

**THE EFFECT OF INTERNET ASSISTED LANGUAGE LEARNING TO INCREASE
ENGLISH READING ABILITY:**

An Experimental Study at Grade X of SMAN 2 Sumbawa Besar

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ABSTRACT

This study concerns about The Effect of Internet Assisted Language Learning to Increase English Reading Ability: An Experimental Study at Grade X of SMAN 2 Sumbawa Besar in Academic Year 2013/2014. The objectives of this research was to find out where there is a significant difference between students taught by using Internet Assisted Language Learning compared to the students not taught by using Internet Assisted Language Learning in teaching and learning activities. The sample of this study was students in SMAN 2 Sumbawa consisting of 34 students as experimental group and 34 students as control group. Thus, the total numbers of samples were 68 students and the sample of the study conducted by using the judgmental sampling technique. It conducted pre-test in order to know the level of student's understanding, followed by treatments by using a technique that has prepared before, the post-test applied in order to measure whether there is a significant effect of a set of treatments that have been taught. This study used statistical analysis with t-test formula. Based on the data calculation it was found that the t-count score was 3.06 which was higher than t-table with level 0,05 (95%) with 2,00 and 0,01 (99%) with 2,65. In conclusion, there is a significant effect of using Internet assisted language learning (IALL) to increase English reading ability on first grade student in SMAN 2 Sumbawa Besar.

Penelitian ini berfokus pada pengaruh dari belajar menggunakan *internet Assisted Language Learning* untuk meningkatkan kemampuan membaca siswa di SMAN 2 Sumbawa Besar kelas X pada tahun ajaran 2013/2014. Tujuan dari penelitian ini untuk membuktikan apakah terdapat suatu pengaruh signifikan antara siswa yang diajarkan menggunakan metode *internet Assisted Language Learning* dengan siswa yang belajar menggunakan metode konvensional dalam hal ini adalah metode *collaborative learning*. Sample dari penelitian ini berjumlah 34 siswa pada masing masing kelas, yang terbagi menjadi dua kelas, satu kelas sebagai kelas eksperimetal dan kelas satunya lagi sebagai kelas control, dimana pemilihan dilakukan menggunakan teknik *judgmental sampling*. Proses penelitian dilakukan dengan melajukan *pre-test* untuk mengetahui level pengetahuan dasar siswa, dilanjutkan oleh *treatments* dan diakhiri oleh *post test* untuk mengetahui adakah terjadi peningkatan dalam belajar siswa setelah diberikan *treatment* menggunakan teknik *Internet Assisted Language Learning*. Penelitian ini adalah jenis penelitian kuantitatif dimana menggunakan perhitungan statistical untuk mengukur signifikansi peningkatan belajar, yang dalam penelitian ini digunakan rumus T – Test. Selaelah melakukan perhitungan statistika didapatkan bahwa T hitung adalah 3.06 dimana lebih tinggi dari t-table dengan level kepercayaan 0,05 (95%) pada 2,00 dan 0,01 (99%) pada 2,65.

Keywords: Internet Assisted Language Learning, Increase, Experimental Research, Reading ability

A. Introduction

The computer network has offered modern media and tool to support the teaching and learning process, especially through reading communication. Through the computer network, students are able to access learning material in the form of reading texts, listening comprehension, the learning videos, grammar, and vocabulary. This network system beneficial either for the students or for teacher more easily connected to the world of information so that they can improve their knowledge. Lomidazde (2011), states the computer technology has given a new application for people, such as web tools, electronic journals, blogs, facebook, twitter and YouTube, these kind of application can be categories as the learning process through the Internet assisted language learning, that can helps students to get the references in order to improving their knowledge, both students and teachers, researcher and reader can express their idea without any border.

Learning by using the Internet assisted language learning (IALL) is a common term used to refer to the Internet connection supported by software used to assist teaching and learning activities (Pushpanathan, 2013).

By adapting to the needs of individuals, the context-driven instruction can be dynamically suit to the learner's natural environment. Augmented digital content may include text, images, videos, audio (music and voice). By personalizing instruction, augmented learning has been shown to increase learning performance for a lifetime.

Moore (in Kassandrinou, 2014) states that three core types of interaction are for quality, effective online learning, and two ways of communications, between learner-learner (i.e. communication between and among peers with or without the teacher present), teacher are able to use social media like Facebook and twitter, the second one is the interaction between learner-instructor (i.e. student teacher communication), and also learner-content (i.e. intellectually interacting with content that results in changes in learners' understanding, perceptions, and cognitive structures).

The willingness of someone to read something also correlated with their interest about the theme are also contribute in the learning process, Tampubolon (in Sumarmi, 2001) states that we can divide the factors that affect in reading process into two sections, internal and external factors. Internal factor is coming from insides of their own, for example, the low motivation of students in reading, students not much feel the direct function from reading, or it is can cause by the lack of knowledge of the students. According to Hurlock (in Sumarmi, 2001), interest enhances a big motivation that will make someone to what they will do next, if they can get the freedom to what they like, they will be attracted to read the article, and finally they will use to read, and with read they will find a satisfaction on it. For taking a note, the interest is something which is not innate from they born, and to create it, we have to trigger and make it as a habit. But the problem is rising when people feel not comfortable or don't like the way to read something, taken an example the some people don't like to sit down and read the books along the day, because they feel they cannot find what they want (materials) easily and in a short time, also the limited number of relevant books donate the high reason why they prefer to choose the E learning.

External factors are the factors that come from the student's environment, like, social media (Facebook, Twiter) or books from library, magazine also newspaper. The role of these factors above has big contribution on the student interest. Nowadays, Facebook not only as the interaction media in order to get in touch with another people as person, but Facebook also offers the valuable information, because some of the provider of the brands promote their product through social media, they also share news, lifestyles or to find a job.

In order to know how effective the role of Internet assisted language learning, then the researcher is going to test it. Based on the observation that has just has done by the researcher, has decided SMA 2 Sumbawa Besar as the experimental target of study. Considering, this school provided Internet facility and the majority from total of students has laptop, however, students' reading ability is still low, this data had taken from the teacher by looking at students score. The other factors that may lead the low score of students in reading skill due to the lack of the numbers relevant books to support the student's task or their assignments from the teacher also and there is a maximum utilization of the Internet to support teaching and learning process in school.

Considering of the reasons above, one of solution to solve the problem is to use Internet assisted language learning system in the teaching and learning process. Remember the use of Internet assisted language learning, can make the learning process much more varied because students can access a variety of learning models, can also often make the learning process more organized, because students do not need to open up the books in learning process, as well as the conventional learning methods. However, the students only deal with laptops, and the students can also interact with another friends or another people by using Internet chatting tools.

The use of Internet assisted language learning could also help teachers to applying student-centered learning process and minimize the role of the teacher, so the teacher only acts as a facilitator in the learning activities. Other advantages of using Internet assisted language learning is to help teachers learn to automatically check student's attendance, and also corrects the students' work automatically. The students also no need to buy the books, decrease time consumption in find the references, also extend the quantity and quality of knowledge that can be absorb.

Research Question

Based on the background of the study, the research problem can be formulated as follow:

- Is there any effect of using Internet assisted language learning to increase the English reading ability of tenth grade in SMAN 2 Sumbawa academic 2013/2014?

Objective of the study

Based on the research statement, this particular study aims to find out

:

- To identified whether or not using Internet assisted language learning to increase the English reading ability of tenth grade in SMAN 2 Sumbawa academic 2013/2014

Significance of the study

Hopefully Internet assisted language learning will increase students' reading ability in English. Thus, the result of this research can be significant to use theoretically and practically:

1. Theoretically

- a. The result of this research is expected to be able to widen the skill of students using Internet assisted language learning in order to increase the reading ability an experimental study.
- b. As a reference to other researchers who want to study Internet assisted language learning more intensively in teaching reading.
- c. Teacher and educational institutions, apply teaching technique such as using Internet assisted language learning to increase the ability of students also to increase the teaching and learning English.

2. Practically

- a. The result of this study is suggested to apply Internet assisted language learning in order to increase student's competence in English reading ability.
- b. The use of Internet assisted language learning in reading skill makes the students more easily, fast and more enjoyable in doing their tasks associated with the reading materials.

This chapter presents some related information topics of the recent study. It is intended to provide some theoretical concepts which could support this investigation. The discussion is presented under the following sub headings: theory of learning through computer, theory of Internet assisted language learning, application of Internet assisted language learning and reading ability.

Li and Hart (in Lomidazde, 2011) state that multimedia facilities of the Internet and its interactive sources are beneficial resources that make the Internet as a medium that connected the instruction. The Internet is especially attractive to educators on account of its authentic language, expected rise in student's motivation, and promotion of global awareness. The researcher believe that the use of Internet assisted language learning itself is not only focus about the ability of students to be autonomous and do the interaction only with the computer, but also they can interact with the other, by making peer discussion or the small group discussion in line with the researcher perspective, Meloni (in Lomidazde, 2011) states the objective of collaborative learning is to acquire common knowledge and use this knowledge to solve student's difficulties. In this section the researcher believe use the collaborative learning is beneficial for the teachers who want their students to gain benefit and share it with the other students. Collaborative learning is more advantageous such as, in order to create a positive social atmosphere and facilitates perception. On a personal level, students are pleased to be able to share their difficulties with others. They gain confidence from observing that if their team-mates can solve problems, they will also be able to overcome them. Speaking in front of a small group with which they are familiar, rather than in front of the whole class, is also less stressful. Collaborative learning in teaching through the Internet is fulfilled via plan or unplanned social interaction process. The nature of

learning environment requires the same interest with the topic and interactive study so the result is high level of achievement Kaya (in Lomidazde, 2011).

Application of Internet Assisted Language Learning

In order to support a successful learning process in the classroom, there are some applications of Internet assisted language learning that can be used in the classroom such as:

Moodle

MOODLE (Modular Object-Oriented Dynamic Learning Environment) is Internet assisted language learning software which is also known as Learning Management System (LMS). Suwandi (2008) clarified that MOODLE is a compatible and user – friendly Internet assisted language learning software to be used by teacher and student. There are many sources that the teacher can find from the internet to operate it. When teachers want to edit something, there is edit mode feature that available on Moodle. There are some advantages of this media, such as Moodle can quickly responded that make the students know the score they, Moodle provides information that the students want to know is rapidly delivered, and decrease the time consummation. In line with researcher explanation, Sasikumar (in Suwandi, 2008) states that Moodle can be used as the medium for communication, collaboration, and assessments which offers some services such as: the teacher can publish the teaching material anytime and anywhere, Moodle also offer announcements and calendar online and assignment posting services.

Podcasts

Podcasts are very beneficial in evolving speaking and listening also reading skills. They are used in order to create and distribute audio and video programs in the Internet Lomidazde (2011). Unlike with the general TV and radio, podcasts can be downloaded and watched at any convenient for the learner time and place. Podcasts can be of any length, starting from several minutes till several hours, authentic, and also created for educational purposes. English learners might find directories of podcasts on the following web-page: www.podomatic.com. Video Sharing Sites such as YouTube, Howcast, Hotmail Videos, TeacherTube, Vimeo, Dailymotion, BBC Learning English Videos help teachers and students in learning and teaching foreign languages. It is possible to find educational information in almost every topic and videos increase student motivation in class. Moreover, they help students to absorb what they learn in books.

Reading Ability

Reading is the process of constructing meaning from written texts. It is a complex skill needs the coordination of a number of interrelated sources of information Macleod (2001).

Mechanistic definitions of reading as the translation of printed symbols into oral language equivalents are incomplete, given the progress made in understanding the nature of the reading process. There is widespread agreement that without the activation of relevant prior knowledge by a cognitively active reader and the melding of that prior knowledge with the text information, there can be no *reading* of text.

Types of Reading

There are several types of reading that may occur in classroom activity that presented under the following sub headings: Intensive reading, extensive reading, scanning reading and skimming reading.

Intensive Reading

Intensive reading was presented by Brown (in MacLeod, 2001) that gives attention on grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. Intensive Reading, sometimes called "Narrow Reading", from the explanation above that can we concluded that students will get many opportunities to understand the meaning of the text, because this type of reading may involve students reading selections by the same author or several texts about the same topic and the content and grammatical structures will understandable easily by the students and help the students familiar with the text. In the researcher point of view believe this type of reading are suitable enough in the beginner learners, remembered the text are usually sort, chosen by the teacher to determine the level of difficulties, and the text model are repeated again and again, until the students understand with the contents of the text.

MacLeod (2001) suggests four types of questions that may be used in intensive reading. These include plain sense, implications, unity of the sentences and projective.

Extensive Reading

Macleod (2001) explains that the aim of extensive reading is taking along the general understanding of a text. The roles of extensive reading itself are more complicated than the intensive reading. Where students work with a class set of books, individual reading of material, of their own choice, with follow-up activities such as reading logs, reading journals, book reports or projects. The teacher just gives the guidance to them to find out the appropriate topic. From the description above we can draw some beneficial of this types, such as allow the students to explore their ability independently, they also found some confidence in reading because they choose the topic by their own decision and the most important benefit from this, they can improve their vocabulary and grammatical competence.

Scanning Reading

Scanning is a type of quick reading, which is focusing on locating specific information. This type of reading involves quick eye movement in order to find out the piece of information is required, such as a name, date, symbol, formula, or phrase.

Skimming Reading

The last type of reading is skimming, which involves a thorough overview of a text and implies a reading competence, skimming is more complex style of reading, because skimming requires greater fluency and practice, this is in parallel with Brown (in Macleod, 2001), suggested that, perhaps the two most valuable reading strategies for learners those are skimming and scanning.

B. Methodology

RESEARCH DESIGN

This study is an experimental research, since it describes the quantitative degree in which variables are related. It is also reasonable that the researcher was intended to examine the cause and effect between Internet assisted language learning and the improvement of reading ability. It is concerned with the statement of Arikunto (2010) that by using an experimental design, the examiner intentionally revised appearance of the difference and then it is examined how the result is.

This research design presents several characteristics: (1) it has two groups of experimental subjects or treatment group and control group: (2) the two groups, compared with respect two measurements of observation on the dependent variable: (3) both groups were measured twice, the first measurement served as the pre-test and the second as the post-test: (4) measurement on the dependent variable for both groups would be done at the same time with the same test: and (5) the experimental group manipulated with particular treatment.

Population and Sample

Population of The Study

According to Arikunto (2010), population refers to the total of objects or individuals regarding which inferences are to be made in a sampling study, the group in which he or she would like the result of defined population at least one characteristic that differentiates from other group. The most important thing to consider is that population must have the same characteristics. The total of the students in each class consists of 35 students, but after the after conducted the observation, the researcher found that both in class X-2 and X-4 there was one student dropped out from the school, in other words the total of the population in this study, are 68 students that come two classes (X2 and X4) of tenth grade in SMAN 2 Sumbawa Besar, where each class consists of 34 students.

Sample of The Study

In this research, the researcher explains the totals of population were 68 students. Since there is a different level of students understanding and intelligence, make the researcher only took two of homogenous classes in the other words this research was conducted by using judgmental sampling. Based on the observation which had been done by the researcher; it was found that X2 and X4 as the homogenous classes, by looking at their English score. Each class was consisting of 35 students the researcher came to a decision that one class (X2) as the experiment class and the other one as the control class (X4).

Research Variables

There are two variables of this study: independent and dependent variable. The independent variable is the use of Internet assisted language learning, because the independent variable could affect the dependent variable. While the dependent variable was students' reading ability because that variable was influenced by the independent variable.

Data Collecting Technique

The researcher provided test, such as, pre – test and post - test. According to Arikunto (2010) test is the list of questions or exercises that person has. The kind of test that usually applies in education is personality test, ability test, intelligence test, achievement test, etc.

Pre test

The first step was gathering the data, the researcher conducted the pretests to the students. This pre-test aimed at determining the students' background of reading skill. The teacher gave a reading text, then the students were allowed to comment, answer without any technique.

Treatments

The researcher provided a set of treatments by using Internet assisted language learning for the experimental class. The students had conducted their reading tests and other activities from the beginning until the ending of lesson by the teacher guidance and command through Internet assisted language learning, whereas for the control class using conventional instructional which is collaborative learning technique.

Post test

In the end of data gathering, the researcher held a post – test. The posttest aimed at knowing the improvement after giving a set of treatments, which had been conducted in the end of the treatments.

There are some steps that the teacher used to collecting data, that is :

1. In the first meeting, the researcher conducted pre test to know the ability of the students.
2. In the second meeting, the researcher would give treatment, in which for the control class the teacher used conventional technique to teach reading test. Whereas the experimental class was treated by applying the Internet assisted language learning technique in teaching reading of the class.
3. Every substantial material was using the Internet assisted language learning from the beginning of the learning process until the end of meeting.
4. The whole material provided by the teacher, and the students could access the material such as the questions, exercises, or the other task based on the teacher command via Internet.
5. The researcher held the treatments 3 times.

Data Analysis

In this research the researcher used the experimental research, where qualitative research involves studies that do attempt to quantify their result trough statistical summary or analysis (Arikunto, 2010).

The measure the result of student's individual score following formula applied:

$$MX = \frac{\sum dx}{n}$$

The formula is use to find out mean deviation of experimental group.

$MY = \frac{\sum dy}{n}$ The formula is use to find out the mean deviation of the control group.

Note :

M : mean score

x : total score

y : total score of control group

\sum : sum of

n : number of students

After doing the steps above, the next step is the researcher find out the square deviation of both groups by using:

$\sum x^2 = \sum dx^2 - \frac{(\sum dx)^2}{N}$ the square deviation of experimental group

After get the result of $\sum x^2$ then we have to find out the $\sum y^2$

$\sum y^2 = \sum dy^2 - \frac{(\sum dy)^2}{N}$

When the mean score has been identified, the researcher applies the t-test formula in order to identify the correlation coefficient of the two mean score whether they are categorized significant or not.

The t-test is used as a statistical test which is used to determine if there is a significant test involving means of normal populations with unknown standard deviations; small samples are used, based on a variable, t equal to the difference between the mean of the sample and the mean of the population divided by a result obtained by dividing the standard deviation of the sample by the square root of the number of individual in the sample.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

(Arikunto :2010)

Discussion

After performing the statistical calculations, it can be seen and discussed through comparing the t-table and t- count result. By analyzing the data, it is showed that the mean score of the post-test in the experimental class is 79.81 and it is higher than the mean score of pre-test which is 71.53 compared to the post test in the control class is 73.90 and it is higher than the mean score of pre-test which is 71.72 . considering this study was conducted by using one class as experimental and one class as control then the researcher uses two tails to count it, in order to the t-value of this research in the level is 0,05 (95%) with (2.00) and level 0,01 (99%) with (2.65) in

degree of freedom (df) 66. Furthermore, comparing the t-table and the t-count can be concluded that there is an increasing in students' reading ability.

Table 4.3
the result of t-count and t-table

t – Table			t – Count
Df	0.05	0.01	
66	2.00	2.65	3.06

Based on the data in table 4.1 the researcher concludes that there is significant effect of using Internet assisted language learning to increase the student's reading ability. Also, it shows that Internet assisted language learning gives much benefit and positive influence to increase students' reading score.

The using of Internet assisted language learning in the learning process, will provide new ways of teaching and learning cause students falls learning through Internet assisted language learning is more fun, faster and practical in its use compare to the conventional learning process. Students feel more comfortable learned by using Internet assisted language learning because they do not need to write down the whole material that teacher explain and they only have to listen to the teacher explaining the material from the beginning to the end of the learning process. They felt more challenged because they need to understand the learning materials, and not depend on the teacher, by conducted the discussion with other classmates, so it will cause a sense of independence and to train them to think critically in solving their problems.

Based on the results of the calculations have been done, the use of Internet assisted language learning is considered very useful in a learning process because students can access the material, sample of questions, textbooks and quiz questions given by the teacher independently. The implementation of learning E-Learning can be applied in a variety of needs whether in the classroom activity with a fairly large number of students, or in a small class, the assignments also can be done by their own or in a small group activity.

Learning by using Internet assisted language learning also give some benefit to the students and teachers, where students can work on assignments with relevant and adequate resources from the internet, making students more focus in the learning process. They can see the results of their work quickly without waiting for the teacher to share their scores. From the side of teacher's point of view learning technique like this can reduce the existence of an empty classroom during school hours and take place at the time when the teacher was unable to attend the classroom.

The most important point of all is the use Internet assisted language learning can support the learning process where students become the main actors in the classroom learning process and monitor students, also with the existence of Internet assisted language learning can minimize the occurrence of wrong check on students' work/assignments since the E-Learning using the automatic corrections

Based on the data calculation found that the t-test score was 3.06 which is higher than t-table with level 0,05 (95%) with 2,00 and 0,01 (99%) with 2,65. It means that the Null Hypothesis (Ho) success to be rejected, In conclusion, there is a significant effect of using Internet assisted language learning to increase English reading ability on tenth grade student in SMAN 2 Sumbawa Besar.

C. Conclusion and Suggestions

This chapter deals with the conclusion of the research and also suggestions for the following researcher and readers.

After doing the analysis and calculations in chapter four, it can be concluded that:

There is a significant effect of using Internet Assisted Language Learning to increase English reading ability at tenth grade of SMAN 2 Sumbawa Besar. It was seen from the pre-test and post-test result. By analyzing the data, it is shows that the mean score of the post-test in the experimental class is 79.81 and it is higher than the mean score of pre-test which is 71.53 compared to the post test in the control class is 73.90 and it is higher than the mean score of pre-test which is 71.72.

Based on the data calculation it is found that the t-count score was 3.06 which was higher than t-table with level 0,05 (95%) with 2,00 and 0,01 (99%) with 2,65. It means that the Null Hypothesis (Ho) success to be rejected, In conclusion, there is a significant effect of using Internet assisted language learning to increase English reading ability on tenth grade student in SMAN 2 Sumbawa Besar.

The suggestions provided by the researcher are:

This technique should be applied by the School, since the use of Internet assisted language learning is considered very useful in a learning process because the implementation of learning E-Learning can be applied in a variety of needs whether in the classroom activity with a fairly large number of students, or in a small class also the assignments can be done by their own or in a small group activity.

For next researchers hopefully, there will be a better improvement for the next research to complete this research and this research can be used as a reference to conduct the further research on the same field.

Hopefully Teacher and educational institutions can apply teaching technique such as using Internet assisted language learning to increase the ability of students also to increase the teaching and learning English.

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