

where its contents were bleached by a laundrywoman, turning my colourful outfit into a comical-looking Navy Marshall uniform. But that is what happens to people who are prepared to lose certain things in return for others, and the price to pay for Indonesian students who learn a foreign language that may colour their views and change their attitude, but surely they will hold on to their identity and basic character.

**USING ENGLISH MAGAZINE ON VIRTUAL LEARNING ENVIRONMENT**

By

### **SUMMARY**

Kini, teknologi internet bukan sesuatu yang asing lagi bagi masyarakat, bahkan sudah mulai banyak digunakan sebagai wahana pembelajaran online. Kunci belajar bahasa Inggris adalah input. Sedangkan Input adalah menyimak dan membaca. Semakin baik input, semakin cepat pula bahasa Inggris terserap dalam pikiran. Teknologi internet sekarang memungkinkan untuk menggabungkan menyimak native speaker sekaligus membaca teks dari suara native speaker.

Belajar online via web [fkip.unirow.ac.id/elearning](http://fkip.unirow.ac.id/elearning) berhasil memadukan cara belajar di atas. Web yang tersebut telah dilengkapi panel audio untuk mendengarkan native speaker beserta teksnya. Cara belajarnya adalah dengan kertas kerja yang dibagikan ke siswa, kemudian siswa belajar mengikuti petunjuk dari kertas kerja. Materi-materi belajar yang tersedia di web tersebut bisa didapatkan dari Majalah-Majalah English yang terpercaya yang dilengkapi CD Audio dari Native Speaker.

### **ENHANCING EFL STUDENTS' READING COMPREHENSION USING ONLINE READING TEXTS**

Nowadays internet technology is not a new thing for most people to find information about various things. Moreover, sources from internet can be used by English teachers as teaching materials and can be used by students for learning English online. English in Indonesia is a foreign language, which is not widely used outside the class. This is not an ideal situation for both the teacher and the students. The use of internet can be a solution for English teachers to provide more exposures to English environment or context. The key for learning English is to focus on input that can be gained through listening and reading activities. The better input the students get the faster they acquire the target language. The advance of internet technology makes it possible to combine listening to spoken English uttered by native speakers and at the same time reading texts read by native speakers.

Learning English through web [fkip.unirow.ac.id/elearning](http://fkip.unirow.ac.id/elearning) has been used to combine listening skill and reading skill. The web has been equipped with audio panel so that students can listen to the native speakers' utterances accompanied with the text that the students can read. For this activity the students get a worksheet which give them guidance and instruction to do the task. The learning materials provided in the web can be collected from reliable English magazines equipped with CD Audio uttered by native speakers.

## **Background**

This section explores learning effectiveness in asynchronous learning networks. Effectiveness in online learning has traditionally been defined in terms of face-to-face learning. The benchmark for quality has been that online learning is—at least equivalent to learning through an institution's other delivery modes, in particular, through its traditional, face-to-face, classroom-based instruction.

In online education, there are presently a number of technologies and instructional activities used to promote course interactions. Users frequently used technologies in online courses include textbooks; multimedia that combines text, images, and audio either through Internet or CD Rom; streaming audio and video; and synchronous and asynchronous communication tools, such as discussion boards, instant messaging, and voice chatting, and file-sharing (McGreal, 2004). However, the availability of these technologies does not necessarily mean that they are present in every online course. In addition, Soo and Bonk (1998) point out that the choice of technologies used in online courses is more often decided by economic, technical, or even political motives rather than pedagogical rationales.

Developing web based learning with all requirements above is not difficult now. Walk into nearly any large bookstore in Indonesia Now, and an entire wall of the magazine section will be taken up by full-size, glossy, bilingual magazines targeted at EFL learners. While some titles quickly go under, new ones spring up to replace them and, at the time of writing, over two dozen commercially-published EFL magazines are distributed monthly in Indonesia. Self-segregated into a range of skill levels, the magazines are filled primarily with purpose-written English texts, decorated with professional -quality photographs, supplemented by vocabulary explanations, and packaged with audio CDs or CD-ROMs, all at prices competitive with other mass-market magazines.

Given the technology-mediated nature of online education, learner-interface interaction is considered to be another important type of interaction. Hillman, Willis and Gunawardena (1994) point out that this type of interaction occurs between the learner and the technology used for online education. She further points out that it can be one of the most challenging types of interaction due to the fact that people have not experienced having learner-interface interaction in their traditional classroom education.

## **Theoretical Basis**

The key to learning English is to focus on input, not output. Input means putting in. English input is listening and reading: English going into your mind. The best way to learn English is to focus on input: listening and reading. Output will come later: speaking and writing.

Another method for increasing verbal vocabulary is that of practice and repetition (Turner and Williams, 2007). Vocabulary audio native speaker of English Magazine allows the learner to do this. Everyone has experienced reading or listening to a new word and understanding its meaning at the time; however, upon later exposure, it has been forgotten. Repeating the word in different usages and diverse contexts can enhance word knowledge. To know how much the student absorbed the vocabulary and the meaning, we can provide quiz to student.

It is not just important we listen to words; it is also important that we are able to hear, synthesize, and vocalize the meanings of these words. That is, we are able to analyze the word meanings and create in-depth understandings by producing it in alternative ways (after having actively processed it).

Other the other hand, if we do not hear the correct pronunciation, it is more difficult to deduce spelling and meanings. Our verbal vocabulary is considerably less sophisticated than our written vocabulary. As such, we need to be surrounded in environments that introduce us to new words and where they are put into context. Not only does this help with the amount of words we recognize or identify, but it also assists with building our in-depth word knowledge.

So why is audio so important when trying to increase your vocabulary? The correct pronunciation of a word can assist learners by guiding their spelling and inferring meanings. If pronunciation is correct, learners are able to break the word into syllables and look for the foundation word. There may also be patterns in the word that are identified when it is said correctly, such as consonants, vowels, suffixes, or prefixes.

Listening in environments where rich and quality vocabulary is being spoken in context is another way of increasing word knowledge. Vocabulary Audio CDs provide an extremely useful method of listening to a wide range of words that the learner might not otherwise be in contact with in their day-to-day lives. Audio CDs also provide correct pronunciations and promote word understanding.

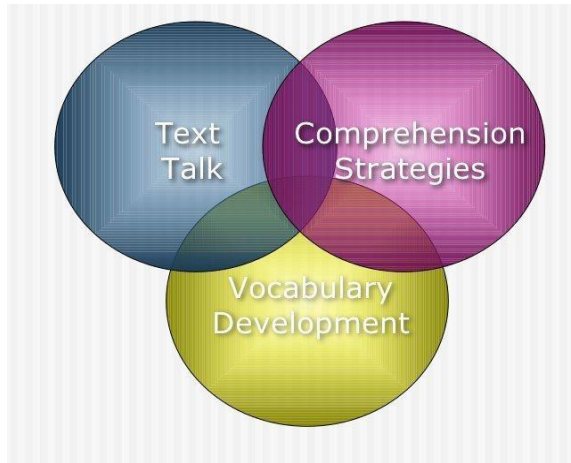


Chart conceptual frame work by David Chard  
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### **Purpose Incorporated English Magazine in E learning**

English Magazine use in order to student often read native Magazines. This is to bring more closely student to the English's Cultures (Second Language's Cultures). Many students lack background knowledge about cultures of the language. The purpose of this activity is to involve students in everyday reading for life using the monthly periodical magazine. The activity handout directs students to specific sections of the magazine and gives the students guided practice on

Reading and writing skills such as previewing, finding main ideas, working with vocabulary, practicing making inferences, summarizing, connecting to background knowledge, and synthesizing text. Students need to understand the following types of texts: table of contents, quotations, feature stories, objective news, and other informational kinds of text. There is also a focus on verbal skills, asking students to share new knowledge with the class. The ultimate goal is to have students use these skills independently when they read.

Since many students may not be familiar with this periodical, a walk through of the sections of the magazine would be helpful. Modeling the questions and skills from the handout will help students understand the deeper meaning strategies that —good readers do for increased comprehension as well as to read for a purpose. It is suggested that you give the page numbers of the particular sections so that students become familiar with the structure of the magazine. Then students could work together in pairs for guided practice and move toward independence. Another suggestion is to offer several choices of feature stories that seem more appropriate for students or related to content material. When students are given some choice, they tend to be more motivated to complete a task. After the activity

has been completed, either in class or for homework, discuss the various sections as time permits.

**Woksheet Reading And Writing Using English Magazine (Learning on Class) Name:**

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**Date of Issue:**

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1. What are the main story and the picture on the cover?

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2. Page \_\_\_\_\_. Preview the table of contents and name 3 interesting articles or stories.

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3. Page \_\_\_\_\_. Go to the —You Said It! section. This section is similar to —Letters to the Editor!; read 1 letter and state the reader's point in 1 sentence.

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4. Page \_\_\_\_\_. In the —Only in America! section, read 3 of the short articles and write down 3 interesting facts.

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5. Page \_\_\_\_\_. In the —Everyday Heroes! section, read about 1 person and explain why that person is in the news as a hero.

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6. Page \_\_\_\_\_. In the —Word Powerll section, write out the vocabulary words and take the challenge by matching definitions. Then correct it using the answer key on the next page in the magazine. Choose the 5 most difficult words and write a sentence and memory cue for each.

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|-----|-----|
| 1.  | 11. |
| 2.  | 12. |
| 3.  | 13. |
| 4.  | 14. |
| 5.  | 15. |
| 6.  | 16. |
| 7.  | 17. |
| 8.  | 18. |
| 9.  | 19. |
| 10. | 20. |

**Embed Scanned Magazine and Audio on E Learning (web based)**

Virtual learning environments (VLEs), otherwise known as electronic course management tools, are web spaces that permit teachers to organize their work as well as their students' work electronically. Although these websites can be open and made available to the public, we suggest that each space be limited to access by the participants in the class or group. The VLE can be Password-protected and only participants you select can access the space. That way, learners will feel confident that they can participate openly on all aspects of the course.

There are different purposes for virtual learning environments. First of all, teachers can use the space to take the place of or support paper record keeping in the classroom. As a result, students can access these sites from home to view calendars and assignments, syllabi and announcements, and therefore have a clear understanding of the teacher's expectations and how the learning process is organized. Second, participants can post their ideas or opinions on the discussion forums or conferencing sections within these VLEs, thus reducing the social distance of interaction between teacher and student, between the students themselves, and teacher.

Developing web based contents for VLE with all requirements above is not difficult now. Walk into nearly any large bookstore in Indonesia Now, and an entire wall of the magazine section will be taken up by full-size, glossy, bilingual magazines targeted at EFL learners. While some titles quickly go under, new ones spring up to replace them and, at the

time of writing, over two dozen commercially-published EFL magazines are distributed monthly in Indonesia. Self-segregated into a range of skill levels, the magazines are filled primarily with purpose-written English texts, decorated with professional -quality photographs, supplemented by vocabulary explanations, and packaged with audio CDs or CD-ROMs, all at prices competitive with other mass-market magazines. Now we can scan part of the magazine to embed to web based of VLE.

Picture, audio and video can easily integrated on web based VLE.

The VLE can be used to help EFL improve their literacy and listening skills. Literacy is commonly defined as —reading and writing at a level adequate for communication, or at a level that lets one understand and communicate ideas in a literate society, so as to take part in that society (retrieved from <http://en.wikipedia.org/wiki/Literacy>). For school students, we also want to emphasize that literacy is all about learning academic language and becoming proficient in academic discourses. Thus a student is literate if (s)he —can use reading, writing, speaking, listening and thinking to learn what they want/need to learn AnD can communicate/demonstrate that learning to others who need/want to know (Meltzer, 2001).

It is important to introduce listening activities throughout an VLE. Listening activities are especially beneficial during the early phase of language development. At the preproduction stage of language learning, an EFL language skills are at the Receptive level, during which (s)he enters a —silent period of listening. EFL at this stage are able to comprehend more English than they can produce. One of the more fundamental strategies to facilitate second language learning, and specifically listening ability, for EFL is the use of a wide range of authentic language sources. Authentic materials are those designed for and by native speakers of the language. These materials expose students to real language used in context and to cultural information. In addition, these authentic materials motivate students and keep them on task (Peacock, 1997).

Research has shown that learners who listen to authentic oral materials exhibit greater overall listening comprehension (Vandergrift, 2006). In the past, a feature of part of teaching listening was to use professionally produced radio, and/or TV programs. With new internet technologies, two-way synchronous audio or video recording, we are now able to combine and manipulate language through the creation of own video- and audio. Through the use of listening-facilitative e-tools, we can provide learners with an opportunity to listen to extensive English input. Teachers should look for and provide students with plenty of meaningful language, real-world communication, and access to learn new information that



would satisfy principle Listening is an invaluable component in the process of developing successful academic literacy skills.

### Pre Requirement to Access VLE

The first step to using a Virtual Learning Environment (VLE) is to create an account. The teacher and student can visit <http://fkip.unirow.ac.id/elearning>. Both teacher and student will ask to register to websites before can access their content. They will be asked to provide an email address, and to create a username and a password for your account. The websites will send you all information about their registration via email. Teacher can select and create a course after registration. Once teacher's course is created and all participants have involved or enrolled, teacher can begin the process of adding content. you can use the schedule to list events, post assignments, and provide other classroom scheduling details. Students can use this space to plan and keep track of assignments due in your class. And student can accesses the courses after registration and teacher have enrolled them to some courses.

### Sample of the Embedded Magazine

In this section, the material was taking from e-learning system on <http://fkip.unirow.ac.id/elearning> as sample material in teaching English listening and articulating. In that e learning there are several sections: multimedia panel to play audio of native speaker, reading transcript material of the audio and online quiz related to the audio.



### **Teaching Learning Procedure**

The procedure in practicing Embedded Magazine in the teaching of listening to native speaker audio, students should answer the questions described into pre teaching, whilst teaching and post teaching activities.

#### **Pre teaching**

1. Prepare the worksheet of Embedded magazine for students (see appendix)
2. Distribute the worksheet to students
3. Brainstorm from the students what they see in the picture and what they think they are going to hear from the

#### **Whilst-Teaching**

4. Ask the students to read the introduction of the Embedded Magazine
5. Divide the students into group, each consisting of 4 or 5 students.
6. Ask student to do Task 1, that is, to listen on native speaker read a text reading as reading text provided in online magazine
7. Ask the student to do task 2 to answer the question on matching word

#### **Post Teaching**

8. Give the student an assignment to answer the quiz. Match each joke dialog of native speaker at beginning [1-8] with ending [A-H]. And check
9. Ask student to submit their work

### **Worksheet On VLE of Embedded Magazine**

Group:

\_\_\_\_\_ Date \_\_\_\_\_

Name(s): \_\_\_\_\_

\_\_\_\_\_

**Task 1:** Listening for gist meaning

Match each joke dialog of native speaker at beginning [1-8] with ending [A-H]. And check

1. Waiter, there's fly in my soup.

2. Waiter, what's this fly doing in my soup?

3. Waiter, my plate is wet.

4. Waiter, what is this?

5. Waiter, there's a button in my soup

6. Waiter, this lobster has only got one claw

7. Waiter, there is soup on the menu.

8. Waiter, the glass is dirty.

Endings

A. I don't know. I'd better call the manager - I can't tell one insect from another.

B. Oh, I'm sorry. I didn't realize you wanted a clean one.

C. He must have been in a fight, Sir. I'll bring you the winner.

D. Oh, really. I was sure that I'd cleaned it properly.

E. Swimming, sir

F. Don't worry sir; the spider in the bread will get it.

G. It's not wet sir. That's the soup

H. Thank you, sir. I was wondering what had happened to it.

**Task 2:** Find Out from the text or audio all about vocabulary related to dialog. And try to use the vocabulary to make sentence

Vocabulary	Meaning	Example Sentence
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