

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Previous Studies**

This sub-chapter explains the results of related studies on English, English language learning with online media, and CEFR A2 level in English. The first research was conducted by Rifiyanti (2023) which discussed the Implementation of CEFR in English Language Teaching. This study aims, in general, to evaluate the effectiveness of an action-based approach that refers to the CEFR in improving students' or learners' English language skills. According to the study, there is a relevant discussion, which is that English language learning in Indonesia has a considerable challenge, such as decreased motivation in learning, and identification of students' needs regarding appropriate learning and teaching approaches. As well as the role of the CEFR in the reference framework for assessing the level of proficiency in English, as well as the implementation of various countries.

A research by Putra, Suryono, and Darmini (2009) investigated the development of a website as a learning medium for the TOEFL test with the basis of Indonesian. This research has a main focus, in overcoming the limitations of learning TOEFL, such as (learning from books, computer applications, and English courses). Focusing on the discussion of TOEFL, this research has an objective in designing a website for TOEFL test learning with presentations in Indonesian that can make it easier for students to learn in preparation for the test, then this research contributes to overcoming learning obstacles by using Indonesian content on English learning websites, utilising internet technology as an intermediary link for website media learning, as well as practical implications which are expected to be an alternative media that can be reached by utilising information technology.

Based on the two relevant research sources above, a relationship or relevance has been found with the research conducted in this study, in terms of research objectives and discussion, as well as implementation. Where the two studies are mutually sustainable, with a discussion of the implementation of information and

communication media for learning English for TOEFL preparation through websites, and an explanation of supporting material regarding CEFR levels in the world of English. Additionally, a study by Nguyen and Boers (2021) examined the effectiveness of web-based learning tools in enhancing English reading comprehension skills among A2 level learners. Their findings support the use of interactive digital media as a means to improve learners' engagement and comprehension outcomes, which aligns closely with the objectives of the current study.

## **2.2 English as a Foreign Language**

English has become one of the international languages that connects communication between countries. According to records in the United Nations, English has become the first largest language after Mandarin and Spanish. English became an international language, or the second language to be learnt, English became one of the languages that spread with the imperialism factor in Britain and political influence, which then covered the world. According to research by the English language organisation EF (English First), English became the language widely accepted by many countries as the main language for international communication in 2015. Along with the times, English has become a basic skill required in education, and for every student's knowledge to be used in the world of business, communication, diplomacy, entertainment, etc.

The spread of English learning has become wide and in high demand, so that English is not just an international communication or destination, but has become a local communication in everyday life. Although the international use of English has shifted from native-speaking countries to a wider scale such as the global community. According to Nealer and Runde (2017), English has become a crucial element for the success of society in the modern era and has become the most widely spoken language and has become a global language or lingua franca in the modern era. EMI or English Medium Instruction, which is English-based learning, is defined in a broad academic sense as the use of language outside of English subjects, in countries or regions where the majority of the population does not use English as the primary language (Macaro, 2020).

There are also many institutions in the world that use English as the language of instruction when learning in class. The learning process in the classroom using English as the language of instruction has a positive impact, proven and reinforced by the theory stated by Protacio (2023). In the world of education and language proficiency, English has a significant effectiveness and role, although English is a language that is quite difficult and challenging to learn and teach.

### **2.3 The Role of English in Indonesia**

English has become one of the foreign languages with the status as a compulsory subject in education in Indonesia Lauder, A. (2008) Mattarima & Hamdan (2011). The factor that English has become one of the languages that support the urgency in communicating, transacting business in other countries, especially in neighbouring countries such as Malaysia, Singapore, Thailand, India, etc., strongly supports English becoming a language that cannot be forgotten (Lauder, 2008; Mattarima and Hamdan, 2011). Strongly supports English becoming a language that cannot be forgotten (Lauder, 2008). The perspective of English in Indonesia is still one of the difficult and less likely languages to be mastered, people tend to think English is also not worth learning, even by some of the younger generation. Some of them are also aware that learning English is one of the benchmarks of conscious communication, especially in the international world.

According to EF (English First) proficiency data from 2024, Indonesia is placed 80th globally and 12th out of 23 Asian regions, with an average global score of 477. This is still a rather low but stagnant score. The geographical scale score in Indonesia shows that the highest ranked province in Indonesia with a low proficiency level with a score of 492 is on the island of Java, and the highest ranked city with a medium proficiency level with a score of 539 is in the city of Surabaya, with the lowest ranking being in Jambi City in Maluku Province with an average score of 421 (city scale) and 402 (province scale).

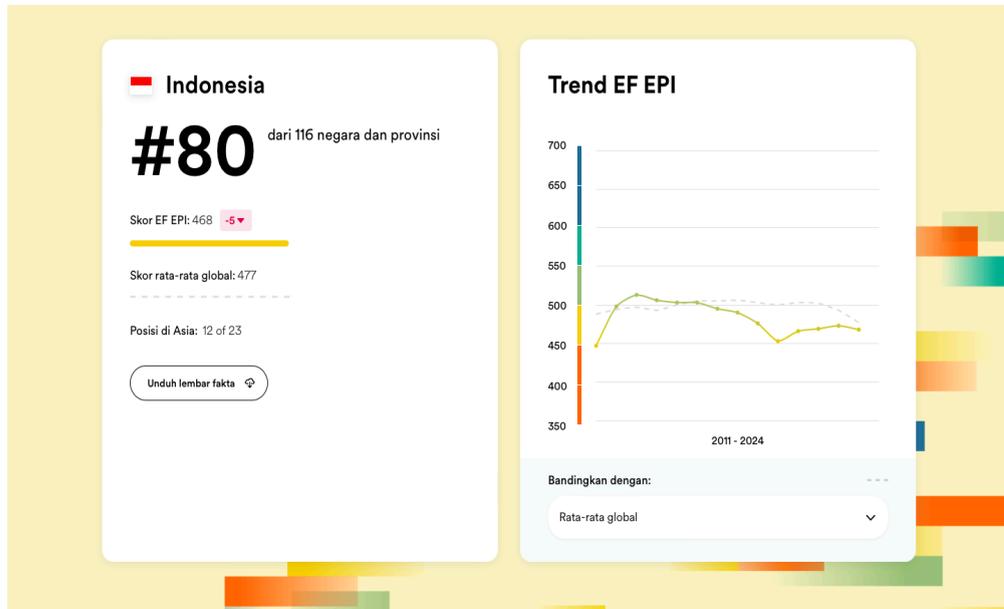


Figure 2.1 Diagram of Indonesia's World Proficiency Rank (Source: EF 2024)

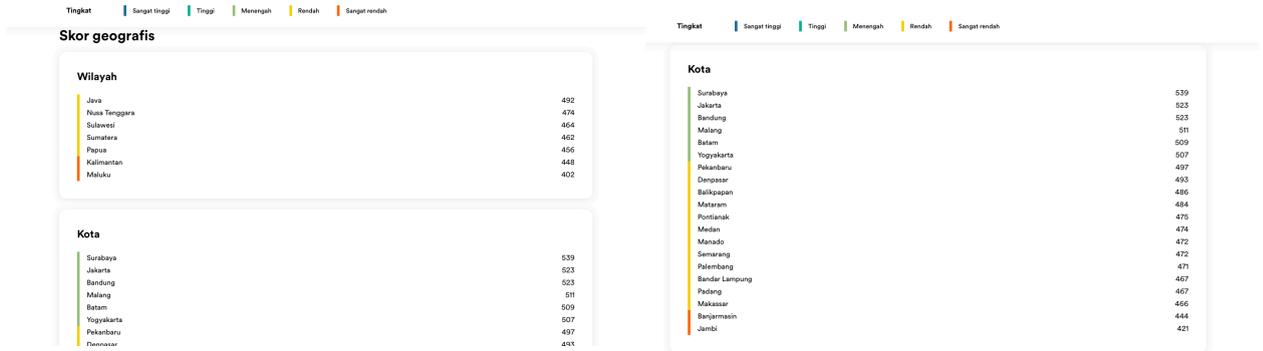


Figure 2.2 English Proficiency Level of City and Province (Source: EF 2024)

English has many roles in Indonesia, especially in academic terms, according to the data above. Aside from the academic role, English also plays a role in the business world in Indonesia (Nasution, 2018). It is inseparable from the fact that, over time, many tourists and migrants from other countries visit Indonesia, and communicate using English. With this factor, English in Indonesia has become increasingly popular and has become a foundation, especially in the business sector. The effort makes English in training communication through marketing in a business group (Rahayu, 2018). In addition, in the perspective of the globalisation era, especially the many challenges in the digital era, learning English can be more easily

accessed online, especially in the form of websites (Penttinen et al., 2022). English can impact and improve the quality of the learner as well as utilise the use of digital technology in expanding knowledge in foreign languages (Mehta, Patel, & Sharma, 2023).

#### **2.4 Reading Comprehension in English Learning**

Reading itself means a point of skill in language that must be taught in language classes. Students are expected to be able to read texts, especially in this case, English. While reading plays an important role in gaining knowledge in learning a new language, not many students read as a hobby or for pleasure. The engaging factor of the content being read is when the reader gets the hook, which triggers the reader to not be distracted by other things, instead of continuing to read and research. When reading an interesting text or topic, it causes the reader or learner to absorb the language knowledge they are learning more easily, so that language acquisition can be achieved or successful. Moreover, for example, reading a text can provide opportunities for learners to learn the stages of language learning, such as vocabulary, grammar, pronunciation, accent adjustment, and writing paragraphs and essays (Harmer, 2005).

In the ability to read when learning a language, the ability to comprehend a reading is not immune. Comprehension in reading is included in the complex activities carried out by each individual, for example when reading, humans need a process in understanding a context and content that is read, identifying phonological images, semantic aspects, and orthography. And with the ability to connect word by word in syntactic rules in understanding the more fundamental meaning of the reading (Perfetti & Stafura, 2014). In reading, readers process to understand meaning, identify a text structure, and utilise similar background knowledge (Graesser, 2015). This results in a mental representation that projects the meaning of the whole text being read, referred to as a “situation model” (Kintsch & Van Dijk, 1978). As part of the context of reading comprehension, the ability to make conclusions or inferences that refer to information obtained during the reading process and utilise memory in solving or complementing information explicitly contained in the reading text (Elbro & Buch-Iversen, 2013). It is a fact that the ability of individuals to make conclusions is

one of the unique and substantial explanatory predictions of a reader's comprehension (Barth et al., 2015).

The question is, how do we develop the ability to make inferences? The answer is, the development of each individual in making inferences begins before the introduction of formal reading (Van den Broek, 1990). In Bauer's (2007) research, where, for example, he observed young children at least 2 years old, were able to project or make inferences from the sequential events of what was read. The biggest contributing factor to the ability to comprehend reading is the knowledge of the reader himself, when readers have memory and knowledge, they can make inferences based on sequential memories, which in turn can understand reading more quickly. Similarly, individuals can train their reading comprehension skills over time by reading more, and even when solving problems, such as when learning a new language.

The reading test in English is also inseparable from complaints about the difficulty in doing reading questions, for students and university students, especially in Indonesia. In research, it has been found that the factor that English language learners say that reading skills are complicated is concluded that most of them have difficulty in understanding certain texts (Ali, 2012). According to Fitriani (2015), this factor is supported by the limited ability in vocabulary and some phrases or contexts that become obstacles for them to understand the reading, especially in English. So in overcoming this problem, several widely recognized reading strategies can be applied to absorb and understand information in English test questions. These include the ability to summarise key ideas, make inferences, formulate questions, and develop efficient reading speed, all of which are considered essential skills for effective reading comprehension (Grabe & Stoller, 2011).

## **2.5 Level A2 CEFR**

The CEFR or (Common European Framework of Reference) has become one of the reference levels of proficiency in English, based on theoretical research from the Council of Europe (2001), stating that case studies and other evidence regarding the CEFR provide an effective scheme in providing an overview of the learning needs and outcomes of language learners. The CEFR framework itself provides

comprehensive guidance on the competences that English language learners need to master. The focus is not only on communication skills, but also on developing the understanding and practical skills needed to interact efficiently in a variety of contexts.

Based on the Council of Europe (2001) document, this framework provides a clear system of language competence levels, making it easier for teachers to evaluate language learners at each phase of learning. A number of experts such as North, et al (2010), assert that CEFR levels have been globally recognised as the main benchmark in language education practice, especially English. This assessment system uses descriptive indicators in the form of competency statements, through which learners' abilities can be clearly mapped based on achievements in each stage of development in learning (North, 2007). Expressing the CEFR as a skill that can be developed and improved, the language proficiency assessment framework classifies learner ability into six different levels, starting from the basic or beginner level (level A1-A2), then the intermediate level (level B1-B2), to the advanced level (level C1-C2). At the A2 level, learners are typically able to understand frequently used expressions related to areas of immediate relevance (such as personal and family information, shopping, local geography, and employment). They can communicate in simple and routine tasks requiring a direct exchange of information on familiar and routine matters. Learners at this level can also describe in simple terms aspects of their background, immediate environment, and matters in areas of immediate need (Council of Europe, 2001). This classification includes the evaluation of five aspects of language competence in oral comprehension, written comprehension, speaking ability, conversational interaction, and writing skills. The system was conceived or designed in order to create an internationally standardised measurement tool that focuses on learner needs and is based on real language achievement (North, 2007).

## **2.6 Website as an Instrument for English Learning**

This section will discuss and contain supporting data about website media, which consists of an understanding of websites, supporting reasons for creating learning media through websites, and advantages and disadvantages in using website media as a support for learning English online.

### **2.6.1 Website**

A website is a collection of digital pages that can be accessed through the internet using a browser, containing information in the form of text, images, audio, or video that are interconnected. The development of technology has changed the website from a static source of information to a dynamic platform that supports various functions, including as a learning media. In learning website products are digital platforms specifically designed to support the learning process through interactive content, evaluation tools, and learning management systems (Ally, 2019). In the context of language learning, websites function as a medium that combines text, audio, visuals and structured exercises to improve specific skills such as reading (Hockly, 2021).

Website as an information media, website serves as more than just an intermediary in providing or spreading information, currently the website has been used as a means of online stores, for information and reservations in tourism, as a medium for learning, looking for work, etc. The media consisting of a collection of web pages is compiled in a place called a domain or subdomain, this domain and subdomain are called the World Wide Web or commonly known by the abbreviation WWW. There is also a format called HTML (Hyper Text Markup Language) on website, where HTML is the actual web page and is typically accessed via HTTP, which is a protocol used to send information about the website server to users when they use a browser, such as Google, Chrome, Firefox, Safari, and so on. Those web pages can be accessed through a URL or link. In some cases, the website requires input data, with the aim that users can access all or part of the website content (JavaCreativity, 2014).

Website as a collection of pages that contain text, audio images, has the term tools and frameworks that play a role in the development of the website itself, including: Bootstrap, MySQL, and XAMPP. Bootstrap itself is a term in the form of a ready-made application package that is familiarly known as a template for web design, with main features such as automatic responsiveness which usually functions to adjust the screen according to the

device, then ready-made components consisting of buttons, carousels, etc. The advantages of bootstrap itself from easy access and customization so that it can be changed according to the needs of the project, bootstrap also helps facilitate web design for beginners to those who are experienced (Zaenal & Community Smit Dev, 2013). For MySQL, including one of the software that can function in accommodating or storing large amounts of data, and is usually accessed by many people (Raharjo, 2011). Then XAMPP is a package to install which contains a web server where the files needed for the website are stored, as well as phpmyadmin, which is an application used to design MySQL databases (Abdulloh, 2013). It is widely used as a local server environment that allows developers to test websites offline. It simplifies the deployment process and reduces the risk of errors before going live (Ariyanti & Purbowo, 2021).

### **2.6.2 Website Creation Factors**

In the digital era, where the world is developing rapidly, the use of technology and digital learning is indispensable, especially in improving skills in foreign languages. In addition, online English learning can provide interest and a learning atmosphere that is not monotonous. Moreover, the fact that digital technology has become an efficient way of learning in the covid-19 pandemic era from mid-2019 to peak in 2022, has become a new innovation and habit in utilising digital technology. So the author aims to utilise digital technology by creating an English learning website focused on reading comprehension level A2 according to CEFR.

The use of English learning media through this website, also provides benefits for students, such as, students can learn independently or independently, students can utilise digital technology to improve skills in foreign languages, students can try practice questions that make them able to explore their abilities in observation, understanding, and accuracy. Moreover, online learning is said to be efficient because there is no limitation of distance, space and time, as well as the freedom to learn anywhere (Khotimah, Astuti & Apriani, 2019).

In the development of web-based English learning media, choosing the right features is very important to support the learning process, especially for A2 level learners. Based on Stockwell's (2013) research, the use of interactive features such as quizzes, exercises, and the integration of audio and images can improve reading comprehension and learning motivation. These features help students understand simple texts, enrich vocabulary, and practice the ability to understand specific information in accordance with CEFR level A2 standards.

In addition, a glossary or pop-up glossary for new vocabulary is also important so that learners can immediately understand the meaning of words without having to switch pages (Blake, 2013). Another recommended feature is a milestone-based progress tracker, which allows learners to monitor their learning progress independently (Godwin-Jones, 2011). With this feature, the learner can be more motivated to complete the available material.

### **2.6.3 The Advantages and Disadvantages of Website as Learning Media**

Regard to utilize learning website media, there are several advantages and disadvantages that need to be considered, as follows:

1. Advantages of Website
  - a. High accessibility that can be reached anytime abc
  - b. Provides interesting interactive features
  - c. Learning materials can be adjusted to the needs
  - d. Efficiency in terms of costs in the long run
  - e. Increase user digital literacy
2. Disadvantages of Website
  - a. Dependence on stable internet connection
  - b. Vulnerable to technical problems
  - c. Potential to cause learning distractions

## 2.7 Academic Regulation by Rector of Diponegoro University

The making of this English learning website, made in addition to supporting research and learning English that focuses on Reading Comprehension, was also made in fulfilling graduation requirements. In addition, this learning website refers to 3 sources as the foundation and implementation of product manufacturing, including previous research, TOEFL practice tests, and Diponegoro University Rector regulations related to academics in English Language skills.

According to *Peraturan Rektor Universitas Diponegoro Nomor 4 Tahun 2020* concerning undergraduate academic regulations, Chapter VI Article 20 on “English Language Proficiency,” undergraduate students are required to demonstrate English skills through a TOEFL certificate (Universitas Diponegoro, 2020). This regulation serves as a foundational reference supporting this research and the development of this English learning website focused on reading skills at the CEFR A2 level. (dibahas equivalent score 400) Furthermore, the most recent academic regulations have updated these requirements. *Peraturan Rektor Universitas Diponegoro Nomor 7 Tahun 2024 tentang Peraturan Akademik Bidang Pendidikan Program Sarjana*, Chapter VII Article 16, states that undergraduate students must provide a TOEFL certificate or its equivalent issued by an institution officially recognized by Undip, with the minimum score determined by the Rector (Universitas Diponegoro, 2024a). Similarly, *Peraturan Rektor Universitas Diponegoro Nomor 22 Tahun 2024 tentang Peraturan Akademik Program Sarjana Terapan*, Chapter VII Article 13, requires vocational students to prove English proficiency with a TOEFL certificate or equivalent, also with minimum scores set by the Rector and possible additional requirements set by the Dean (Universitas Diponegoro, 2024b). These regulations underline the institutional importance of English proficiency as a formal academic requirement for graduation at Diponegoro University, providing the policy basis for developing this CEFR A2 level English learning website.