

# **The Effectiveness of Web-based English Learning Program to Improve Students' Study Skills and Learning Autonomy**

**by Jamilah, Siti Mukminatun, Suharso**

## **ABSTRACT**

This study was aimed at finding out the effectiveness of the Web-based English Learning Program for Non-English major students of Yogyakarta State University.

The study was carried out employing quasi-experiment with pre-test, post-test control group design. Randomly, one English class was selected as the experiment group and another class as the control group. Both classes were given the same English program, but with different mode of learning. The experiment group applied the blended-learning model, while the control group applied the traditional face-to-face learning model. Data were collected by tests, questionnaires, and teacher's logbook. T-test was employed to test the hypothesis. Qualitative data from the logbooks were used to describe the learning process and to validate students' responses to the questionnaires.

The findings showed that both classes improved their total scores significantly, from 24.54 to 60.30 for the face-to-face class and from 25.39 to 59.80 for the blended learning class. Based on the total score, there was no difference between the two classes, but based on the isolated scores, there was some differences. Although both classes improved very well on the study skill knowledge, the blended-learning class showed better improvement in reading ability and vocabulary development. It implies that knowledge can easily be transferred while reading ability and vocabulary development need more practice to achieve. In the learning process, blended learning class had more practice in using English for communication compared with the other class. More practice in the experiment class has improved their English ability.

*Kata Kunci: effectiveness, web-based learning, study skills, learning autonomy*