa… di situ ada beberapa contohnya. Jadi sebelum kita ngerjain sesuatu walaupun nga dikasih tau sama dosennya… dikasih tau sih tapi sedikit, jadi udah kayak dikasih tau juga sama komputernya sendiri, jadi kita ngga terlalu bingung dan ada yang kayak ngeguide gitu.
T: jadi instruksinya udah ada di web gitu?
S: ya, beberapa…
T: trus how do you feel about that?
S: seneng sih tapi kadang itu masih… dosen… mungkin karena aku baru di sini, baru jadi mahasiswa, jadi kayak… biasanya dulu kalau di SMA kan kayak guru itu yang bener-bener ngasih tau instruksinya kayak apa. Kalau sekarang ini baru jadi masih kayak gimana… langsung sendiri gitu… tapi seneng.
T: selain seneng apa?
S: selain seneng…
T: lebih relax tadi ya?
S: ya, lebih relax. Trus lebih… umm… ya belajarnya tu jadi lebih… ya relax dan yaa… relax. Hehehe
T: okay. Does it affect your motivation? How?
S: apa?
T: does it affect your motivation? Motivasi kamu ini nga ngga… kamu lebih termotivasi nga kalau belajar pakai web-based sentence writing?
dosenya. Kalau ini kayak langsung… langsung baru datang ke computer kita dan kita ngerjain sendiri jadi…

T: jadi lebih belajar mandiri gitu?

S: iya belajar mandiri.

T: okay. Does it improve your writing skills?

S: iya karena kita dikasih instruksi dan contoh-contoh, jadi kita tau oh sebenrnya cara nulisnya kayak gini… jadi kita ngga perlu isi koma atau di sini huruf besar, jadi kita diajarin gitu mana yang benar.

T: jadi kayak lebih belajar punctuationnya gitu?

S: iya.

T: selain kamu belajar punctuation, apa lagi yang… what did you learn most on web-based sentence writing?

S: jadi kita juga belajar yang memilih kata mana yang bener mana yang salah.

T: kata yang bener dan salah itu maksudnya gimana?

S: maksudnya di situ di web ini ada beberapa sentence… 50 sentence… di bab yang kita masuk itu ada 50 sentence yang harus kita periksa itu tu bener atau salah.

T: bener atau salah di mananya?

S: di penempatan kalimatnya. Misalnya kurang to be, kurang subject, atau ngga ada huruf besarnya, atau kurang titiknya.

T: oh jadi kayak cek grammar gitu ya?

S: ya.

T: trus apa lagi?

S: trus kita juga belajar dari temen-temen juga… paling kalau misalnya saya ngga ngerti gitu, saya missal ngga ngerti untuk buat sentence atau passage, saya bisa ngliat punya temen saya dulu trus abis itu oh meka kayak gini trus abis itu saya jadi bisa belajar dari temen-temen juga.

T: hmmm… ya. Terus dengan web-based sentence writing ini kamu lebih merasa ini ngga… untuk memproduce sentence lebih gampang ngga?

S: emm… lebih gampang sih… maksudnya ada kayak yang seperti saya bilang tadi ada instruksinya, trus kita bisa belajar dari temen-temen. Jadi ya bisa dibilang begitu.

T: okay. Kalau untuk mengorganize idea gimana kalau kamu?
S: iya karena kita setiap minggu itu, setiap pertemuan itu kita kayak disuruh membuat kalimat baru… trus disuruh buat passage baru… juga kayak…. Ya jadi… Trus kita juga baca kalimat-kalimat temen-temen yang baru-baru… maksudnya oh jadi kayak gini… oh kalimat ini keren, kalimat ini bener, oh ada kata baru yang mungkin temen kita pakai… oh ya itu bisa diapakai. Kayak gitu.

T: Hmmm… jadi belajar dari teman ya?

S: ya.

T: how do you know that your writing skills are improved? Please share experience before and after attending web-based sentence writing class!

S: jadi kalau waktu sebelum aku belajar di sini, belajar di kelas writing ini, aku belum tau misalnya to be ini pakai yang mana, trus kayak itu jadi… sekarang tu lebih manage gitu ke yang mana… gimana ya… lebih bisa bikin mana… kalimat mana yang lebih bener, yang lebih terstruktur, dan bisa lebih tu gitu dari yang sebelumnya… dan ada beberapa… setelah saya masuk di sini ada beberapa kata yang… kata baru yang say tahu. Jadi bukan… ya jadi kayak nambah gitu ya an.

T: Hmmm… dai situ ya kamu taunya kalau your writing skills are improved? Okay. Please share your experience… your achievement in web-based sentence writing. Trus certain juga sebelum kamu attend kelas ini dan sesudah attend kelas ini tu seperti apa your achievement.

S: kayaknya sama dengan yang tadi deh miss, jawabannya.

T: coba diceritain ini… achievementnya. Kalau tadi kan lebih ke writing skills. Kalau achievementnya, mmm…. Nilaimu seperti apa?

S: nilai di sini sih sepanjang ini masih baik-baik aja. Tapi ada beberapa kayak… ada beberapa yang masih belum bikin saya cukup puas gitu.

T: kayak apa?

S: kayal itu ngecheck grammar…

T: grammar tadi?

S: iya grammar itu… kayak susah gitu dan membingungkan lah… membingungkan. Trus abis itu…

T: kalau susah gitu kamu merasa lebih tertantang ngga?

S: iya tapi… iya sih tapi kayak kadang itu yaudahlah nanti… kadang ngerjainnya nanti aja. Trus abis itu kadang tu… yaudahlah kayu gitu. Karena saya ngga terlalu… orangnya tu ngga terlalu ambisi dan itu tu kadang jelek jadi orang yang ngga terlalu ambisi.
T: terus menurutmu benefits and lacks of using technology in writing class seperti apa?

S: jadi kalau make ini kita... untuk saya bisa waktunya itu ngga... mengerjakan ini ngga harus di sini (kelas). Trus abis itu...

T: jadi kayak lebih fleksibel gitu ya?

S: Ho‘oh... terus abis itu kita juga bisa belajar dari temen, trus kalau hal yang ngga saya suka dari sini itu kadang webnya itu error. Sering banget... trus...

T: karena internet connection ya?

S: iya dan web ini kadang kalau saya udah nulis beberapa kalimat itu ilaang gitu aja miss.

T: oh...

S: ya kalau website tu sering aja error trus kalau saya udah submit beberapa kalimat itu tiba-tiba ilang aja gitu sendiri. Trus kalau misalnya waktunya udah kayak ini hari terakhir dan webnya masih error itu kadang bikin saya takut. Ya ampun sekarang ngga bisa ngesubmit tugas saya. Jadi kayak itu susahnya..jadi dia kadang error gitu.


S: kalau antara student-student itu kita paling sama-sama meriksa... meriksa pekerjaan satu sama lain, ganti-gantian. Kadang saya meriksa A dan jadi ngga satu orang... trus itu... kalau sama dosennya itu paling kayak dia... waktu kita pertama masuk ke kelas ini dia kayak jelasin apa yang harus kita kerjain tapi itu ngga seleuruhnya... jadi dia kayak udah kayak generalnya aja. Jadi ngga...

T: brarti exposurenya dari teachernya seperti itu?

S: iya.

T: jadi kayak lebih ke learner-centered learning ya?

S: iya.

T: how do you feel about learner-centered learning? Please share your experience.

S: seneng sih maksudnya kadang tu bisa ngrasa lebih mandiri trus lebih konek sama temen-temen tapi kadang itu bingung karena dosennya kurang jelasin gitu. Tapi menurut saya itu memang cara yang diapakai sama universitas... jadi dosen memang ngga ngajarin sepenuhnya kayak waktu kita di SMA. Kayak gitu... ya ngga sih miss?

S: ya.
T: do you feel enjoy about that?
S: ya, jadi ada pengalaman baru, jadi belajar… bisa lebih mandiri dan belajar sendiri trus bisa lebih konek sama temen.
T: kalau tadi yang antara student-student brarti kadang bisa discuss bareng sama temannya gitu?
S: iya.
T: trus apa lagi? Ada ngga?
S: trus misalnya kita… dia kadang periksa pekerjaan kita tapi menurut kita itu salah car meriksanya, kita bisa kayak ini salah ngga sih…? Kita bisa nanya tapi dengan cara yang enak lah… maksudnya sopan gitu.
T: okay. Trus your opportunity for production seperti apa?
S: yang mana itu miss?
T: kesempatan buat mengerjakan tugas. Tugasnya kayak apa, trus diberi waktu berapa lama… itu gimana? Diberi kesempatan seperti apa?
S: kita diberi kesempatan buat kayak ngluarin ide-ide kita. Jadi misalkan kita kayak disuruh buat nulis beberapa kalimat atau beberapa passage, jadi kita itu bisa make ide-ide kita sendiri walaupun itu dikasih deadline a kapan… dikasih waktu…
T: deadline a seperti apa?
S: deadline a itu ditulis di webnya. Jadi misalnya ini terakhir dikumpul tanggal 8 desember kayak gitu, jadi kita bisa ngerjain sebelum itu atau punya hari itu.
T: biasanya berapa lama? Seminggu atau dua minggu?
S: emmm…. Seminggu.
T: itu yang tugas untuk apa?
T: tadi kan katanya ada sentence writing sama paragraph, eh passage writing ya? Itu tiap minggu ada taul gimana?
S: setiap minggu ada dan juga… selain kita nulis kita juga ada mbenerin pekerjaan temen kita sendiri dan juga… ya kayak itu.
T: brarti kayak ngasih feedback ke temennya gitu ya?
S: ya.
T: terus ini ngga your teacher gives you feedback atau ngga? And what does it mean to you?
S: dikasih sih… kayak kalau nulis passage kadang dosen itu juga ikut meriksa selain temen kita meriksa punya kita. Dosen juga ikut meriksa jadi saya lebih percaya sama hasil periksa dosen sendiri… jadi oh ini yang benar, ini yang benar, oh ini yang salah… Jadi itu membantu lah.
T: mmm… brarti… mmm… what does it mean to you itu lebih membantu kamu?
S: iya, membantu.
T: dalam hal?
S: mengerti… trus abis itu lebih… ya mengerti.
T: menegrti tok?
S: iya…
T: trus kalau kamu dikasih feedback. Oh salahku di sini, trus apa yang kamu lakukan?
S: pastinya kayak orang-orang lain lebih hati-hati, lebih belajar bener, lebih belajar buat kalimat yang lebih bener dan kadang saya buat kalimat yang gampang dimengerti, dan singkat di mengerti… eh bukan… gampang dimengerti dan singkat jadi saya tau itu ngga bakalan salah, jadi…
T: jadi belajar dari hasil koreksian itu ya?
S: ya.
T: to improve your writing skills?
S: yes.
T: okay. Trus apalagi yang mau diceritain?Ada ngga?
S: engga. Udah.
T: okay. Thank you ya.
Interview Transcript 3 (Momon)

T: how long have you been experiencing web-based sentence writing? Can you describe your experience?

Momon (M): I’ve been in four months… ya.

T: can you describe your experience? Di kelas itu ngapain aja?

M: di kelas belajar… eh… pakai bahasa Indonesia gapapa ya?

T: iya pakai bahasa Indonesia gapapa.

M: di kelas belajar berbuat kayak how to write something… kayak gitu, in passage. Trus abis itu kayak organize something… trus kayak… kan kita disuruh bikin sentence, gitu-gitu… kayak melatih daya… daya… untuk berpikir lebih kritis gitu lho. Setiap topic kan beda-beda, dan ada setiap topic ada kayak materi-materinya itu. Jadi kayak melatih kita buat menegerti… ooo init u kayak gini, init u kayak gini. Gitu…

T: selain bikin sentence dan passage, kegiatannya apa aja?

M: maksudnya gimana?

T: selain tugas kayak bikin sentence writing, tugasnya apa lagi?

M: di luar?

T: engga, ya di kelas itu.

M: eem… oo check correctness itu yang paling susah. Hehehe…

T: check correctness itu apa?

M: check correctness itu kayak true and false.

T: true and false? Itu yang dicek apanya?

M: yang dicek bener atau engganya…

T: apanya?

M: eee… sentencenya.

T: in what way?

M: kan itu maksudnya kayak… kayak…

T: check coherencenya atau grammarnya…?

M: yak an setiap topic beda-beda
T: Iha ya itu check correctness itu lebih mengoreksi apanya grammarnya atau apanya?

M: emmm…. Ya grammarnya.

T: grammar ya.

M: pasti grammarnya. Karena yang menekan kan…

T: he’em, okay. Jadi what do you think about web-based sentence writing itu sendiri? Itu meaningful ngga buat kamu? Berarti apa ngga buat kamu?

M: berarti sih Cuma kayak kita kan agak gimana ya semester 1 trus langsung… harusnya kan writing belajar menulis tapi ini kok pakai web. Trus aku kayak ya rada gimana juga sih… hahaha… tapi…

T: emang what did you expect?

M: aku pertama tu expectnya kayak yang bener-bener nulis pakai bolpen gitu lho… tapi kalo misalkan pakai web tu bisa lebih cepet siih… Cuma kayak kurang greget aja kalau kita ngga nulis itu.

T: jadi lebih suka yang conventional?

M: he’em.

T: jadi emm…

M: kadang-kadang kan web kan kayak misalnya depend on the computer juga… dan internet juga.

T: emmm okay… tapi bisa ini ngga berarti buat melatih your skills, in writing skills?

M: ya bisa melatih sih… bisa.

T: seperti apa?


T: apa?

M: hahahaha…. melatih kan ya melatih itu kan yaa…

T: eeemm…

M: apa… nulis… nulis-nulis sentence, passage, juga kita bisa belajar kayak yang ngoreksi temen.
T: oh okay. Please share your thoughts and feelings about web-based sentence writing. Are you happy or enjoyed or something else? And what is your reason?

M: eee…

T: kenapa… why do you feel so?

M: mmmm…. In the middle. Hehehe… gimana ya.

T: in the middle?

M: so so.

T: gimana, gimana?

M: so so sih sebenarnya tadi aku kayak kurang sama web itu lho.

T: kurang apa?

M: kurang sreg sama web.

T: tapi kamu…

M: tapi kan yaa… sekarang kan modern ya jadi ya semua… ngga papa sih pakai itu… bagus sih pakai web cuman sebenarnya aku tu mau ngritik ELTnya sih miss. Hahahaha

T: ooo ya. ELTnya nanti langsung sama dosennya aja. It’s about your experience… more your experience.

M: hahahaha… ya web sih ngga papa eee karena kan emang kita kan… klo writing kan emang… harus di MM ngga sih sebenernya?

T: hmmm?

M: harus di MM?

T: nga tau juga sih… kan aku bukan dari sini. hehehe

M: o iya ya. Happy, happy aja sih.

T: happy ya? Kenapa happy?

M: happy… karena ngga capek aja pertama.

T: trus?

M: ngga capek trus abis itu kayak bisa… gimana ya tidak boros kertas.

T: o ya, paperless. Ini ngga… do you enjoy? Kalo web-based sentence writing, kalo belajar dengan technology lebih relax apa…?
M: lebih relax tapi kayak monoton.
T: monotonnya kenapa?
M: monotonnya kayak setiap minggu cuma njelasin, dah… nulis. Njelasin, nulis, njelasin, nulis… kayak ngga ada tantangannya aja gitu…
T: emmmm kurang tantangan?
M: iya… weeeiss sok2an ngga ada tantangan. Hahahaha…
T: hahahaha… tapi enjoy and happy ya?
M: ya… enjoy dan santai… enak.
T: so does it affect your motivation? How?
M: emmm… apa ya? ya nga sih ya? Hehehe…. Ya memotivasi sih… memotivasi. Kayak kalo misalkan kita nulis kan kadang-kadang masih banyak yang salah ya, nah itu kan kayak misalkan memotivasi buat… semua kan dari 0, jadi kalo misalkan kita belajar belajar trus kayak memotivasi biar… aku tu sebenrnya pengen banget nulis kayak nulis passage yang bagus gitu lho…
T: hmmm… ya.
M: jadi kayak yang bener-bener memotivasi sih.
T: gitu ya? So does it improve your writing skills?
M: yes, of course.
T: What did you learn most on web-based sentence writing? Misalnya yang improved itu grammarnya atau punctuationnya… atau fluencynya…
M: ya itu juga… grammarnya yang pasti. Trus punctuationnya tu kadang-kadang kan kita sering melupakan punctuation.
T: trus apa lagi yang biasanya dilupakan?
M: apa ya…
T: article?
M: ya ya… article. Menjebak e.
T: hahaha… ya. Trus dengan by attending web-based sentence writing, can you produce sentences more easily? And in organizing ideas tu lebih gampang apa ngga?
M: iya. Lebih gampang sih…
T: kenapa bisa?

M: karena kan dari webnya kan juga udah dikasih itu kan ya… apa… setiap ada…. Maksudnya setiap topic kan ada materi-materinya, itu membantu kita untuk member apa… kayak, gimana ya… ide-idenya jadi muncul-muncul gitu lho.

T: how do you know that your writing skills is improved? Please share your experience before and after attending web-based sentence writing class.


T: kayak misalnya coherence one sentence to another sentence…?

M: jadi kayak di…

T: connected gitu?

M: he’em.

T: what about your achievement in WBSW? So please share your experience before and after attending web-based sentence writing class.

M: achievement apa, Miss?

T: achievement bisa dalam bentuk nilai.

M: oh…

T: nilai di writing.

M: nilai di writing… emmm soalnya webnya aneh ya. Hahaha… webnya kadang-kadang hihih (gemes)...- apalagi yang check grammar itu kan dapat 9 susah banget. Dapet 8 aja susah banget kan ya... nah itu. Ya paling dari itu sih. Yang kita ngetik- ngetik sentence kan dari teman ya jadi tau ya ooo salahnya ternyata Cuma sedikit. Jadi dapet 9, 9, 9…

T: itu setelah attending WBSW?

M: ya.

T: kalau sebelumnya nilainya kayak apa?

M: sebelumnya kalau di itu… ya masih banyak yang salah sebelum itu. Kayak misalnya tentang grammar itu.

T: can you mention your grade waktu SMA? Misalnya Bahasa Inggrisnya dapet berapa.
M: emm… aku soalnya kan lebih suka ngomong ya Miss ya. Jadi kayak aku tu kadang-kadang I’m good at speaking but I’m bad at writing. Kayak gitu lho kadang-kadang. Kayak gitu lho Miss.

T: brarti kita kebalikan ya. Hahaha

M: hahaha… jadi kayak kadang-kadang melupakan aku udah jago ngomong jadi aku udah melupakan writing. Tapi ngga juga gitu lho sekarang. Aku kan kayak belajar betapa pentingnya writing di… beside speaking, gitu.

T: terus ada ini ngga benefitsnya atau lacks of using technology in writing class?

M: itu benefitnya mempermudah.

T: mempermudah? Apa lagi?

M: yaa… ngga capek, paperless, itu tadi. Apa lagi yaa…?

T: kalau kekurangannya ada ngga?

M: eee… kekurangannya Cuma kalau internetnya sih… kalau… tergantung internetnya yang rusak.

T: please share your experience of the classroom interaction on WBSW course.

M: brarti…

T: di kelas itu interaksinya seperti apa antara student-teacher trus student-student.

M: student-student ya aku ngrasa banget yang student-student itu gara-gara saling bantu-bantu sih.

T: saling membantu…

M: apalagi yang check grammar, “tolong dong ini gimana, ini bener ngga… ya kayaknya bener”.

T: brarti kayak discuss bareng?


T: trus apalagi klo student… eh teacher-student?

M: teacher student… ehehehe

T: lebih kayak apa?
M: lebih gimana ya kalau misalkan saya ngga dong, dijelasin tetep ngga dong ya abis itu mereka yang membantu. Kayak gitu.

T: jadi itu lebih eee kelasnya learner-centered atau teacher-centered?

M: learner-centered?

T: learner-centered itu exposurenya ke student lebih banyak daripada apa yaa… kayak teachernya member… kayak SMA itu lho. Kalau SMA kan apa teachernya yang kasih semua-semuanya ke student. Kalau yang learner centered itu jadi studentnya lebih kayak belajar sendiri.

M: ooo… setengah-setengah.

T: setengah-setengah? Setengah-setengahnya seperti apa?

M: tapi menurutku yang writing 1 semester 1 lebih ke learner-centered sih.

T: learner-centered ya? Brarti kalian belajar… lebih belajar sendiri?

M: he’em.

T: brarti penjelasannya ke… penjelasan teacher ke student itu lebih sedikit?

M: iya.

T: terus what about the opportunity for exposure and production? Jadi exposure kayak itu tadi kamu dapet apa yaa… penjelasan dari teacher. Kalo production kesempatan untuk bikin tugas-tugas itu seperti apa?

M: experiencenya?

T: he’em.


T: that’s why the class is learner-centered?

M: he’eh. Hihihi…

T: hahaha… how do you feel about that? About kalau kelas itu learner-centered.


T: he’em. Trus does your teacher give you feedback? And what does it mean to you?
M: apa ya… hahaha
T: feedback itu bisa dalam bentuk koreksi.
T: emang kalau dari koreksian itu ngga ada feedbacknya?
M: ada sih…
T: ada? Seperti apa feedbacknya?
M: emmm… gimana ya, pengoreksian itu… ya misalnya aku salah itu ya, habis itu ya dia feedbacknya ngasih tau “ini ini lho yang salah tu sebelah sini”. Kayak gitu.
T: ooo ngasih tau salahnya di mana? Trus berarti ngga buat kamu?
M: ya berarti banget lah.
T: in what way?
M: ya dalam ini, ya dalam… trus jadi kayak untuk memperbaiki selanjutnya.
T: ooo jadi kayak improve?
M: ya, to improve.
T: trus apa lagi? Ada yang mau diceritain lagi ngga di WBSW?
M: aaaa… aku sebenarnya mau tentang ELTnya sih sebenarnya, Miss.
T: kalau ELTnya gimana?
M: menurutku tentang yang di deadline-dealine itu lho Miss, menurutku kayak kurang tegas itu lho.
T: kurang tegas?
T: Brarti dessa terlalu toleran? hahaha

T: ya sebenernya anak kuliah beda sama anak SMA. Tanggung jawabnya harusnya udah sadar diri ya.

M: nah itu… mungkin dosennya terlalu baik kali ya. Hahaha…

T: o ya, trus yang tadi yang tadi tentang opportunities for production tugas-tugasnya itu deadlininya seperti apa?

M: deadline?

T: he’em. Jadi kamu diberikan kesempatan buat ngerjain tugas itu berapa lama?

M: eeemmm… berapa lama ya Miss?

T: kayak misalkan tadi grammar correctness tu berapa hari, yang sentence writing berapa hari…

M: berapa hari ya… 3 hari kayanya. Eh, check correctness paling 3 hari-4 hari. Trus abis itu paling kalau yang passage itu yang lama mungkin.

T: berapa minggu?

M: paling seminggu, seminggu setengah.

T: trus kalau yang giving comments? Tadi kamu cerita tentang giving comments masanya berapa?

M: kalau giving comments sama yang passage juga.

T: brarti 1 minggu-2 minggu gitu?

M: he’em.

T: oke.

M: tapi itu harus ditegaskan lagi.

T: dosennya harus tegas?

M: ya.

T: oke, that’s all. Thank you ya.