

**THE EFFECTIVENESS OF USING INTERNET IN LEARNING
ENGLISH: A CASE STUDY OF STUDENTS AT MTSN 2 SIDRAP**



A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University as Partial
Requirements to Obtain Bachelor Degree in English Literature Study Program

KHAERUNNISAA HAMKA

F041191092

ENGLISH LITERATURE STUDY PROGRAM

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LEGITIMATION

THESIS

**THE EFFECTIVENESS OF USING INTERNET IN LEARNING ENGLISH: A CASE
STUDY OF STUDENTS AT MTSN 2 SIDRAP**

BY

KHAERUNNISAA HAMKA

Student ID Number: F041191092

It has been examined before the Board of Thesis Examination on 09th June 2023
and is declare to have fulfilled the requirements.

Approved By

Board of Supervisors

Chairman



Dra. Marleiny Radiuni, M.Ed.
NIP. 196004091987032001

Secretary



Hidayatullah Yunus, S.S., M.Tesol
NIP. 199210072022043000

Dean of Faculty of Cultural Sciences
Khadriyus-Sanuddin University



Prof. Dr. Akim Duli, M.A.
NIP. 196407161991031010

Head of English Literature Study Program



Dra. Nasmilah, M.Hum, Ph.D
NIP. 196311031988112001

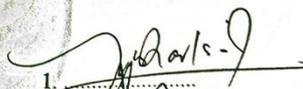
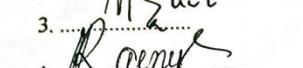
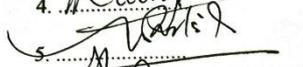
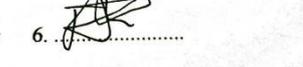
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HASANUDDIN UNIVERSITY

AGREEMENT

On June 09th, 2023, the Board of Thesis Examination has kindly approved a thesis by **Khaerunnisaa Hamka** (F041191092) entitled "*The Effectiveness of Using Internet in Learning English: A Case Study at MTSN 2 Sidrap*" submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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DECLARATION

The thesis by **Khaerunnisaa Hamka** (F041191092) entitled "*The Effectiveness of Using Internet in Learning English: A Case study of Students at MTSN 2 Sidrap*" has been revised as advised during the examination on Friday, June 09th 2023 and is approved by the Board of Undergraduate Thesis Examiners:

- | | |
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| 1. Dra. Nasmilah, M.Hum, Ph.D | First Examiner |
| 2. Sitti Sahraeny, S.S., M. Appling. | Second Examiner |

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With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No.1610/UN.4.9.1/KEP/2021 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Khaerunnisaa Hamka (F041191092) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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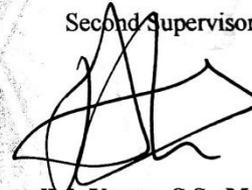
Approved by

First Supervisor

Second Supervisor



Dra. Marleiny Radjuni, M.Ed.
NIP. 196004091987032001



Hidayatullah Yunus, S.S., M.Tesol
NIP. 199210072022043000

Approved by the Execution of Thesis Examination by
The Thesis Organizing Committees

On Behalf of Dean
Head of English Literature Study Program



Dra. Nasmilah, M.Hum, Ph.D
NIP. 196311031988112001

STATEMENT OF ORIGINALITY

The undersigned;

Name : Khaerunnisaa Hamka

ID Number : F041191092

Department : English Literature

Judul Skripsi : **The Effectiveness of Using Internet in Learning English: A**

Case Study of Students at MTSN 2 Sidrap

Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, 12th June 2023



Khaerunnisaa Hamka

NIM. F041191092

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Makassar, 31 May 2023

The author

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ABSTRACT

Khaerunnisaa Hamka. 2023. *The Effectiveness of Using the Internet in Learning English: A Case Study of Students at MTSN 2 Sidrap* (supervised by **Marleiny Radjuni** and **Hidayatullah Yunus**).

The research in this thesis aims to determine the effectiveness of the use of the Internet in learning English and to determine the extent to which the influence of the Internet on motivation to learn English.

In this study, the author used a qualitative approach method. Data collection techniques through questionnaires, interviews, and documentation. Then, the data that has been obtained, is analyzed using descriptive methods.

The results showed that the effectiveness of using the Internet in learning English for eighth-grade students was quite good. Students can use it to increase knowledge and add new experiences. Then, the use of the Internet also has an impact on student learning motivation. With the Internet, it makes it easier for students to learn. As well as students are more eager to hone their English skills.

Keywords: *Effectiveness, Internet, Motivation, Learning English*

ABSTRAK

Khaerunnisaa Hamka. 2023. *Efektivitas Penggunaan Internet dalam Pembelajaran Bahasa: Studi Kasus Siswa MTSN 2* (dibimbing oleh **Marleiny Radjuni dan **Hidayatullah Yunus**).**

Penelitian dalam skripsi ini bertujuan untuk mengetahui efektivitas penggunaan Internet dalam pembelajaran bahasa Inggris dan untuk mengetahui sejauh mana pengaruh Internet terhadap motivasi belajar bahasa Inggris.

Di penelitian ini, penulis menggunakan metode pendekatan kualitatif. Teknik pengambilan data melalui kuisisioner, wawancara, dan dokumentasi. Kemudian, data yang telah diperoleh, dianalisis menggunakan metode deskriptif.

Hasil penelitian menunjukkan bahwa efektifitas penggunaan Internet dalam pembelajaran bahasa Inggris terhadap siswa kelas delapan sudah cukup baik. Siswa dapat memanfaatkannya untuk meningkatkan ilmu pengetahuan serta menambah pengalaman baru. Kemudian, penggunaan Internet berdampak juga terhadap motivasi belajar siswa. Dengan adanya Internet, mempermudah siswa dalam belajar. Serta, siswa lebih bersemangat untuk mengasah kemampuan berbahasa Inggris mereka.

Kata kunci: *Efektivitas, Internet, Motivasi, Pembelajaran bahasa Inggris*

CHAPTER I

INTRODUCTION

A. Background of The Study

English is an international language that is used to communicate in several countries as the main language. English has an important role in various fields, especially in the education field. Besides that, the ability to communicate in English is not only useful for individuals but also useful in supporting the advancement of a nation's education. Considering the importance of English in the future, providing an effective English teaching process for learners and students in Indonesia becomes an important agenda.

In Indonesia, living in an environment where speaking English is less necessary, making English is a foreign language that is only learned at school and not commonly used in daily life. Thus, schools have an essential role in supporting the learning process and are expected to increase students' interest in learning English. It has not achieved the expected results because students have limited opportunities to use and practice the language, which is likely to reduce students' motivation to learn English, especially in rural areas. Therefore, any effort such as supporting school facilities and educational technology for learning English are currently needed following current developments in educational technology is needed to improve the quality of education.

Nowadays, an educational technology medium that has been growing rapidly is Internet. It is a global communication system that connects networks around the world that make it easier for users to communicate and search for information or phenomena that are happening. The development of Internet, which is becoming increasingly advanced, encourages a person to adapt to changes and developments that occur. The advancement of Internet has influenced the learning process. This can be seen on Internet, which facilitates various content regarding education. Therefore, it would be better to use Internet as a learning resource so that learning is more efficient. It is agreed with Raharjo (2001) that states, the benefits of Internet for education are access to information resources, the availability of experts, and media cooperation.

For students, Internet makes it very easy to find information that is not understood from textbooks or help to complete assignments given by teachers. In addition, Internet can be a learning medium for developing their abilities, especially in English. Thus, students would be more engaged in creating their knowledge using learning media, according to Pearce and Schneiderman's (2009) research, because they would have a place to expose and explore themselves to publish their work online.

Meanwhile, the use of Internet for teachers to be able to follow new approaches to teaching to create interesting learning. The presence of Internet as a learning resource makes teachers more considerate in

choosing the material to be given so that students can understand it. In addition, it will be following the learning objectives in the class.

In this research, the writer will examine MTSN 2 Sidrap, which is far from the capital city of South Sulawesi, Makassar. The school has facilities that support the learning process, especially a good network to access Internet. Students are allowed to bring smartphones, but they rarely use them while studying because sometimes they use them to play games or browse social media. In addition, there is no awareness of applying modern learning processes by using the Internet as a learning resource. So that it is still guided by textbooks.

From the description above, the writer wants to find out the effectiveness of using Internet in learning English of MTSN 2 in Maritengngae, Pangkajene Sidrap.

B. Identification of Problems

Based on the background of the research, several problems can be identified are:

1. Lack of knowledge about the importance of using Internet as a source of learning English in schools.
2. Students' interest in using Internet for learning is lower than their interest in using it to do things that are unrelated to education.
3. Lack of students' motivation in using Internet to learn English.

C. Scope of Problems

Due to the limited time, the writer decides to discuss merely on:

1. Lack of knowledge about the importance of using Internet as a source of learning English in schools.
2. Lack of students motivation in using Internet to learn English.

D. Research Question

1. What is the effectiveness of using Internet as a source to learn English?
2. How does Internet affect students' motivation in learning English?

E. Objectives of the study

1. To find out the effectiveness of using Internet in learning English.
2. To investigate how far Internet brings an impact on learning motivation.

F. Significance of the Study

This research is expected to be useful for:

1. For students

That can motivate students to use Internet as a learning resource to improve their English skills through using podcasting technology in studying English, the necessary things for students are attitude, understanding, or experience.

2. For teachers.

These results are expected to help teachers come up with ideas for teaching methods so that the class feels comfortable during teaching

and learning activities. Also, by using Internet as a source of more up-to-date teaching materials.

3. For school

Expected to contribute to improving facilities to support learning activities in schools.

4. For future researcher

This study could be a reference for future research on this topic from a different perspective or on other topics.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

There has been a lot of previous research on this topic. The writer will take some research that will be referenced in this research.

According to Lekawael (2017) “The impact of smartphone and Internet usage on English language learning”. Her research stated that various teaching aids in English are likely to be suitable. Such as using the smartphones and Internet has also actively influenced my English skills. This study pursues a qualitative approach and uses a questionnaire to collect the data. The research shows that by using smartphones and the Internet, either the teacher or students are expected to have more active and creative toward their knowledge. Thus, it allows students to improve their technological awareness while learning English in the classroom.

The result of a study conducted by Anisa Husni Alkaromah, Endang Fauziati, and Abdul Asib (2020) entitled “Student’s Perception on the Information and communication technology (ICT) Tools in English language teaching”. This study was conducted to investigate students’ perceptions of the use of ICT in the EFL classroom. This research used a qualitative method with a case study approach to determine students’ understanding and experiences of using ICT. Collected data through interviews to obtain relevant information. The results reveal that the students understood the use of ICT and its availability. In addition,

students' perceptions of the use of ICT in English lessons are positive, and it is recommended to use it as a useful tool to assist students in being more creative to support learning activities.

Another previous research with the title "The Impact of Internet Application as Resource of Learning on students' independence learning" was conducted by Wahyu Budiyan, and Sujarwo (2019). This research's main purpose is to explain the effect of Internet applications as a learning resource that allows students to learn independence in English classes. This study used a quantitative method. In addition, used a questionnaire and interviews to collect the data. The findings indicate that using Internet as a learning tool helps students become more independent. There are guidelines provided by the teacher on how to utilize Internet in the learning process, even though it has a positive impact on learning for students who have shown them to be independent, creative, and innovative. When using Internet is necessary for the learning process, the teacher lets the students use it. Not all websites, like Google Translate, are permitted to use; instead, users are advised to utilize the Oxford Online Dictionary to look up the definition of a word or phrase.

Based on Abdul Rabbi Arrasul (2017). The goal of this study is to learn more about how students see Internet as a resource for English language learning. This study used descriptive qualitative research. Besides that, this study aimed at class IX students of SMPN 1 Bunta. So, the results obtained are that using Internet for language learning has helped

the learning process. Particularly for learning English, by allowing students to discover new facts about the language, enhance their language skills, and acquire new experiences in learning English quickly, and independently. This demonstrates that class IX pupils at SMPN 1 Bunta can benefit from the use of Internet in language learning.

Another research from Devi Arisanti and Mhd. Subhan (2018) with the title “Pengaruh penggunaan media Internet terhadap minat belajar siswa Muslim di SMP Kota Pekanbaru”. The study’s analysis has relevance for students who positively affect Internet media. If pupils can fully utilize digital media, they will have a high interest in learning. Internet resources can be utilized to look up information for school assignments and check students’ knowledge and understanding of learning in schools for activities that are assigned by the teacher. It can be concluded that there is a significant impact of Internet media on students’ interest in learning. to use Internet media effectively schools must educate and orient pupils.

B. Theoretical Background

1. Learning Resources

The most significant activity in educational institutions is process learning. Students, teachers, and the utilization of learning tools all interact during the learning process. Anything that gives students access to a range of information, experience, knowledge, and abilities also hence facilitates learning is referred to as a “learning resource”.

Learning Resources, as defined by Percival and Ellington, are a group of items or learning conditions that are consciously or unconsciously created to enable students to learn independently or in groups. In addition, learning resources are everything that teachers can utilize to advance teaching and learning in order to increase the effectiveness and efficiency of learning objectives, according to the Association for Educational Communications and Technology.

Morrison and Kemp (2004) stated that current educational resources can be used and modified in order to maximize learning effectiveness. The aims of learning resources are as follows:

- a. Assist teachers in making better use of their time by motivating students to learn.
- b. Give students more opportunities for learning individually, so that they are more active during class.

The term “learning resources” also refers to the methods used to display and disseminate the required course material during teaching and learning sessions. Images, sketches, maps, movies, diagrams, newspaper articles, or papers from scholarly journals are a few examples.

2. Internet

Internet is referred to as “interconnection networking.” While networking comprises the word “net,” which signifies connection, “inter” is short for “international,” which denotes a worldwide or

global aspect (Uno & Lamatenggo, 2010). As a result, Internet is a global network that links tens of thousands or even millions of computer networks from across the world to transmit and receive messages or transfer data (Warsita,2008).

The World Wide Web (WWW) and E-mail are just a few of the services offered by the Internet. The World wide web is a system of information that includes text, images, and other media that is kept on an Internet web server. Internet users can contact another and send messages using electronic addresses through the e-mail program.

Internet has benefits in every field of academia, organizations, government, and so on, claims Nasution (2006). Interactive communication, the accessibility of specialists and libraries, data sharing, and cooperation are just a few advantages of Internet. Due to the rapid advancement of Internet technology, it is now possible to use a tablet, smartphone, or even a television with an Internet provider's network.

3. Functions and Principles of the Internet in Education

Smaldino, Russell, and Heinrich (2005), assert that anyone can access some information that is available on Internet. Internet has a variety of material including audio, text, images, videos, and downloadable applications. Internet allows individuals from different places to communicate and share ideas. It has been recognized that Internet can have a positive impact on the educational system of a

country, particularly when it comes to the implementation of learning that takes place outside of the classroom and involves students, teachers, parents, and education providers. Internet is essential for modernizing traditional schooling, requiring students to actively participate in understanding material due to its ability to overcome distance and sources of information.

Sahin et al. (2010) pointed out that the usage of Internet in educational settings has facilitated information sharing and made it simpler to access a variety of sources. This shows Audu's (2006) statement that Internet improves the academic environment in several ways by enabling researchers to communicate and share experiences as well as offering access to global information sources. According to Bashir et al. (2008), educators who encourage the use of technology in the classroom are of the opinion that it will improve learning and better prepare students to perform in the workplace of the twenty-first century.

For the purposes of the principles, Musfiqon (2012) divides the use of technology in the learning process into three main categories:

- a. Efficacy and efficiency

How successfully a learning process completes learning goals serves as a measurement of its efficacy. Efficiency is the pursuit of learning objectives with the least number of

resources—including time, money, facilities, equipment, and other resources—necessary.

b. Reliability Principles

When it comes to learning objectives, material, learning methodologies, and learning evaluation, a teacher should be able to choose the technology that is appropriate.

c. The Productivity Principles

The purpose of practice in the learning process is to provide the greatest results by utilizing the available natural and human resources.

4. Motivation

One of the guiding concepts for effective education is the motivation to study (Kim & W. Frick, 2011). A student's motivation to learn indicates that they want to participate in and learn from a training activity (Garavan et al., 2010). In this study, motivation is used to identify student attraction factors. The motivation of the students, either intrinsic or external, may be the cause.

1. Intrinsic Motivation (IM) in language learning, according to Hayikaleng, Nair, and Krishnasamy (2016), is the desire to engage in an activity because it is fun and fascinating. A person may be motivated by the desire to feel better about oneself or by the enjoyment of the learning activity. The pupils in this class are

driven by intrinsic motivation; they study English because it is something they naturally want to do.

2. Extrinsic motivation (EM) is defined by Hayikaleng, Nair, and Krishnasamy (2016) as behavior that a person engages in to obtain a reward, such as higher grades, or to avoid punishment. Here, the students' external urge to take exams, look for work, and do other things motivates them to study English.