

**INTERNET IN ENGLISH LEARNING
FOR ENGLISH DEPARTMENT STUDENTS
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***Abstrak.** Artikel ini membahas tentang pengaruh internet di kalangan mahasiswa. Pengaruh ini dikelompokkan menjadi 2 opsi luas, yakni positif dan negatif. Perumusan pengaruh ini ditelusuri melalui kuesoner yang dirancang dengan pertanyaan-pertanyaan yang menggiring mahasiswa pada pergulatan mereka dengan internet. Selain itu, ada beberapa pertanyaan yang menggali informasi apakah mereka belajar Bahasa Inggris dengan bantuan internet. Ada 22 responden yang diminta menjawab kuesoner. Dari hasil kuesioner, saya mendapat informasi bahwa mahasiswa telah mengenal internet lebih dari 1 tahun dan selalu menyisihkan waktu untuk berinteraksi dengan internet. Hasil dari interaksi dengan internet menunjukkan hal positif, yakni menambah kosa kata dan kemampuan membaca. Kesimpulan yang bias diambil adalah sampai saat ini internet memberikan nilai positif pada mahasiswa.*

***Keywords:** Internet, English learning, students' perception.*

Internet has been internationally familiar. It has also been used for many things. Wherever people live, they could keep in touch with everyone through internet. Any information could be grasped via internet. Tele-conference could be held without meeting in face. Transaction may deal in chat via this cyber-net. Old friends can be traced easily by typing their names. Even, studying can be done on line. Thus, internet seems to be beneficial for everyone.

On the other hand, internet may have some disadvantages. Those who are addicted to game may spend half of a day in playing on-line game. People who have been in front of monitor searching information usually forget the time is running. They then realize that it has been midnight. Chatting is also an activity which is unintentionally time consuming. Crime could be committed either personally or in group, such as a group of hackers. They break the computer system to steal information or things. Hence, every user should be aware of the positive and negative effects of internet.

In this discussion, I would like to dig out the students' perception about internet related to English learning. The students are asked to answer questions on questionnaire paper, then their answers are analysed.

Previous Studies

As computer and internet jump in this world, they interest much people's attention. In relation to nowadays use in this modern technology, most are interested in analysing the language. Ansori (2007: 19-27) wrote an article entitled *Word Formation in Computer Technology*. He tried to identify some new word formations by classifying the process into compounding, blending, clipping, acronym, coinage, borrowing, derivation, and multiple process. These 8 processes could be seen in the following words: *current directory, file menu, space bar, login, auto-dial, del (delete), ROM BIOS, VGA, java, linux, mouse, keyboard*, etc. He then concluded that some words were created to label the things and activity related to computer. Therefore studying language in technology would never end. The more new technology invented, the more words created.

Another similar topic to the previous one is unpublished thesis written by Lutviana (2011). The title of her thesis is *A Study on the World Formation Processes of Chatting Language in Facebook Chatbox*. She analyzed some words used by internet users using Yule's theory. There were ten processes found in her respondents' chatting texts namely clipping, compounding, acronym, derivation, coinage, and multiple processes. Those words were *u, 'bout, sist, y'day, 4, b-4, 2morrow, cu, OMG, BTW, @, e-book*, etc. She then concluded that face book as one of internet features could connect people with newly formed words with the benefit of shortening time.

The more specific topic is discussed by Djatmika (2011). He conducted a research on Javanese language. The title of his article was *Modern Javanese of Young Users for Articles on Information Technology*. He focused on the influence of Indonesian and English to Javanese in terms of words in information technology written in articles in magazine *Penjebar Semangat*. The examples were *jejaring social popular, warnet, ngakses, facebook, android, i-phone, log in*, etc. He, after analysing those words concluded that even though Javanese did borrowing and adjusting the imported words, but Javanese was very flexible to receive those technology jargons.

The three previous studies focus on the specific use of language in computer and internet and their features. My article will elaborate in general point of view of internet and English learning as well as users' perception about the influence of internet on them, whether they see it as positive or negative technology.

English Learning and Internet

English as international language and medium of communication plays important role in every aspect. The label "international" is given to a certain institution as the language used by the members within it is English. Some media known as international newspaper use English, such as New York Times (USA), The Times (UK), India Daily (India), Jakarta Post (Indonesia), Sydney Morning Herald (Australia), etc. The students who are not the native of the country where they are studying are called international students because they are asked to speak English as the recommended language to use for communication with others. Internet emerged in about 1980s employs English to display the sites. Therefore, English is the bridge to join people around the globe through communication.

The function of English is definitely realized. Consequently, people give great effort to possess English. Besides, the highly formal institution (country) pays attention to meet the need of acquiring English to prepare the following descendant for jumping into globalization era. For that reason, English is one of obligatory subjects that should be taken by all students regardless their specific major. Griffler (2002: ix) notes that "...that hundreds of millions of people around the world have set out to learn English..." Additionally, Crystal (2006: 423) says that "...it is now recognized as the chief foreign language being taught in schools..." Thus, it can be concluded that English is learnt by most people in this universe.

The widely used English in other countries that have possessed their own language cause English to make a contact with various languages. The English learners who have been occupied by their mother tongue will unintentionally get influence from their mother tongue. Ellis (2008: 41) states that "... learners were strongly influenced by their L1..." It stimulates the variety of English, as Jenkins (2009: 2) proposes that,

Whereas the English language was spoken in the mid-sixteenth century only by a relatively small group of mother-tongue speakers born and bred within the shores of the British Isles, it is now spoken

in almost every country of the world, with its majority speakers being those for whom it is not a first language.

The sorts of language contact could be classified into two, direct and indirect contact. Direct contact happens when people meet in face to face. Indirect contact happens through mass media, such as papers, magazines, cellular technology, TV, and internet (Jendra, 2010: 67-68). English as the language to get in touch through some sorts of contacts has produced various variety, especially through mass media. Internet has been the substance in which English has grown fast. Dannet and Herring (2007: 1) state:

Many scholars have expressed concern about the dominance of world English, and the Internet as a new arena for its spread (Dor, 2004; Mair, 2002; Nunberg, 2000; see Chapter 18). A 2002 survey found that more than 56% of all webpages were in English. Also, in July 2000 more than 94% of links to pages on secure servers were in English (OECD, 2001)

The quotation above shows that ten years ago, English was the dominant language used in internet. I am personally certain that after 10 years, English must be more acknowledgeable because internet as the new arena for English's spread is not an "alien" for human beings. All internet users agree that this symbol "@" will lead people to think about internet, specifically e-mail. All e-mails should consist of this symbol. The abbreviation "www" indicates the address of a site that people can visit. Though some do not understand English, but they do know what "face book" and "you tube" are. The simplification of English use to communicate by non-native of English is unavoidable. As the result, new variations of English come about.

Crystal (March 2001, *Languages on the Internet*, Lingua Franca, ABC) quotes an article from *New York Times* in 1996 written by Michael Specter "if you want to take full advantage of the Internet there is only one real way to do it: learn English...the number of people on it who speak French, say, or Russian will become more varied and that variety will be expressed on the Web." From Specter's article, Crystal agrees that English is the language used by internet users, therefore those who speak other languages will get its influence. Even though Crystal gives some evidences that non-English languages play in some sites, but the alphabetical diversity cause problems

(Crystal, March 2001, *Languages on the Internet*, Lingua Franca, ABC). Therefore English alphabet is still holding its standard in the internet.

In addition to the new varieties of English, internet is also beneficial for English learners. Some websites provide English lessons. Some also provide English learning through video. As it is known that human beings are visual creatures, therefore visual aids in learning are more intriguing. Setyaningsih (in Cahyono, 2010: 79-92) has conducted a research on the use of Web Quest through internet. Her research proves that studying reading through Web Quest via internet attracts students' interest to read texts in English. Therefore this media becomes the valuable environment for developing students' ability in reading.

Goals of the Study

This article is aimed at seeing the role of internet in English learning with the top point of knowing the students' perception about internet with certainly 2 options, negative or positive effects. It is important to know about the effects because internet can be used as medium of teaching and learning when the result is positive. However, if the negative effects are the dominant answer, teachers should overcome this as soon as possible.

Respondents

The respondents of this research are the students of English Department, Faculty of Letters, academic years 2010/2011. They were chosen as they have been as the students more than 2 years and internet seems to be needed because they should keep in touch with internet in the very first time they were in this university for on-line registration. There are 22 respondents. Its fixed number is taken as the representative of all same academic years because they were taking the subject I was handling. Therefore they were hoped to give honest answers to get valid data, as Punch states that sampling in qualitative research has no simple summary of strategy. The strategy used in this research should meet the purposes and questions asked (1998: 193). In this quotation, sample is used to refer to people taken as the representative of the whole population. I prefer to choose respondents as they give response to my questions in questionnaire.

Result and Discussion

The questions in questionnaire are designed to know the students' perception from the very simple information. Question number 1 is for knowing whether they are familiar or not with internet. The result shows that 100% respondents know what internet is. Most of them have been utilized internet more than 3 years (77.2 %) and the rest of the students (22.7%) have known it 2 and 3 years. The time spending for using internet is for about 1-3 hours (20 students), only 2 students who spend time more than 3 hours a day. They use internet for mostly browsing news/information (86.4 %) and downloading them (81.2%). Sometimes they also chat via internet. There are 10 of 22 students who like chatting via internet. Then, there are 15 students who answer that they use English in doing activities in internet. 5 students answer "no" (they do not use English). Fortunately, 2 students do not answer. However, when they are asked whether internet help them learn English, all students answer "yes". Internet helps them a lot in developing vocabulary (95.5%) and reading (86.4%). Some of the students say that internet help them learn listening (9 students = 40.9%), writing (10 students = 45.5 %), speaking (7 students = 31.8 %), and grammar and structure (6 students = 27.3 %). Finally, 20 students (90.0%) believe that internet has more positive than negative effects.

No	Question	Answer	The Total of Students' Answer	The Percentage of Students' Answer
1.	Are you familiar with internet?	a. Yes b. No	a = 22 b = 0	a = 100 % b = 0 %
2.	How long have you recognized internet?	a. 1 year b. 2 years c. 3 years d. more than 3 years	a = 0 b = 1 c = 4 d = 17	a = 0 % b = 4.5 % c = 18.2 % d = 77.3 %
3.	Do you always spend time in a day for internet?	a. Yes b. No	a = 7 b = 15	a = 31.8 % b = 68.2 %
4.	How many hours do you usually spend for	a. 1 hour b. 2 hours	a = 7 b = 8	a = 31.8 % b = 36.4 %

	internet in a day?	c. 3 hours d. more than 3 hours	c = 5 d = 2	c = 22.7 % d = 9,1 %
5.	What do you usually do with internet? (you may choose more than one)	a. browsing news/information b. chatting c. downloading d.	a = 19 b = 10 c = 18 d = game = 1	a = 86.4 % b = 45.5 % c = 81.2 % d = game = 4.5 %
6.	When you browse/chat/download, etc, do you use English?	a. Yes b. No	a = 15 b = 5 don't answer = 2	a = 68.2 % b = 22.7 % don't answer = 9.1 %
7.	Do you think internet help you in learning English?	a. Yes b. No	a = 22 b = 0	a = 100 % b = 0 %
8.	In which of English learning do you think internet is beneficial?	a. listening b. writing c. reading d. speaking e. vocabulary f. grammar and structure g.	a = 9 b = 10 c = 19 d = 7 e = 21 f = 6 g = 0	a = 40.9 % b = 45.5 % c = 86.4 % d = 31.8 % e = 95.5 % f = 27.3 % g = 0 %
9.	How often do you use internet for getting information about English learning?	a. once a week b. twice a week c. 3 times a week d. everyday e.	a = 4 b = 7 c = 5 d = 1 e = sometimes = 4 get homework = 1	a = 18.2 % b = 31.8 % c = 22.7 % d = 4.5 % e = sometimes = 18.2 % get homework = 4.5 %
10.	Which of these do you think internet has?	a. Positive effects b. Negative effects	a = 20 b = 0 both a&b = 2	a = 90.9 % b = 0 % both a&b = 9,1 %

Table 1 The Recapitulation of Questionnaire

Note:

The highlighted row for questions number 5 and 8 is different from other numbers because students may choose more than one option. Therefore, to calculate the percentage, each of number is divided by the total number (22).

Based on the result of questionnaire, it can be seen that internet is not something new for students, because most of them have known internet for more than 3 years. Besides, the students always spend at least 1 hour in a day for internet. The popularity of internet may help students in learning English. They use or open some websites written in English. Unintentionally, when they are browsing information, they are reading. While they are reading, they find a lot of new vocabularies. This new vocabularies help them in writing and speaking. This is a kind of integrated learning circle.

Therefore, when students optimize their time for internet with a purpose learning English, it can be guaranteed that their English will develop. In addition, when they use internet for browsing English learning material, rapid development of their English will be surprising. Hence, internet has more benefits for students in learning English.

Teachers as students' motivator could take a role in asking students to do something with internet. Some internet facilities are possible to be used as medium of teaching and learning process. Teachers also have chance to virtualized classroom through "tele-class". So students could still "join" the class though they are not in the same place. Thus, the positive effects of internet to students could be used to design instruction.

Conclusion

Looking at the result of questionnaire in finding the students' perception about internet, it can be seen clearly that internet has been a well-known equipment for students. This equipment has helped students in learning English. Many English skills could be learnt independently via internet. Finally, internet influence students positively and internet is one of the most helpful media for developing students' English ability. Thus, teachers could use internet in teaching and learning process.

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Appendix: The Questions on Questionnaire

1. Are you familiar with INTERNET?
 - a. Yes
 - b. No
2. How long have you recognized internet?
 - a. 1 year
 - b. 2 years
 - c. 3 years
 - d. more than 3 years
3. Do you always spend time in a day for internet?
 - a. Yes
 - b. No
4. How many hours do you usually spend for internet in a day?
 - a. 1 hour
 - b. 2 hours
 - c. 3 hours
 - d. more than 3 hours
5. What do you usually do with internet? (you may choose more than one)
 - a. browsing news/information
 - b. chatting
 - c. downloading
 - d.
6. When you browse/chat/download, etc, do you use English?
 - a. Yes
 - b. No
7. Do you think internet help you in learning English?
 - a. Yes
 - b. No
8. In which of English learning do you think internet is beneficial? (you may choose more than one)
 - a. listening
 - b. writing
 - c. reading
 - d. speaking
 - e. vocabulary
 - f. grammar and structure
 - g.
9. How often do you use internet for getting information about English learning?
 - a. Once a week
 - b. twice a week
 - c. 3 times a week
 - d. everyday
 - e.
10. Which of these do you think internet has?
 - a. Positive effects
 - b. Negative effects

Appendix 2

The description of the objectives of each question in the questionnaire

The questions have been ordered based on the need of analysis. Question number 1 is for knowing the familiarity of internet among students. This familiarity is determined in a fixed number of years in question 2. After revealing the information about the familiarity, then the following questions are set to know the students' intimacy with the internet. Those questions are question number 3 and 4. Similar to question number 1 and 2, the following questions are questioned to know how students keep in touch with internet in number of hours. Question number 5 is the step for getting the information

about the students' real activity in relation to the function of internet before I put English in this questionnaire. Question number 6 is formulated to reveal whether or not English is used. Number 7 directly asks the benefit of internet in language learning. This question is written to lead the students' attention to question number 8 in which this question verifies in detail of the English fields learnt through internet. In this number, blank option is given to let students write any other field that is not in the options. Question number 9 is specifically for knowing the use of internet in learning English in an exact number. In this number, there is an available blank space for students to write the amount they possess. The last number, number 10 is the closing step for digging out the students' perception about internet role in their learning. If the students' answers consist of more "no" and less definite number, it indicates that internet will give no benefits and it leads the students to think that internet tends to give negative effects than positive ones. On the contrary, when students give more "yes" and more amount of number, it can be guaranteed that students feel the usefulness of internet and of course internet gives them positive effects.