

Evaluation Content Analysis in ED Lecturers' Platform

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Abstract— Internet connection has become inseparable part in modern life because it can help people do their activities easier in many areas of work, including in education. Thus, many education practitioners and institutions create online learning to support their learning-teaching process. Blended learning is also used in professional development and training settings. Blended learning is highly context-dependent therefore a universal conception of it is hard to come by. The phenomenon of blended learning has its roots in online learning and represents a fundamental shift in instruction that has the potential to optimize for the individual student in ways that traditional instruction never could. In order to that, State Islamic University of Sunan Ampel Surabaya has just applied blended learning in English Intensive Program. The implementation of blended learning that is first introduced in UINSA is English Discovery (ED). The purpose of that to replace the prolonged use of traditional method in intensive English program with only books used. The Head University of UINSA hope their students : Students know the technology and can use it, Including communicative learning, Students can learn and practice outside the classroom, Students know the language style of abroad. In summary, as a newly used platform, certainly, there is little information about the quality of this ED, for example the content. In this case, some content that include in ED platform such as a tasks in ED. ED has many types of task. There are 10 units in there and different materials one of them, 1 unit contains several types of tasks. Such as task of listening skills, reading skills, writing skills, and speaking skills. This research aim to evaluate the content analysis of ED lecturers' platform at English intensive class, include the language content of ED, pedagogical, design and topic of ED.

Keywords: *online class learning, English discovery, evaluation content analysis*

I. INTRODUCTION

Online learning has the potential to transform teaching and learning by redesigning traditional classroom instructional approaches, personalizing instruction and enhancing the quality of learning experiences (Patrick & Powell, 2009). The concept is known as online learning brings the effect of the process of transferring classroom education to digital or electronic methods, both content and want even the system. It is appropriate with 21st century in which everything is about technology and beneficial for students' to search and gained various information easily.

Online class is an educational system that uses applications electronics to support the development of teaching and learning activities with the internet, internet or other computer network media. The internet is a critical component in the overall educational experience of many teenagers and there is agreement among teens and their parents that the internet can be a useful tool for learning (Rainie & Hitlin, 2005). Learning methods online class is one of the revolutions of internet technology-based learning. The application of online learning comprises various forms, One that is popular and has begun to be adapted masswel in teaching and learning is blended learning.

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings. Blended learning is highly context-dependent therefore a universal conception of it is hard to come by. The phenomenon of

blended learning has its roots in online learning and represents a fundamental shift in instruction that has the potential to optimize for the individual student in ways that traditional instruction never could.

Following this trend, the State Islamic University of Sunan Ampel Surabaya has just applied blended learning in English Intensive Program. The implementation of blended learning that is first introduced in UINSA is English Discovery (ED). The purpose of that to replace the prolonged use of traditional method in intensive English program with only books used. The Head University of UINSA hope their students : Students know the technology and can use it, Including communicative learning, Students can learn and practice outside the classroom, Students know the language style of abroad. English Discoveries is developed by Edusoft that specializes in the production of online language learning management systems. Indeed ED is not just an online course, it is a complete solution to provide interested institutions with all aspects to implement online learning and teaching (Thach Pham, Vijay Thalathoti, Eva Dakich & Thu Dang, 2012).

ED offers various tools for learners to communicate with real people, namely their instructors and other learners. First of all, there is a support tool in which learners can write to their instructors and ask for help. Learners can write a short message, letter and send it directly to their instructors for comment, correction. Secondly, there is a General Forum in which students' can log in and chat with students' all over the world in fixed topics such as learning English, computers and technology etc. Then there is a Class Forum for learners of the same class to share their views on topics assigned by the instructors. Moreover, the teacher or instructor only give the instruction and add the materials in online course and students' be able to access those online materials easily.

Furthermore, there are the positive and negative sides of ED according to Picciano (2002). The positives are all discussion topics are available all the time so students' may use it whenever they want, students' are more concerned about the content of the course. It is only when the content catches attention that they engage in interaction with other students' and instructors. Nevertheless, quality of interaction is a complex issue. It is not easy to know how much interaction with content and with others (instructor & learners) would contribute to the learners' study outcomes. On

other hand, the instructor-learner interaction is important.

As a newly used platform, certainly, there is little information about the quality of this ED, for example the content. Content analysis has an essential role in ED implementation. The content absolutely has benefit and the lack, whether developing students' motivation or the opposite. In this case, some content that include in ED platform such as a tasks in ED. ED has many types of task. There are 10 units in there and different materials one of them, 1 unit contains several types of tasks. Such as task of listening skills, reading skills, writing skills, and speaking skills. For the way things are done, there are some kinds of tasks in ED such as; multiple choice, drag, match, essay, etc. Occasionally, students are confused with the instruction questions that are available in each of the tasks. There are several questions and instructions that are not right, so the students are confused to work on the problem. This research aim to evaluate the content analysis of ED lecturers' platform at English intensive class, includes the language content of ED, pedagogical, design and topic of ED

II. METHOD

1. Research Designed

The design of this research is use of descriptive qualitative research method. Brumfit and Rosamond (1995:11) stated that descriptive qualitative research will aim at providing as accurate an account as possible of what current practice is, how learners do teach, what classroom do look like, at a particular moment a particular place. While, Gay, R.et.al (2005: 159) descriptive research is determining and describing the way of things from a event.

.This research is qualitative since the data are in the form of words. This is caused the researcher is intended to describe about the evaluation content analysis in ED Lecturers' Platform

2. Subject of the Study

Polit and Hungler (1999:37) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Similarly, Salkind (1994:80) proposed that population is a group of potential participants to whom the researcher wants to generalize the result of the study.

While the population in this study involve lectures of English Intensive Program and students from each level (basic, intermediate, advance). There will be 3 participants from each level.

3. Setting of the Research

a. Setting of Place

The research is carried out in State Islamic University of Sunan Ampel Surabaya. Excactly students in the English Intensive Class in the Tarbiyah Faculty.

4. Data Collection

Data collection technique is the way the writer collects the data empirically and objectively. Data collection technique is the most important step in the research, because the main purpose of the research is to get the data. For collecting the data, the researcher uses instrument. The procedures are:

1. The researcher evaluates the content of ED
2. The researcher prepares the instruments about pedagogy, language aspect, design, and topic to collect the data.
3. After getting the data, the researcher analyzes the data and explains it descriptively with making the conclusion as the result of the research.

5. Research Instrument

Sugiono said that research is doing the measurement, then there must be a good measuring tool. Measuring instruments in research are usually named as a research instrument. The research instrument is a tool used to measure both natural and social phenomena observed. Specifically those phenomena are called research variables. In the instrument there are including of 5 aspects, there are: the language content of ED, pedagogical, design, design features, skills and topic of ED.

- Language content

language is not taught in the same way as in a traditional classroom – it is focused upon when it is necessary and important for the understanding of a specific aspect of the content subject or the academic discipline.

- Pedagogical

The evidence for the implementation of English Discovery environments suggests that when combined with effective pedagogical practice and clear instructional goals there are a number of positive outcomes over face-to-face and online only; in a variety of educational contexts.

- Design Features

ED includes a variety of formative and summative assessments, including a placement test, component test, midterm test and final tests. All of which are scored automatically. Not only that, ED learning platform also integrates the very latest in multimedia learning technologies with pedagogical approaches such as 10 level courses from beginner (A1) to advanced (C1) levels

- Topic

Topic is an essential particular of the material in the learning process. According Cunningsworth, learners have different attributes, knowledge, attitudes, skills, cognitive abilities, curiosity and experience.

- Skill

English Discovery deal with the four skills (listening, speaking, reading, and writing). The

emphasis is on linguistic behaviour and on learners' ability to use the language in different situation requiring different skills.

6. Findings

Based on the content analysis, the result of the analysis is presented below:

Table 1. Content Analysis of ED

Aspect	Description
Language content	ED uses interactive real video, grammar assistance, pronunciation courses and topical interactive magazine
Pedagogical	There are 3 steps for all parts of the courses namely Explore, Practice and Test.
Design features	Speech recognition technology, flash animation and radio broadcast
Skills	Listening, speaking, writing, reading, vocabulary and grammar
Topic	General English and ESP

Table 1 shows that ED has a very comprehensive features in all aspects. It can be used for teaching General English and ESP. Teacher who has difficulties in finding intensive practice of English should be aware with the ED platform.

ED makes the content available on the internet, with the readiness of links to related knowledge sources, for examples e-mail services and references which could be used by learners at any time and place as well as the availability or absence of teachers or instructors. Moreover, ED is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits the students need and time.

ED also allows self-pacing. For instance the asynchronous way permits each student to study at his or her own pace and speed.

7. Conclusion

ED is one of the best platform since it promotes a great and worthy content. In summary, as a newly used platform, certainly, there is little information about the quality of this ED, for example the content. In this case, some content that include in ED platform such as a tasks in ED. ED has many types of task. There are 10 units in there and different materials one of them, 1 unit contains several types of tasks. Such as task of listening skills, reading skills, writing skills, and speaking skills. This research aim to evaluate the content analysis of ED lecturers' platform at English

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