

**742/Pendidikan Bahasa (dan Sastra) Inggris**

**LAPORAN AKHIR  
PENELITIAN DOSEN PEMULA**



**CURRENT AND EXPECTED PRACTICES OF THE ONLINE  
TUTORIALS OF ENGLISH EDUCATION COURSES  
AT UNIVERSITAS TERBUKA**

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**HALAMAN PENGESAHAN**  
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## RINGKASAN

*Kurangnya informasi dan panduan dalam melaksanakan tutorial online (tuton) dan kurangnya pelatihan tuton telah mengakibatkan berbagai pemahaman yang berbeda diantara para tutor tuton tentang bagaimana sebaiknya tuton dilaksanakan di Universitas Terbuka (UT). Panduan tuton yang selama ini menjadi acuan tidak merinci bagaimana sebaiknya tuton dilaksanakan. Permasalahan tersebut menginspirasi Peneliti untuk mengidentifikasi, memotret, dan membandingkan bagaimana sesungguhnya persepsi dan praktik pelaksanaan tuton termasuk harapan para tutor dan mahasiswa untuk lingkup tuton di Program Studi S1 Pendidikan Bahasa Inggris (PBI).*

*Penelitian ini berbentuk studi kasus tunggal terhadap satu sampel random terstratifikasi (100 orang) dari populasi mahasiswa (2027 orang) yang menjadi peserta tuton matakuliah-matakuliah PBI dan satu populasi tutor PBI (13 orang) pada semester 2013.1.*

*Terdapat tiga tahap pengumpulan data penelitian, yaitu, survey dengan angket online, wawancara tatap muka, dan observasi yang ketiganya melibatkan dua kelompok subyek penelitian tersebut. Ketiga instrument, yang telah melalui uji validitas dan uji reliabilitas, digunakan untuk menggali informasi tentang persepsi dan praktik yang nyata dilaksanakan dalam tuton serta harapan-harapan tentang “best practices” yang seharusnya/sebaiknya dilaksanakan oleh tutor dan mahasiswa peserta tuton dalam tuton.*

*Analisa kuantitatif dilaksanakan terhadap data dari pertanyaan-pertanyaan tertutup dalam angket; sementara, analisis kualitatif akan dilaksanakan pada data dari pertanyaan-pertanyaan terbuka dalam angket, wawancara, dan catatan observasi terhadap sample purposif. Analisis kualitatif dimaksudkan untuk mentriangulasi temuan analisis kuantitatif. Temuan disintesis dengan temuan kajian lain dan “best practices” dari tiga institusi penyelenggara pendidikan jarak jauh lain sebagai pembanding untuk ditarik simpulan dan implikasinya.*

*Luaran penelitian adalah artikel dalam jurnal terakreditasi yang mendeskripsikan sebuah kasus potret nyata dan rekomendasi tentang “best practices” dalam pelaksanaan tuton di UT. Rekomendasi ini akan bermanfaat bagi pemangku kebijakan (di UT dan luar UT) dalam upaya-upaya perbaikan tuton dalam rangka peningkatan kualitas pembelajaran jarak jauh atau pembelajaran berbasis jaringan. Bagi tutor, luaran dapat menginspirasi tutor untuk melaksanakan refleksi dan perbaikan berbagai aspek dalam tuton seperti: persiapan, materi, strategi pembelajaran, interaksi pembelajaran, evaluasi hasil belajar, tingkat partisipasi, dan tampilan. Bagi mahasiswa PBI, luaran dapat berdampak pada pemahaman yang lebih komprehensif tentang peran penting tuton dalam pendidikan jarak jauh, hak dan kewajiban peserta tuton, peningkatan kualitas pembelajaran, kemandirian belajar serta tingkat partisipasi. Luaran juga dapat menginspirasi penelitian lanjut seperti pemodelan tutorial online yang mengadopsi atau mengadaptasi “best practices” yang diusung penelitian ini.*

## **BAB 1. PENDAHULUAN**

### **1.1. Latar Belakang**

The central issues in distance language learning and teaching have been about ideas or assumptions on what constitutes an ideal learning environment and quality of learning experiences (White, 2004). Ideal distance language learning environments, as opposed to face-to-face learning environment, are linked to the question of how, in accordance with the language teaching methodological principles, to integrate the advantages of network-based technology while compensating for the difficulties posed by the absence of real-time, face-to-face interaction (Doughty and Long, 2003). Distance language education practitioners have compiled their best practices which implement the advantages of technology-based instruction like in Computer Assisted Language Learning (CALL) which were believed to be effective in online environment (e.g. Thomas J. Tobin, 2004; Bill Pelz, 2004; However, contextual differences like institutional cultures, resources, infrastructures, course management software, and methodological believes are key factors which affect the results of best practices implementation and therefore generalization should not be taken for granted.

A reflection on the current practices of the online tutorial in Universitas Terbuka (UT) may be one of ways to identify which implemented practices are good, bad, as well as those which are good but not implemented. The improvements, therefore, should be made especially on those “expected good practices but not implemented” in order to enhance the student quality of language learning experiences. In UT, the guidelines of best practices in conducting online tutorials are not yet complete. Neither “Panduan Tutor Untuk Mahasiswa” nor “Panduan Tutor Untuk Tutor” available at the homepage of UT Online Learning Center (<http://student.ut.ac.id/>) provides recommended or standard practices on conducting the online tutorials. The two documents only describe technical matters like how to access and how to use tools and facilities. They do not specify what a student should do and what a tutor should do to optimally take advantage of the online learning environment for the best online learning experiences.

Online learning like in UT's Online Tutorial should not be simply accessing the materials, posting in discussion forums, and submitting assignments. It is not a static but a dynamic learning environment (Eaton, 2002) which provides ample opportunities for students and teachers/tutors to obtain more meaningful learning-teaching activities like those in face-to-face environment. Furthermore, it can also bring collaborative learning to the forefront allowing participants to build a "learning community" and it therefore constructs knowledge collaboratively.

Online learning environment is dynamic for there are three forms of presence for which to strive in online learning environments: Social Presence, Cognitive Presence, or Teaching Presence (Pelz, 2004). First, students when projecting to discussion forums brings their own characteristics. Their affective, interactive, and cohesive expressions obviously exist and take the form of social presence. Consequently, students should not be left alone in online learning and intuitively take their own responsibility for the tasks. Online tutors are responsible to "be available", bring students to "be there", and treat them as "real people". Second, cognitive presence is represented by the presence of factual, conceptual, and theoretical knowledge into the discussions. Online learning is not merely individual passive reading the materials. Discussions in online learning allow students to construct meaning through interactions of individual constructs. Discussion forum in online learning is a key component which promotes constructivism and may replicate classroom discussion. Third, the teaching presence is demonstrated by the tutor's facilitation and direct instruction for students' learning. The tutor is responsible to get the students engage in the content and to promote teacher-student interaction and student-student interaction. In short, online tutorial may promote constructivism and collaborative learning theory.

The search for best practices of online tutorials in UT within its context would benefit not only to inspire UT tutors for improving their tutorial practices but also, and more importantly, to facilitate better learning experiences on the part of the students.

## **1.2. Asumsi**

The researcher assumes that the incomplete and incomprehensiveness of the Online Tutorial Guide as well as the inadequacy of training for online tutors in UT online tutorials have given impacts on misconceptions, non-standard implementation, student's low participation, low learning interactivity which overall lead to the low quality of learning experiences.

## **1.3. Pertanyaan Penelitian**

The study is intended to answer the following major questions:

- 1) What are the tutors' perceptions on the current and expected practices of the online tutorials of the English Education courses at UT?
- 2) What are the students' perceptions on the current and expected practices of the online tutorials of the English Education courses at UT?
- 3) How congruent are the perceptions of the students and the tutors on the practices of the online tutorials of the English Education courses at UT?
- 4) What are the best practices of the online tutorials of the English Education courses at UT?

## **1.4. Tujuan**

This study is intended to describe and compare the perspectives of the students and those of the tutors' on the current practices as well as the expected practices of the online tutorials. In particular, study is intended for the following purposes:

- 1) To obtain a description of the current practices of the online tutorial of English Education Courses at UT;
- 2) To obtain a description of the expected practices of the online tutorial of English Education Courses at UT;
- 3) To compare the perceptions of the tutors and the students on the practices of the online tutorial of English Education Courses at UT;
- 4) To define the best practices of online tutorials of English Education Course at UT.

## 1.5. Terminologi

The following clarifies the main terms used in the study.

### a. *Distance Learning*

Distance education or distance learning is a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance learning provides "access to learning when the source of information and the learners are separated by time and distance, or both."

(Wikipedia, [http://en.wikipedia.org/wiki/Distance\\_education](http://en.wikipedia.org/wiki/Distance_education), [12 Feb. 2013])

### b. *Online Learning, Elearning, and Online Tutorial*

Online learning (often referred to as e-learning) is a sub-set of flexible teaching and learning that seeks to provide greater access to learning for all students. An online learning environment can include any or all of a number of aspects ranging from administration details relevant to the class to learning experiences mediated through interactive multimedia to a total course delivered via the internet. (UWA, <http://www.catl.uwa.edu.au/e-learning/online/definition>, 12 Feb. 2013).

E-learning, sometimes termed computer-based training (CBT), internet-based training (IBT) or web-based training (WBT), includes all forms of electronically supported learning and teaching, including educational technology. E-learning often involves both out-of-classroom and in-classroom educational experiences via technology applications and processes (Wikipedia, <http://en.wikipedia.org/wiki/E-learning>, 12 Feb. 2013)

Online tutoring is the process of tutoring in an online, virtual environment or networked environment in which teachers and learners are separated by time and space (Wikipedia, [http://en.wikipedia.org/wiki/Online\\_tutoring](http://en.wikipedia.org/wiki/Online_tutoring), 12 Feb. 2013). While according to Soule (<http://www.slideshare.net/amysoule/online-tutorials>, 12 Feb. 2013), online tutorials are... student-centered, Internet-based, interactive synchronous or asynchronous, accessible for 24 hours / 7 days, sequential elearning.



*c. Current Online Tutorial Practices*

Current online tutorial practices in this study is referred to the synchronous and asynchronous activities of the tutors and the students which are presently performed in UT's "Tutorial Online". The activities include for example: preparing the learning materials (materi inisiasi), posting and responding to a posting in discussion forums, assignment submission, feedback, grading, communication, layout of tutorial page, components, etc. Every tutor and every student has his/her own ways or habits of doing this tutorial. The current online tutorial practices portray these common updated practices among tutors and among students in UT's "Tutorial Online".

*d. Expected Online Tutorial Practices*

Expected online tutorial practices in this study is referred to the expectations of the tutor and the students about what should occur in UT's tutorial online. The thing that is expected to happen in tutorial online may not only include the currently performed activities but also those which are not present or not optimally performed or applied. The expected online tutorial practices portray the students' and tutors' expectations about the components and activities which should exist UT's "Tutorial Online".

## **1.6. Lingkup**

The study limits its coverage on the investigation of the participants (tutors and student participants) of the online tutorials at PBI UT in semester 2013.1. Active and non active students of PBI who do not participate in the online tutorials are not the subjects of the study. The study uses cross-sectional surveys to investigate perceptions on current practices and expectations on best practices of the online tutorials at PBI UT. In-depth interviews and field observations are used to cross-check whether perspectives on the aspects of preparation, content, teaching-learning strategies, communication/interactivity, evaluation, lay-out/face value, and participation rate are congruent with the performed practices of the online tutorials.

### **1.7. Luaran**

Output of the study takes the form of a journal article that describe the current performed practices, and recommendation of online tutorial best practices at PBI UT.

### **1.8. Manfaat**

There are several reasons why the study is important as follows:

- 1) For UT tutors, the output of the study helps them reflect their online tutoring practices and to induce revisions on various elements of tutorials including: preparation, methodology, content quality, interactions, and content media delivery. Improvement of these elements gives impacts on most importantly the enhancement of the students' learning experiences and attainments.
- 2) For decision makers in UT (even outside UT), the output of the study provides grounded insights from the students and the tutors about the nature of the current tutorial practices and expectations within its contexts. Apart from that, the recommendations on best practices offer solutions by aligning existing misconceptions with other online learning and teaching best practices in other institutions or practitioners. These can be taken in considering a policy to improve the online tutorial practices.
- 3) The study adds to the scholarly research and literature in the field of distance education especially on best practices of online tutorials.
- 4) For other researchers, the recommendations for further research may be considered in conducting further study. One example can be the adaptation/adoption of best practices in PBI UT's online tutorial can be conducted by modeling or experimentation.

## **BAB 2. TINJAUAN PUSTAKA**

### **2.1. E-learning and Online Learning in Distance Education**

The terms of e-learning and online learning are often used interchangeably and referred to the same thing. They can be described as a learning process in

which learners can communicate with their instructors and their peers, and access learning materials over the Internet network (Curran, 2004).

## **2.2. Best Practices and The Case of Online Tutorials at UT**

At UT, online tutorial is one of the types of tutoring services (e.g. face-to-face tutorial, radio broadcast tutorial, and television broadcast tutorial) which is delivered through the Internet network (web-based tutoring) and offered to UT students as an option to supplement their self-directed learning with the course textbooks. It functions as one of learner support facilities and emphasizes on explaining or clarifying parts of the printed textbook material in which the students find difficulties (Belawati, 2002). Participation in tutorial is not a must for all students, except students of the Elementary Teacher Education Program and the Early Childhood Education Program.

The online tutorials are delivered through the “Moodle” as the course management software (CMS). They are set in weekly bases consisting of an eight-week tutoring sessions. Tutorial major components include the contents called “materi inisiasi”, discussion forums, and three scheduled assignments. All of these components should refer to the course material in the textbooks. The grades obtained by students in the online tutorials contribute 50% to the final grades obtained in the post semester exam (UAS).

The reasons for the provision of online tutorial at UT can be traced from the work of Hanafi et al (2008) which restates Becta’s (2002) advantages of e-learning as follows: 1) provide access to a range of learning resources and materials, 2) give control to students over when and where they study; 3) allow students to study at their own pace; 4) provide a students with learning environment which can be tailored to meet the learning needs of individual students; 5) create an environment that promotes an active approach to learning; 6) support increased communications between tutors and students, and among students; 7) provide frequent and timely individual feedback, for example through computer assisted assessment, and positive reinforcement; 8) motivate students through appropriate use of interactive courseware; 9) support and encourage

collaborative learning; 10) support economic reuse of high quality, expensive resources; and 11) encourage students to take responsibility for their learning.

Suparman (2008) suggested that online tutorial is not a fully online course. He pointed out that, despite its advantages for distance students with time and space limitations (i.e. material delivery), the application of e-learning was facing problems of access and infrastructure.

Previous studies on UT's online tutorials have investigated several aspects of this online tutorial. In terms of the students' satisfaction, Ruganda (2004) revealed that the majority of his respondents (students participating in online tutorial) expressed their satisfactory responses. However, compared to face-to-face tutorial, Noviyanti (2002), Jovanka (2006), and Sunarjo and Kamsir (2004) pointed out that most of the students preferred face-to-face tutorial to online tutorial.

On the practices of online tutoring, Meilani (2002) reported that 75% of the tutors did not have the tutorial plan and syllabus (RAT/SAT) before they conducted tutorials even though 90% of them had posted their "initiation materials", 90% of them had prepared the three scheduled assignments, and 65% had posted in discussion forums. In addition, she mentioned, based on her study, 32% of student respondents could be categorized as passive participants who only read the materials and the postings. Only 5.8% students were active in the online tutorials, e.g. posting comments, questions, and responses to either the tutor's postings or other students' postings. In her earlier study, Meilani (1997) found that 65.8% of her student respondents suggested an addition in the number of offered courses and in the duration of tutorial. She also reported students' complaint about the implementation of tutorial schedule and the tutors' lacking mastery of the learning materials.

In terms of the attractiveness of the layout of the online tutorial page, 80% of respondents confirmed the attractiveness (Afriani, 2006). On the other hand, Afriani found that 75% of the respondents faced difficulties in accessing UT's online tutorial homepage

Although Noviyanti and Wahyuni (2008) show in their study that tutors had good preparation for the tutorial activities, in terms of following the

procedures, attending the training, developing and sending tutorial initiation materials, giving assignments, conducting online discussion, and giving feedback to students, they did not spend enough time for conducting the online tutorial, even 15.27% of did not access the online tutorial.

### BAB 3. METODE PENELITIAN

#### 3.1. Disain

This is a single-stage case study which combines quantitative and qualitative research. It is worth using for it approaches the research questions by investigating of a single group of students (Undergraduate Teacher English Education Program participating in UT's online tutorials) and PBI tutors in a certain point in time (semester 2013.1). Inferences obtained from quantitative data analysis procedures using cross-sectional survey questionnaires are triangulated with qualitative data analysis procedures using in-depth survey interviews and field observations.

*Table 1. Research Design*

Research Purpose	Sources of Data	Data Types	Sampling Procedure	Data Collection	Data Analysis
To obtain a description of the current and the expected practices of the online tutorial of English Education Courses at UT;	students	<ul style="list-style-type: none"> <li>• primary</li> <li>• nominal</li> <li>• ordinal</li> </ul>	purposive	<ul style="list-style-type: none"> <li>• Open-ended and close-ended questionnaire</li> <li>• Semi-structured Interview</li> <li>• Observation Notes</li> </ul>	Quantitative Qualitative
	tutors	<ul style="list-style-type: none"> <li>• primary</li> <li>• nominal</li> <li>• ordinal</li> </ul>	population	<ul style="list-style-type: none"> <li>• Open-ended and close-ended questionnaire</li> <li>• Semi-structured Interview</li> <li>• Observation Notes</li> </ul>	Quantitative Qualitative

#### 3.2. Subyek

Participants of the study are email-invited students who attend in the tutorials and the English Education Program tutors working in UT headquarter in semester 2013.1. The student participants who do not attend the tutorials, though registered, are not invited to participate in the study.

There are two surveys conducted. In the first survey, the population of the study is the total number of 1225 enrolled students in the 2013.1 semester. A hundred participants were selected from the population by clustering (multistage) them based on geographical distribution and the number of students. Nine study centers in three regions across Indonesia are randomly chosen as the sample sites. Next, stratified random sampling method is applied so that specific characteristics of the population which include age, sex, length of study, education background, and entry level are represented in the sample. In the second survey, the whole population of program administrators consisting of 27 staff was purposively included as participants.

### **3.3. Teknik Pengumpulan Data**

In collecting the data, the researcher maintains the research ethics such as: voluntary participation, informed consent, confidentiality, anonymity. Data collection includes the following steps.

- 1) Preparing legal letters and for conducting research using survey questionnaires, interviews, and observations.
- 2) Collecting the students' email-addresses, registered in the online tutorial of English Education courses in Semester 2013.1
- 3) Constructing the research instruments, including: the student questionnaire, the tutor questionnaire, the student interview guide, the tutor interview guide, and the observation form.
- 4) Expert reviews and revisions of the instruments
- 5) Preparing, uploading, and setting up the online questionnaires on to the "monkey survey" web.
- 6) Inviting the students and the tutors to participate in the online survey by email.
- 7) Administering and monitoring the surveys.
- 8) Tabulating the close-ended responses in frequency tables for quantitative data analysis.
- 9) Collecting, categorizing, and summarizing the open-ended responses obtained from the survey questionnaires.

- 10) Assigning six students as sample and three sample tutors for interviews.
- 11) Contacting and interviewing the sample students and the sample tutors by using the interview guides.
- 12) Recording the interviews and transcribing the recordings for qualitative data analysis
- 13) Conducting observations on several tutorial pages and filling out the observation form.

### **3.4. Prosedur Analisis Data**

The data analysis follows the following steps.

#### **3.4.1. Analisis Data Kuantitatif**

##### a) Uji Validitas

The researcher maintains the validity of the instruments used in the study. Validity refers to the extent to which assessment procedures actually do what they were designed to do (Nunan, 1988:119). Content validity test is applied and it focuses on whether the full content of a conceptual definition is represented in the measure (Punch, 2009:246).

##### b) Uji Reliabilitas

The researcher maintains the reliability of a single administration of cross-sectional survey by counting reliability coefficient ranging from .00 to 1.00 by using split-half procedure to measure consistency of items.

##### c) Uji Kesalahan Sampling

##### d) Uji Distribusi Normal

#### **3.4.2. Analisis Data Kualitatif**

##### a) Transcribing

##### b) Coding

##### c) Categorization

##### d) Developing Propositions

- e) Conceptual Clustered Matrix
- f) Describing

## BAB 4. BIAYA DAN JADWAL PENELITIAN

### 4.1. Anggaran Biaya

Tabel 2. Ringkasan Anggaran Biaya Penelitian Dosen Muda

No.	Jenis Pengeluaran	Rincian	Biaya yang Diusulkan (Rp)
1.	Penyiapan Proposal		
2.	Pembuatan Kisi-kisi Angket Siswa&Tutor		
3.	Review Kisi-kisi Angket		
4.	Pembuatan Pedoman Wawancara		
5.	Review Pedoman Wawancara		
6.	Pembuatan Pedoman Observasi		
7.	Review Pedoman Observasi		
8.	Review pakar terhadap Instrumen		
9.	Honor Pakar		
10.	Uji Validitas dan Reliabilitas		
11.	Finalisasi Instrumen		
12.	Import data mahasiswa dan tutor dari Database UT		
13.	Kompilasi alamat email mahasiswa dan tutor		
14.	Stratifikasi Random Sampling mahasiswa		
15.	Registrasi survey online di Monkey Survey		
16.	Setting halaman angket di web Monkey Survey		
17.	Pengetikan pertanyaan angket di Monkey Survey		
18.	Undangan ujicoba angket online		
19.	Uji coba angket online		
20.	Honor ujicoba untuk mahasiswa		
21.	Honor ujicoba untuk tutor		
22.	Revisi dan Finalisasi Angket Online		
23.	Posting weblink Angket Online di 38 halaman tutor matakuliah PBI UT		
24.	Honor posting weblink untuk administrator tutor		
25.	Undangan Angket Online melalui email kepada mahasiswa dan tutor		
26.	Pengumpulan data respon mahasiswa dan tutor dari angket online		
27.	Unduh data respon dalam format excel		
28.	Import data ke SPSS		
29.	Pengolahan Data Kuantitatif		
30.	Interpretasi hasil olahan data kuantitatif		
31.	Penyajian data kuantitatif		
32.	Purposif Sampling 5 orang mahasiswa peserta tutor		
33.	Kontak sample purposive peserta tutor		
34.	Penyiapan alat dan bahan wawancara (recorder		







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## LAMPIRAN-LAMPIRAN

### Lampiran 1. Justifikasi Anggaran Penelitian

<b>1. Honor</b>						
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun (Rp)		
				Th. I	Th. II	Th. n
Ketua				2000000	-	-
Anggota (1)				1000000	-	-
SUB TOTAL (Rp)				3000000	-	-
<b>2. Peralatan Penunjang</b>						
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Harga Peralatan Penunjang (Rp)		
				Th. I	Th. II	Th. n
Alat rekam		1		400000	-	-
Kaset		2	20000	40000	-	-
flashdisk		1	75000	75000		
SUB TOTAL (Rp)				515000	-	-
<b>3. Bahan Habis Pakai</b>						
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Harga Peralatan Penunjang (Rp)		
				Th. I	Th. II	Th. n
Kertas A4		1 rim	46000	46000		
SUB TOTAL (Rp)						
<b>4. Perjalanan</b>						
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Harga Peralatan Penunjang (Rp)		
				Th. I	Th. II	Th. n
Bandung	Wawancara					
Bogor	Wawancara					
Jakarta	Wawancara					
Serang	Wawancara					
SUB TOTAL (Rp)				2250000		
<b>5. Lain-lain</b>						
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)		
				Th. I	Th. II	Th. n
SUB TOTAL (Rp)				2250000	-	-
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (Rp)				Th. I	Th. II	Th. n
				15000000	-	-
TOTAL ANGGARAN YANG DIPERLUKAN SELURUH TAHUN (Rp)				15000000		

### Lampiran 2. Susunan organisasi tim peneliti dan pembagian tugas

No	Nama/NIDN	Instansi Asal	Bidang Ilmu	Alokasi Waktu (jam/minggu)	Uraian Tugas
1.	Drs. Benny Nugraha, M.Pd.	UT	Pendidikan Bahasa Inggris		
2.	Drs. Yan Haryanto, M.Ed.	UT	Pendidikan Jarak Jauh		

### Lampiran 3. Biodata Ketua dan Anggota

#### Ketua Peneliti

##### A. Identitas Diri

1.	Nama Lengkap	Drs. Benny Nugraha, M.Pd.
2.	Jenis Kelamin	Laki-laki
3.	Jabatan Fungsional	Asisten Ahli
4.	NIP/NIK	196708241998021001
5.	NIDN	0024086704
6.	Tempat & Tanggal Lahir	Tasikmalaya, 24/08/1967
7.	E-mail	bnugraha@ut.ac.id
8.	Nomor Telepon/HP	08121904624
9.	Alamat Kantor	Jl. Cabe Raya, Pamulang, Tangerang Selatan
10.	Nomor Telepon/Faks	021 7490941
11.	Lulusan yang telah dihasilkan	S-1 =
12.	Mata Kuliah Yang Diampu	1. TEFL 2 2. Writing 2 3. Second Language Acquisition 4. Translation 5. English for Science and Technology

##### B. Riwayat Pendidikan

	S-1	S-2
Nama PT	IKIP Bandung	UPI Bandung
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris
Tahun Masuk-Lulus	1986-1993	2004-2012
Judul Skripsi/Tesis	The Role of Context in Vocabulary Teaching	Distance English Education Program Evaluation at Universitas Terbuka
Nama Pembimbing	Drs. Udaya Karnadijaja	Prof. Dr. Nenden Sri Lengkanawati, M.Pd. & Dr. Wachyu Sundayana, M.A.

### C. Pengalaman Penelitian Dalam Lima Tahun Terakhir

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jml (Juta Rp)
1.	2010	Profil Pembelajaran Bahasa Inggris di SD: Studi Kasus di Kota Tangerang	UT	20
2.	2010	Evaluasi Terhadap Materi Pokok Mata Kuliah Pengembangan Kurikulum dan Pembelajaran Bahasa Inggris	UT	20

### Anggota Peneliti

#### A. Identitas Diri

13.	Nama Lengkap	Drs. Yan Haryanto, M.Ed.
14.	Jenis Kelamin	Laki-laki
15.	Jabatan Fungsional	Lektor
16.	NIP/NIK	195209281986011001
17.	NIDN	0028095201
18.	Tempat & Tanggal Lahir	Bandung, 28 September 1952
19.	E-mail	haryanto@ut.ac.id
20.	Nomor Telepon/HP	08561187530
21.	Alamat Kantor	Jl. Cabe Raya, Pamulang, Tangerang Selatan
22.	Nomor Telepon/Faks	021 7490941
23.	Lulusan yang telah dihasilkan	S-1 =
24.	Mata Kuliah Yang Diampu	1. Structure I
		2. Structure II
		3. Structure III

#### B. Riwayat Pendidikan

	S-1	S-2
Nama PT	IKIP Jakarta	Simon Fraser University
Bidang Ilmu	Pendidikan Bahasa Inggris	Distance Learning
Tahun Masuk-Lulus	1976-1981	1988-1990
Judul Skripsi/Tesis	Pronunciation of English by Indonesians	Student Services at Universitas Terbuka
Nama Pembimbing	Dra. Nisrina Nur Ubay	

### C. Pengalaman Penelitian Dalam Lima Tahun Terakhir

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jml (Juta Rp)
1.				

**Lampiran 4. Surat Pernyataan Ketua Peneliti****SURAT PERNYATAAN KETUA PENELITI**

Yang bertandatangan di bawah ini:

Nama : Drs. Benny Nugraha, M.Pd.  
NIDN : 0024086704  
Pangkat/Golongan : Penata Muda, Golongan III/a  
Jabatan Fungsional : Asisten Ahli

Dengan ini menyatakan bahwa proposal penelitian saya dengan judul: “Current And Expected Practices Of The Online Tutorials Of English Education Courses At Universitas Terbuka” yang diusulkan dalam skema Penelitian Dosen Pemula untuk tahun anggaran 2013 **bersifat original dan belum pernah dibiayai oleh lembaga dan dana lain.**

Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka sayabersedia dituntut dan diproses sesuai ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima ke kas negara.

Demikian pernyataan ini dibuat dengan sesungguhnya dan dengan sebenar-benarnya.

Tangerang Selatan, 8 Maret 2013

Mengetahui,  
Ketua LPPM-UT

Yang menyatakan,

Dr. Dewi Padmo, M.Sc.  
NIP. 196605081992031003

Drs. Benny Nugraha, M.Pd.  
NIP. 196708241998021001