Analyzing Internet Use Of Students in Learning English Through Their Learning Approach at IAIN Bukittinggi

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Abstract: The research was due to several problems found in the field; Most of students used internet in learning English and doing tasks. However, some of them were not able to explain their task results. They did not comprehend the material of the lesson eventhough they used internet. For some others, internet was worthwhile for them. Based on that, the researchers assumed that the students had varieties way in using internet. This research belongs to quantitative research by survey. The population was the all of English students which study actively in the classroom at IAIN Bukittinggi in academic year 2019/2020. There are three different grades of semester; semester 1, 3 and 5. To choose sample, the researcher used purposive sampling. The purpose of the researcher is to choose sample which use internet mostly. The finding reveals that 70.6% of the students use deep approach while using internet that consists of 25.4% in seeking meaning, 15.9% in relating ideas, 19.8% in using evidence and 9.5% interested in ideas. There are 29.4% of the students use surface approach, that consist of 3.9% in lacking of purpose, 7.9% in unrelated memory, 12% in syllabus boundness, and 5.6% in fear failure. In conclusion, the students prefer using deep approach to surface approach.

Keywords: using internet, learning English, learning approaches

1. Introduction
Nowadays, internet usage is rising up because the internet provides a global system of interconnected networks across the world. As stated by UNESCO (2003: 72)in Internet in Education, “The Internet is the most dynamic and largest world system of global communications”. Moreover Lelia (2010: 21) mentioned that internet is as medium with network that can be accessed freely in life. It makes people tend to use it in many aspects of life such as social, entertainment, education and so on. In educational term, the internet provides many information sources for many educational purposes learning that can be used by students. According to UNESCO on Internet in Education (2003: 6), the students can improve their knowledge by accessing some educational literature and another website freely. It makes using internet unavoidable for students. As mentioned by Todd in Yilmaz & Feza (2010: 2143-2150), students tend to use information technology such as internet to help them in doing schoolwork. Providing many information and knowledge in education makes the internet be accessed by most of students from difference science field in the world includes students’ English education section. The English student could find all the information for all courses that they need in learning English. Then, using internet by English students in learning English can be denied.
Learning means acquiring or getting of knowledge of a subject or a skill by study, experience or instruction (Griffiths, 2003b: 7). Learning English means gaining whatever knowledge about English that obtained from different activities that giving input for it. As students’ English education section, the English students not only learn about English skill, but also about theoretical and practical English teaching, assessment and so on. Because of the course so complicated, it pushed them to use internet more. It caused by internet provides the large of information cheaply and easily than books.

As the huge resources, Internet has many advantages in educational field. According to UNESCO there are several function of internet (2003: 9);

a) Storehouse of references
Reference of materials and data are increasing or all categories of users. It makes everyone easier to get authoritative material for many purposes; for learning, teaching or research.

b) Free access among the country
Break the limitation access for getting the quality and quantity of information for education between developed and developing countries. It is possible for country that is left behind to get qualified information from developed countries.

c) Quick information access
Quickness of information retrieval is including online access mode. The user can access the internet in short time; through one click the information can be obtained.

d) Low cost to access
One more achievement of global network technologies in the considered field is the decrease in the cost of information delivery to users. The user can save money for other budget, because by using internet they can get qualified information cheaply. For instance, it is thriftier using e-book through internet than buying the book for finding information.

e) Diversity information
The information quantitative is growing, it also makes the qualitative diversity of information is developing. For example, you can learn many cultures in the world without going anywhere, through accessing information from internet.

Moreover, Naza n (2011: 606-611) mentioned that learning through internet can improve students’ interest in learning. It is caused by many sites that internet provide, such as educational game application, funny educational videos and many others.

However helpful and useful, using internet for educational purposes has some disadvantages. Johan et.al (2013: 196-202) found disadvantages of using internet in education field; distraction students concentration while learning, the eases make students tend to procrastinate in doing task, plagiarism and some incorrect information. Because of that, the educator’s role is very important. UNESCO (2003: 6) stated that, “Educators have to investigate the didactic opportunities of internet usage invention and successfully for didactic functions.” It means that educator has to know the way of students gain knowledge and information from internet. As stated by Michael D Meeks (2013: 1-16), students learning and knowledge acquisition preferences influence pedagogy choices by instructors. Hence, knowing the way of students to gain knowledge from internet is needed.

The way of gaining information from internet has close relation with learning approach that use by students. Ability to find information from internet was called as information literacy. High level of information literacy will lead to meaningful learning. In many researches, it was found that high academic success and meaningful learning skill are capabilities exhibited by students who adopted the deep learning approach (Frăsineanu; 2013, Byrne et.al; 2002). Thus, students’ learning approaches are needed to identify students’ way of using internet.

Learning approach is belief or assumption about the learning itself that shown through how the knowledge attained. Jeremy (2001:78) mentioned that, approach also shows the way of people acquire the knowledge to reach learning success. There are two kinds of learning approaches; deep and
According to Biggs (1987: 20), the deep approach is learning with intrinsic motive to show interest in material by using some strategies that meaningful such as reading widely and relate it with their other known knowledge while, surface approach is instrumental motive to avoid failure by using minimum effort with reproductive strategy; bound and rote learning.

Entwistle in Meeks (2013: 1-16) that stated in ASSIST there are 4 subscales for deep approach. The 4 subscales for deep approach are; (1) seeking meaning means reading from many sources, draw out the content, and try to comprehend the information found, (2) Relating ideas by integrate all the information into a whole, integrate the information with background knowledge and real life experience (3) Use evidence for analyzing information that found from internet, examine the evidence, and see reason behind the evidence. (4) Interesting in ideas: Prefer to use internet for searching learning material and feel unpressured while using internet for learning to get more knowledge.

Besides 4 subscales for deep approach, there are also 4 subscales for surface in ASSIST. The 4 subscales for surface approach are; (1) Lack of purpose: learning for the purposes of the task itself, excavate the material from internet is useless, and do not why should be done. (2) Unrelated memorizing: Failed to relate all the knowledge that was found from internet, using internet for searching pieces information to be memorized, rote learning. (3) Syllabus-boundness: border concentration on certain information that is found from internet, and see all the information from the internet as bits of knowledge. (4) Fear to failure: the students use internet for searching task with pressure feeling, and worry about the work.

In general, there are some issues about using internet. First doing plagiarism (Johan et. al, 2013: 196-202); students might search online for answers to test questions or have answers sent to their computers by other students. Students are able to access huge amounts of information via computers and may present that information as their own. Plagiarizing may be difficult for universities to prove or identify because of the broad scope of the Internet and difficulty of finding all possible sources of information.

Secondly, in gaining term, the students learning approach has decreased time by time, from the last generation to the new one (Millennials) (Meeks, 2013: 1-16). There are going to surface approach by the time. It was influenced by developing technology. Many easies that provide by internet made them heavy dependence to technology. Millennials are more inclined than previous generations to use a surface learning approach in order to access information quickly and get things done.

In addition, there are two problem was found in the field. The first problem most of English students students using internet in learning English and doing tasks. The students tend to use internet even though the lecturer asked them to find the knowledge from the book.

Second, the English students could not comprehend the material and the lesson although they used internet. Sometimes they could not explain their own task however their task is correct.

Based on the problems above, it was important to do this research because the students’ using internet in learning English and learning approaches that their used was crucial to know as evaluation in order to get the entire learning goal. Then, research under the title “Analyzing Students’ Using Internet in Learning English through Their Learning Approaches of English Students at IAIN Bukittinggi” conducted.

2. Methodology

This study was categorized into survey research. It was the one of procedures in quantitative research in which investigator administer a survey to a sample or to entire population of people to describe the opinion, behaviors or characteristics of the population (Craswell, 2012: 3). The population was the all of English students which study active in the classroom at IAIN Bukittinggi in academic year.
2019/2020. There are three different grades of semester; semester 1, 3 and 5. To choose sample, the researcher used purposive sampling. The purpose of the researcher was to choose sample which use internet in learning English mostly. Then, all the 5 semester were chosen. Questionnaire was used as research instrument and it was adapted from ASSIST sub-scales by Entwistle which stated four sub-scales for deep approach and four sub-scales for deep approach. Then, the data would interpret based on Table 1

| Table 1. Rating Scale |
|-----------------------|
| Rating scales         | Quantitative |
| Always                | 5            |
| Almost always         | 4            |
| Sometimes             | 3            |
| Rarely                | 2            |
| Never                 | 1            |

Source: L. R. Gay (2000; 157)

3. Result and Discussion

There were 30 questionnaire about students’ using internet in learning English that analyze through their learning approaches. 15 item for deep approach that developing from 4 sub-scales and 15 item for surface approach that also developing from 4 sub-scales. The questionnaires were shared to fifth semester that consist of 126 English students. The researcher analyzed the questionnaire per-student. By using rating scales and looking for the mean for each sub-scale. The highest mean from all sub-scales were divided as students’ way tendency in using internet for learning English. Then, the representation of students’ using internet in learning English analyzed through their learning approaches is displayed in Table 2

| Table 2. Students Learning Approached In Using Internet For Learning English |
|-----------------------------|-----------------|---------------------|
| Learning Approaches        | Sub-Scales       | Amount Of Students  |
| Deep approach              | Seeking meaning (SM) | 32                 |
|                            | Relating Ideas (RI) | 20                 |
|                            | Use Of Evidence (UE) | 25                 |
|                            | Interest In Ideas (II) | 12                 |
| Total                      |                  | 89                 |
| Surface approach           | Lack of purpose (LP) | 5                 |
|                            | Unrelated memorizing (UE) | 10                 |
|                            | Syllabus-Boundness (SB) | 15                 |
|                            | Fear of Failure (FF) | 7                  |
| Total                      |                  | 37                 |

Source: research data

Based on Table 2, there were 216 respondents in this research. In deep learning approach, the data showed that there were 32 respondents which using internet for seeking meaning in learning English, it meant there were 25.4% from all total respondents. Then, there were 20 respondents which relating ideas while using internet in learning English, so it was 15.9% from all the respondents. There were 25 respondents which use evidence that describe 19.8% from all the responses. Last, there were 12 of respondents interst in ideas, that means 9.5% from the responses. Thus, there were 89 respondents that use internet in learning English by using deep approach, so there were 70.6% from total respondents that use deep approaches while using internet in learning English. The second learning approach was surface approach. The data showed that there were 5 respondents that were lack of purpose in using internet for learning English, so there were 3.9% from all amount of responses were 10 students did unrelated memorizing, it meant 7.9%. there were 15 respondents which syllabus-boundness, so there
be 12 %. Last, there were 7 respondents that fear of failure, so it be 5.6 %. Hence, there were 37 respondents which using surface approach while using internet for learning English, that meant 29.4 % from all respondents.

4. conclusion
Based on the finding and discussion above, it can conclude that there are 70.6 % of the students use deep approach while using internet that consist of: 25.4% was seeking meaning, 15.9% was relating ideas, 19.8 % was to use evidence and 9.5 % interest in ideas. There are 43.7 % of the students use surface approach, that consist of: 3.9 % lack of purpose, 7.9 unrelating memorize, 12% syllabus boundness, 5.6% fear failure. In other words, the students which using deep approach is more than surface approach in using internet for learning English.

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