A MODEL OF THE USE OF INTERNET MEDIA IN READING COMPREHENSION

Sudiran[1]

Abstract: *In this rapidly growing world, English plays an important role in the international communication, business and education. Vrielink (2011) said that The Internet is going through a major change with the introduction of social media applications such as Twitter, Blogs, and Facebook. Social media applications are used more and more in our daily personal and professional lives and it seems clear that the way we use the Internet is rapidly changing. This change could have profound implications for the way we use the Internet, for the way we do business, and for the way we learn. The problems of this research are as follows: 1. What is the model of the use of internet media in Englishs subject? 2. How is the students' perception to the importance of internet media in reading course? 3. How important is the internet for the students? 4. How frequent do the students access internet to get meaningful information? In this study, the writer uses descriptive method to find out the answers of the research problems. To get relevant and valid data, the researcher uses structured questionnaires and documentation to reveal the the use of internet model by teachers. Structured questionnaire is used to describe the*

[1] **Drs. Sudiran, M.Hum.** <sudiran@yahoo.com> +6281233533048 is a lecturer of English Department of University of Muhammadiyah Malang, and now pursues a Doctorate Program at the University of Gadjah Mada Yogyakarta.

importance of internet media in reading subject for the students of SMA Muhammdiyah 1 Kepanjen and SMA Muhammadiyah 2 Sumberpucung. Then, the documentation is used to collect the data that is dealing with the students' frequency to access internet. The result of the study shows that there are three model of internet use at SMA Muhammadiyah I Kepanjen and SMA Muhammadiyah 2 Sumber Pucung East Java. The models are: 1) Assignment, 2) Mentoring, and 3) Utilization Function Model. The perception of the students to the importance of internet media is strongly positive. This is suported by 182 students (90.83%) choose option "A" stated that internet media is important in English subject in the globalization era. According to students, internet media for English subject is very important. This statement is supported by 182 students (90.83%) choose option "A" stated that internet media is important in English subject. Moreover, students access internet in internet rental to do their homework more than twice in a week. The evidence is that there are 70 students (35%) stated that they often access internet for doing their homework, and there are 112 stuents (55.83%) stated that they go to internet rental to access internet.

Key words: *Model, internet, media, reading comprehension.*

BACKGROUND

In this rapidly growing world, English plays an important role in the international communication, business and education. Vrielink (2011) said that the Internet is going through a major change with the introduction of social media applications such as Twitter, Blogs, and Facebook. Social media applications are used more and more in our daily personal and professional lives and it seems clear that the way we use the Internet is rapidly changing.

This change could have profound implications for the way we use the Internet, for the way we do business, and for the way we learn.

According to Erben et al (2009), computer-mediated communication (CMC) is the umbrella term that refers to human interaction by means of computers. Since the early 1990s, research into CMC has examined how electronic media can be employed to enhance second language learning (Warschauer 1999).

Moreover, Hawthorne and Sheppard (2005) stated that the internet enables the sharing of ideas and information across the world. It also enable students to explore the net resources in this category and experience just a few of the facilities provided by this giant 'network of networks'. Students can learn about this medium by exploring the sites, exchanging ideas and communicating with others and see the latest in web design and try out the different search engines to help them find what they need in their cyber travels.

It can be said that English is considered as important media in education. It is the first foreign language which must be learned from elementary school up to university. As foreign learners of English, they are interested in what the speakers of the language do. Therefore, their interest aroused when they feel satisfactory in comprehending the text. Reading is very important for their lives, whether it is for knowledge acquisition or just for relaxation although few students have opportunity to enjoy it. Furthermore, they will seek all of media to improve their competence.

Again, Eastment (1999) argued that the internet offers many new remarkable facilities and new ways of communication. Yet the speed with which new products, facilities, hardware updates and software developments are delivered and adapted for use by companies and by individuals mean that it is difficult even for the

most committed enthusiast to keep abreast of the market and an eye on the opportunities now emerging.

According to Sandler (2006), the internet is all around: in wireless signals, as part of shared access on a wired network, in direct connection from your laptop to a high-speed broadband cable or DSL modem, and at the other end of a telephone wire. In computing, faster is almost always better and that is certainly true when it comes to surfing on the World Wide Web. The fastest Internet download speeds for most laptop users are shown in order here.

Richard (1983) stated that media is the instruments of motivation and they can also stimulate interest in language program. Media are very important to help the students get knowledge such as electric media. Electric media like computers become well-known for the students. Today, computers are the efficient ways of getting everything because computer showed various pictures besides giving us knowledge. Moreover, various pictures, as seen on internet, are made in order that the users are interested.

In relation to computers, Wright (1989) remarks that pictures contribute interest and motivation, a sense of context of the language and a specific reference point or stimulus. He also states that pictures can be useful for the teaching of writing, speaking, listening and reading integrated.

Nowadays, many people search for more efficient ways with internet because internet media give them much meaningful information. They will get what they need by searching the data from internet media. In addition, they will feel curious to search the sites or the facilities that is internet media are given. Moreover, this media is not strange anymore because many students know it. An

ability of reading is needed when they search for the internet media facilities.

Furthermore, internet media and reading has close relationship because internet media has an important role to improve competence. Therefore, the aforementioned fact interests the writer to investigate the students' perception to the importance of internet media in reading subject. Considering the background above, some problems will be formulated into a sequence of investigation: (1) What is the model of the use of internet media in Englishs ubject? (2) How important is the internet for the students? (3) How frequent do the students access internet to get meaningful information? (4) How is the students' perception to the importance of internet media in English course?

MEDIA IN THE TEACHING AND LEARNING PROCESS

Media play an important role in the teaching and learning process, including foreign language learning because media enable students understand the massage, which the teachers gave clearly. Then, it will make the teaching learning process more interesting. Most people however think that media are only playful technique and waste of time. No matter which element of the system we are considering, we must pay attention on the objectives that media have been used to gain information. Objectives must be the point of reference as we work with any steps of our systematic approach to teaching and learning process. Media also needed in order to give a clear concept of information given and defined as anything that is discriminated by an individual. In addition, in teaching learning process, media are important because they help the student and the teacher more understanding about the subject.

Instructional media play an important role in the design and use of systematic instruction. According to Richards (1994), instructional media have several roles. Three of them are: (1) attention role, (2) communication role, (3) Retention role. The attention role of media attracts the student's attention, to heighten student's curiosity, and to convey the information. Media can make the information more attractive.

In its communication role, media can function to enhance comprehension and to assist the learner understanding the massage. Instructional media can increase the communicative power of the instruction by explaining the massage contained in the instruction. In other words, the communication role of media is away of clarifying the massage by making explicit certain concept of the lesson.

The relation role of instruction media concerns retention of information presented in the instruction. Retention media, although seen and recorded by the learner during the lesson, have their effect letter on when the time comes to remember in the information. Many people believe that images are better retained in memory than words. It should be noted that memory process are complex, and images are not necessarily the main determinant of retention. Instruction media are used to assist learner in learning and remembering the important concepts of a lesson. A medium, broadly conceived any person, material or event that establishes condition, which enable the learner, acquire knowledge, skill and attitudes.

Moreover, internet media can support those systematic instructional media because the teacher just programmed the computer by various programs, which can raise the student's interest. According to Gryphone, House (1972) in this sense, the teacher, the textbook, and the school environment are media.

However, media will be defined as "the graphic, photographic, electronic or mechanical means for arresting, processing and reconstructing visual or verbal information." It means that media that electric media of course showed the picture of the scene from the audio recording that is considered information in current place. Information today may be found in book, on computer, tape recording, on photographic film or on microfilm. Information is found in many media all of which are terms of storage. In addition, internet media is a part of electric media, which can stimulate the student's interest in many subjects matter especially in reading subject.

Furthermore, media According to Fitzpatrick (2004) have changed in the teaching and learning process. He said that educationalists, researchers and administrators have recognised that the introduction of the new media into educational institutions calls for a change in learning and teaching patterns. Experts polled for a *Delphi Study* (Vollstädt 2003), conducted for the German Federal Ministry of Education and Research, believe that the new media will lead to a major change in the culture of learning. The reasons given for this supposition are the learning efforts and learning possibilities linked to the new media. They believe that the new media are able to:

1. Call for and facilitate more independence on the part of the learner, more self-directed activities and the organization of learning processes;

2. Encourage interactive work;

3. Facilitate direct feedback;

4. Call for a change in the role distribution of teacher/learner, where learners take on teaching functions;

5. Enable contents to be continually updated with minimum efforts;

6. Provide faster access to teaching materials;

7. Provide greater opportunities for individual forms of learning;

8. But it also demands more social learning in group and team work.

However, experts emphasize that new teaching and learning media alone do not automatically lead to a new culture of learning but simply offer the opportunity for change. Teachers' attitudes to the new media and appropriate concepts for their use and for the orchestration of learning will decide whether the desired outcomes can be achieved and whether a major shift in the culture of learning is possible.

The multiplication of learning spaces beyond the institutional context (school, university, teaching institution) is of particular relevance and will change the character and contents of school-based learning and allow teachers to take into consideration the complexity and individuality of learning. Experts polled in the Delphi Study cited above were of the opinion that there will be a considerable growth in the importance of learning processes outside school. Nevertheless, they emphasized that the chief place for learning will remain the school/teaching institution.

In addition, it should be stated that the new media are not seen as a panacea for teaching/learning problems, nor are they a replacement for present models of language learning. ICT alone cannot provide a comprehensive basis for language learning. ICT must be integrated into present, proven, and successful practice if full benefits of their advantages are to be reaped.

COMPUTERS IN EDUCATION

A computer is a machine especially designed for the manipulation of coded information, an automatic machine for performing simple and complex operations. It operates with numbers expressed directly as units in a decimal or other system. Computer itself have special characteristic because it is made by software and hard were instrument. Computers systems are complex array of electronic components. However, all computer system has four basic elements such as input, processor, storage and output.

Furthermore, the growth and acceptance of computers in education have been little short of spectacular. It is a cause and effect, a result of view ideas for application, and in many cases. A stimulus can be useful for new ideas, as well as proud to educators to find ways to use these devices. Today is information age, where computer technology pervades our lives, and the school alone may be responsible for preventing generation of "techno peasants" Collis (1988) in James, Peter and Wesley (1990).

Peter and Wesley (1990) stated that research findings have also mode, and it is clear that computer applications have an undeniable value and an important instructional role to play in classrooms in the future. They explain more about the important of computer in the classroom, and it can be the tool or the instrument to encourage the student's ability in the future. They are as follows:

Computer literacy became a buzzword in education around 1980, but has also be a topic of controversy. Inherent in the idea is that there exist some body of fundamental knowledge and skill regarding computers that all members of society should posses. A literate citizenry has long been an unquestioned goal; the computer is merely a new component. As Peter and Wesley (1990:348) stated

that the ability to use computers is as basic necessary to a person's formal education as reading, writing and arithmetic.

When the first computers entered the schools, there was virtually no software available for them. Usually a science or math teacher was the first to attempt to use the new device, probably because those teachers were most likely to have had some contact with computer during their teacher preparation. That contact nearly always meant programming. With such a background and no software, naturally the microcomputer was used for programming instruction.

Beyond computer literacy is the computer as an integral part the process of education at all levels. Johnson (1998) stated that a clear sense of wanting to integrate to the computer across the curriculum into the classroom and a clear move away from what was very common four years ago, the computer literacy movement. The sterility of computer literacy is something that we find being increasingly recognized.

It means that integration replace literacy as the buzzword. There is difference between infusion and integration so the writer will explain more both of them. According to Collis (1988) infusion means simply that computers are physically present in our school. He reminds us that for all the talk of a computer revolution. When we read the statistic about the number of computer in the schools, the ratio of computer to the students or teachers and so on, we see growing infusion. The hardware is there. Now it is the time to make it a vital part of the instructional process.

Moreover, Fitzpatrick (2004) suggested that the use of computer in education institutions has undergone development from the simple to the modern type of program. Computers have been used systematically in the teaching and learning of foreign

languages (FL T/FLL) in universities since the 1960s, but it was the introduction of the personal computer (PC) in the late 1970s that made computers accessible to a wider audience. By the mid-1980s computers were in widespread use in American and European schools and the acronym CALL had been coined. Today, experts in the field prefer to talk about information and communication technology (ICT) and FLT/FLL rather than CALL, emphasizing the important role that computers play in enabling teachers and students of languages to engage in world-wide exchanges and communication. The growing importance and globalization of ICT in FLT/FLL was reflected in the establishment in 1986 of EUROCAL*L* and in 1998 of World CALL, European and global organizations of professional associations that aim to outreach to nations currently under-served in the area of ICT and FLT/FLL.

The use of ICT is widespread in contemporary society and it impinges upon almost all forms of human interaction. Its presence and usage have brought about changes of patterns in communicative behavior, above all in the spheres of business and administration, and governments throughout the world have become increasingly aware of the need to provide education and training to meet the challenges and opportunities, which the global economy, fuelled by developments in ICT, presents.

The new technologies are breaking down borders and barriers at a faster rate than is possible in physical terms. Sudden, unexpected encounters with other languages and cultures confront people throughout the world with new choices, opportunities and challenges. Thanks to the WWW, access to authentic materials has never been easier; vast linguistic resources and an exhaustive range of materials are available in almost all languages in the world, ready for immediate exploitation.

INTERNET IN THE TEACHING AND LEARNING PROCESS

The same meaning of internet is International Network. According to Budi Sutedjo (2002) Internet is a high computer network which has a lot of small network, it has also connected each other and it can reach the entire world. Internet is invented on 1970s but the internet's development is showed at six year least. It is the pioneer of technology revolution which signed by:

1. Releasing the gap between computer ware and communication instruments such as telephone, radio, satellite and other microwave.

2. The data of communication are text; sound and picture are almost the same. In addition, all of the data a model is processed directly and easily.

3. The rate of communication computers rotor, which is connected local.

Internet is not limited communication network that is involved million personal computers in the world by using Transmission Control Protocol or Internet Protocol (TCP/IP) and communication media such as satellite and radio support it. So that, internet is no limited communication media.

Moreover, Soliman (2004) said that as a researcher has pointed out, one of the advantages of the internet is that it has made possible the combination of different types of learning that were conducted separately before the widespread use of the internet. So that searching for information on the internet, for example, need not depend solely on search engines nor does it need to be an individual activity that involves only a student and a machine. Interaction and sharing information with others has become a significant attribute of technology especially in certain countries

where accessing information, let alone sharing it, is not easy. Certainly in Egypt, due to scarcity of resources, locating and retrieving information is a very hard task and that is what makes information in the end more precious than is usually the case and not willingly shared with others.

One of the objectives of the literature course as mentioned above is for students to develop a literary sense, to analyze a text and express a critical opinion. For doing so, they need to be exposed to a lot of information that includes background material on different authors and literary eras, to look up references and read critical analysis of literary texts, etc. That would enable them to formulate a point of view that would not necessarily reflect the teacher's material. However, in the absence of proper research facilities in the Department (including the absence of computer labs), internet presentations become one of the better means to introduce information in the class in a way that would not be teacher-centered. For that to happen, however, students needed to become computer literate which was a very hard task to accomplish especially when most of them have never sat in front of a computer before let alone used the internet. So instead of conducting a training course for the whole class, only a few students were chosen to form a nucleus group that would act as technology mediators. They were given basic training in e-mail communication, internet browsing, and net-surfing techniques at a public access computer lab in a public library. Their job was then to search for information online, assimilate and present it to their colleagues in class. Presentations were to be delivered using different forms of visual aids like wall charts, overhead projector, or handouts. Examples of presentations included biographies of literary figures, information on literary movements as well as presentations on topics as varied as war poetry and film adaptations of literary texts.

Different methods like search engines, treasure hunts, guest books of web sites and discussion forums were all used for locating and retrieving information from the internet; and presentations usually started off with an explanation of the method used to locate and retrieve information online so that students could benefit not only from the literary content but become technology oriented as well.

It was clear that students real benefit from this experience was not only the vast amount of information to which they were exposed and which was not previously available to them, nor the chance to develop new skills that would create for them new learning opportunities but, more importantly, the social dimension fostered through technology, i.e. developing an understanding of how valuable it is to communicate, exchange and share information and ultimately the pleasure one gets from working with and for others. As one student put it, "the presentations helped me work for a need of helping people and the importance of coordination to do something". This is perhaps the real potential of using technology. Information technology-based equipment are known and can be used in the study include: email, assignment by means of web, computer games, learning management systems, mailing list, bulletin boards and multi media.

Technology is the application of science that aims to meet human needs and accelerate the achievement of the objectives of each activity to be performed. While education can be interpreted in a narrow (formal) or large (formal or informal), it benefits students. In this case the alternative means of education as a conscious effort made by the family, society and government through guidance, teaching, and training that goes on in school and outside school to prepare lifelong learners in order to play a role in a variety of living environments right in the future.

Eric Hasby revolution in the education divides into four, namely: First, when differentiating the roles of adults, second, the use of writing as a means of education, third, the invention of printing, and Fourth, the use of advanced technology as the development of the electronics field.

In Indonesia, education has always had its own polemics, ranging from the curriculum or the educational system, the welfare of teachers or a teacher, quality teaching, and other problems, but they have not really addressed until now. Not finished has the government released a regulation on National Education System which requires all operators and formal education unit established government or incorporated community education. With the goal of "supporting the development of a democratic civil society to act as an independent moral force" and "achieve competitive advantage through the implementation of resource management principles in accordance with the principles of professional management".

This led to the birth of various problems of the new strategic environment high education on the country, both at the level of the organizational structure, organizational culture, university management, student recruitment model to the cost of tuition at state universities to soar. However, high tuition can guarantee a good quality of education. Currently, the use of technology in learning is not a new thing, like the use of computers as a medium of learning in which is a lot of software that works to support education.

Belisle (1996) proved that by using computers, students become better able to solve problems and become better communicators. Through a network of computers, students have the opportunity to collaborate and work together with friends from other classes, groups, and teachers. The network can help learners create, analyze, and produce information and ideas more easily and

efficiently. In addition, through electronic access, it can increase students' awareness to the world around them.

Furthermore, the current media can apply internet technology which we can connect with others by making use of computer network technology. Today, technology plays a large network of computers in education. Knowing the benefits of computer network technology is very pronounced presence, with our computer network to save energy and costs. Computer network is a group of computers that are connected to each other. So with a computer network, computers are connected, it can communicate with each other. For example share data, hardware, resource sharing, and more. To build each network, we need tools that can be used to connect one computer to another. There are necessary equipments such as servers, workstations, network cards, concentrator, and a network cable.

READING COMPREHENSION IN THE PROCESS OF TEACHING

The teaching of reading reflects a general way that reading comprehension has been conceived. Four conceptions have been identified (Bogdan and Straw 1990; Fitzgerald 1990). The transmission view of reading comprehension was dominant until the late nineteenth century. The translation view had great influence through the 1990s. The interactive view has gained its importance since 1970. In addition, the transactional conception is on the growing edge of theory and practice. This conception differ in many ways, particularly with respect to the meaning to be comprehended, the purpose of reading, predominance of one view point or the others at any given time, each perspective retains the power to influence different individuals in different context.

Teaching establishes those instructional conditions that will result in improved reading of more difficult text. The teacher bases her/his decision-making on the patterns of interaction during the reading event. Those patterns are considered as the most representative of the students' reading behavior. From these patterns, the teacher predicts what instructional circumstances will positively affect a student's reading behavior; the ultimate goal assessment, therefore, it is to identify optimum instructional conditions for the individual reader.

During instruction, the teacher analyzes five variables of the reading. Those are event-reader, text, task, technique, and context-and evaluate their effect on the reader's performance. The variable does not act in isolation but affect one another during the course of instruction. Rather than limiting the effects of the variables, the teacher evaluates how changing any one of them affects a reader's response.

According to Barbara (1988:41), Reading is an active, problem-solving process that involves predicting (or guessing) what the author is going to say, based on expectations about story events. Efficient readers create expectation about what the next will say and, as they read, select important textual information confirms or revises these expectations. However, remedial readers do not monitor their reading. Some remedial reader relies heavily on the text without developing an overall expectation for the meaning. This causes them to miscall words or ideas and continue reading without checking these words or ideas against an overall meaning to see if they fit.

Teaching reading comprehension cannot be separated from the roles of a teacher. A teacher plays an important role in the teaching reading comprehension. According to Fitzpatrick (2004), language teachers are now required to take on new roles and come

to the classroom situation with appropriate attitudes and approaches. As in contexts of autonomous learning, the teacher is now increasingly had to function as facilitator and guide to the learners. Other new and important teacher roles are those of mediator, researcher, and designer of complex learning scenarios, collaborator, and evaluator.

RESEARCH METHOD

In this study the writer picks out a sample in such a way, it is representative to the population. The sampling technique used in this research was Random Sampling. The basic characteristic of random sampling is that all members of the population have an equal and independent chance of being included in the sample. In order to avoid the biases of this study, the writer focuses this study on the first semester students. There are 70 students from SMA Muhammadiyah 2 Sumberpucung, and 130 from SMA Muhammadiyah 1 Kepanjen, Malang, East Java.

To get relevant and valid data, the researcher uses structured questionnaires and documentation to obtain the model of the use of internet. Structured questionnaire is the technique of question and answer that was done by the respondent. The questionnaires are designed as the main research instrument to answer the research problems, and it is used to describe the importance of internet media in English subject for the first semester students. Then, the documentation is used to collect the data that is dealing with the students' frequency to access internet. The data are in the form of print out of internet as the evidence of their activity in internet rental.

DISCUSSION OF THE RESEARCH FINDINGS

The discussion of the findings in this study is based on the problems of the study. The reseach finding is as follows:

A. Model of the use of internet as teaching media in teaching English at SMA

Based on the data analysis it is found that there are three models of internet use which applied by teachers when they teach English at school such as Assignment, mentoring and Utilization Function model.

1. Assignment Model

There are several activities that should be done by a teacher when she/he uses Assignment model as media in teaching English in the classroom. This model (see fig. 1) consists of teacher's activities as follows:

A. Teacher's Preparation
   1. a teacher prepares tasks
   2. a teacher analyses assignment based on difficulty level
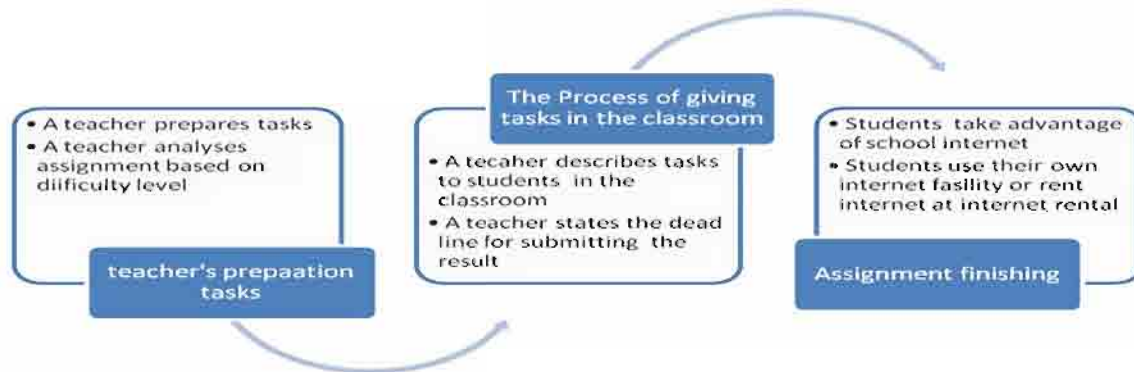
B. The process of Giving tasks in the classroom
   1. a teacher describes tasks to the students in the classrom
   2. a teacher mentions the dead line for submitting the result

C. Assignment Finishing
   1. Students take advantage of school internet
   2. Students use their own internet fasility or rent internet at the internet rental

Fig.1 Assignment Model of Internet Use

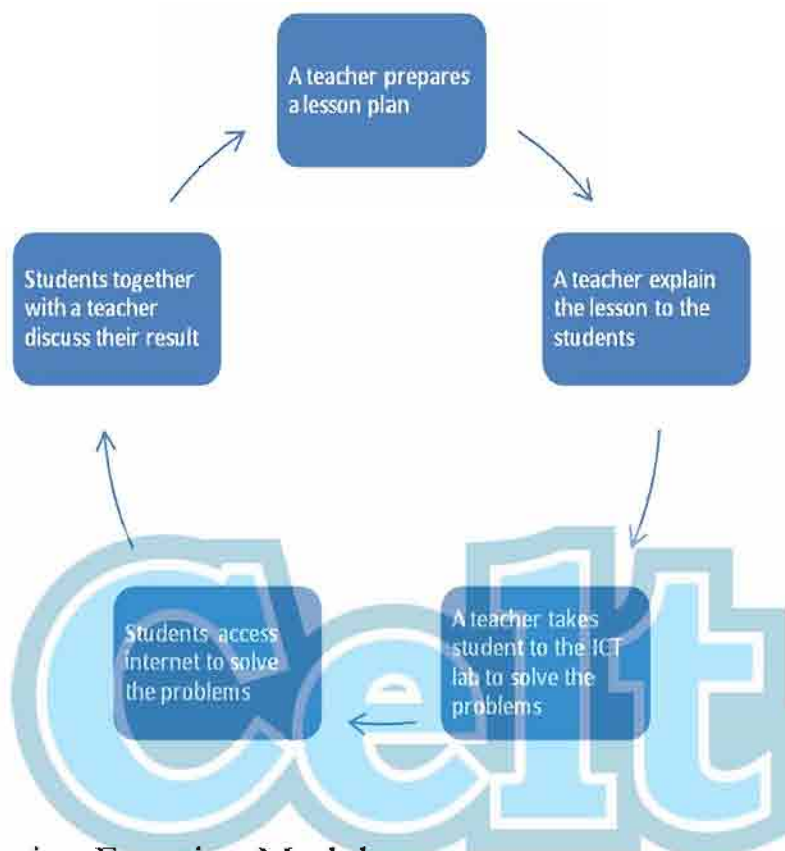## 2.Mentoring Model

There are five activities that should be done by a teacher when she/he uses mentoring model as media in teaching English in the classroom. The five activities show how a teacher accompany the students work at the ICT lab for solving the tasks. This model (see fig. 2) consists of teacher's activities as follows:

1. a teacher prepares a lesson Plan
2. a teacher explain the lesson to the students in the classroom
3. a teacher takes students to the ICT Lab to solve the problems
4. Students access internet to get information dealing with problem solving
5. Students together with a teacher discuss their result

Fig.2 Mentoring Model of Internet Use

3. Utilization Function Model

There are three steps of activities that should be conducted by a teacher when she/he uses Utilization Function model as media in teaching English in the classroom. This model (see fig. 3) consists of teacher's activities as follows:

a. Teacher's Preparation

A teacher introduces the function of internet to the students such as email, blog, facebook, twitter etc.

b. The process of Giving tasks in the classroom

A teacher takes students to the Information and Communication Technology (ICT) laboratory and assigns them to send email or access facebook each other.

c. Assignment Finishing
   Students discuss information they obtained from accessing internet.

Fig.3 Assignment Model of Internet Use
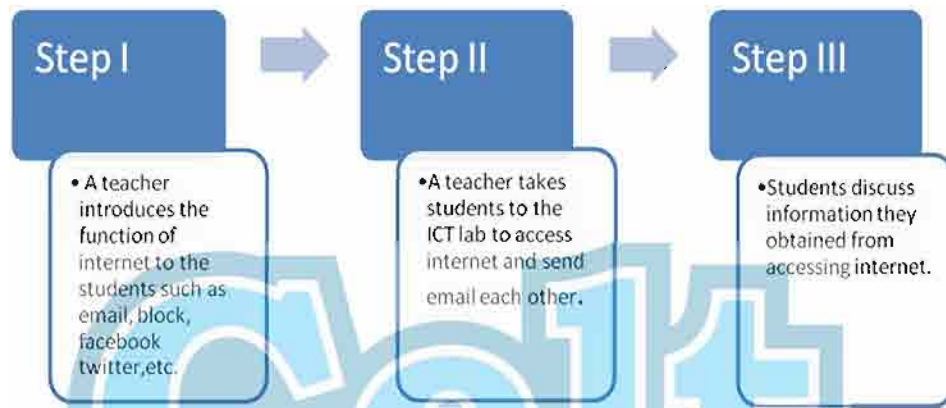
THE STUDENTS' PERCEPTION TO THE IMPORTANCE OF INTERNET MEDIA IN ENGLISH SUBJECT

The result of computation of the data analysis shows that in response to question number 1, 67 respondents (33.33%) stated that internet media was very important for someone who learnt English. One hundred and twenty five respondents (62.5%) said that internet media was important, 6 respondents (3.33%) said that internet media was less important, and it was only 2 (0.83%) said that internet media was not important.

The students' interest in internet media is on number 2 from which one hundred and eighty two respondents (90.83%) stated that studying internet media have been started since childhood, 3 respondents (1.16%) said that learning internet media can be done when they were younger, 13 respondents (6.66%) stated that they

might learn internet media when they needed it, and 2 respondents (0.83) said that they were not interested in learning internet media.

Question number 3, there are 70 respondents (35%) stated that they often find the information by searching in the internet of English. One hundred and three (51.66%) said that they were sometimes used internet, and 27 respondents (13.33%) said that they would go to internet rental when they needed, and there was no respondent who responded option "D" or they sometimes use internet to do their homework.

Question number 4, there are 16 respondents (8.33%) stated that they went to internet rental more than 3 times a week. Fifty two respondents (25.83%) said that they often went to internet rental about 2 up to three times a week, and one hundred twelve respondents (55.83%) said that they went to internet rental about twice in a week, and 20 respondents (10%) said that they never went to internet rental. Based on the responding, it indicates that the frequency of respondents going to the internet rental is about two up to three times in a week. As a result, it can be said that they are more frequent going to the internet rental.

Question number 5, there are 43 respondents (21.66%) stated that they were absolutely agree if every English homework should be solved by adding information from internet. One hundred twenty two respondents (60.83%) said that they were agree, thirty three respondents (16.66%) said that they were less deal with it, and it was only 2 respondents (0.83%) said that they did not agree. Based on the responding, it indicates that they do not want to find out the information from internet media. Consequently, they think that internet media are not important.

Question number 6, there are 82 respondents (40.83%) stated that all internet media facilities were used to find additional

information. Seventy three respondents (36.66%) said that they use almost all the internet facilities. Moreover, there are 42 respondents (20.83%) said that they use the facilities of internet media just a little bit, and there are 3 respondents (1.66%) said that they do not use the facilities of internet. Based on the responding, it indicates that only 3 respondents do not use internet media to find out information.

Question number 7, there are 92 respondents (45.83%) stated that they fill happy because they hope everyone could use internet to find out some information, and it has important role. There are 100 respondents (50%) said that they feel happy but it does not a good reason for people to make internet as a primary medium which gives them information. Moreover, there are 8 respondents (4.16%) said that they were less interested in using internet media because it also gives them more negative effects than positive one, and there is no respondents to option D which said that "I do not agree because it has a lot of influences in my life", it indicates that they use internet but they do not learn it as quickly as possible and makes it as an important media.

Question number 8, there are 150 respondents (75%) stated that they support internet mastery for the students and expect that it gives them some information as well as to solve their homework. There are 45 respondents (22.5%) said that they support it but it should not as a professional mastered people in internet. Moreover, there are 5 respondents (2.5%) said that they do not support this statement. Many respondents support the statement on previous option that internet media should be learned.

Furthermore, in question number 9, there are 55 respondents (27.5%) stated that internet media always give us much information which we need because it gives us opportunity to find many kinds of data. There are 56 respondents (28.33%) said that internet media

are not the priority things because there are still many other things that function as media like books from which students can use to get a lot information. Moreover, there are 89 respondents (44.16%) said that they search internet depending on the topics that the teacher assigned them. There is no students to respond option "D" which said that internet media is not a primary thing because there are other things function as media to obtain information such as books. It means that by reading some books students are able to get much information needed.

In the question of number 10, there are 29 respondents (14.16%) choose option "A" (strongly agree) stated that if they agree when internet becomes the only media that help them give information needed to do English homework. There are 58 respondents (29.16%) choose option "B" (agree) with the statement of questionnaire. Moreover, there are 93 respondents (46.66%) choose option "C" (less agree) of the statement. Then, there are 20 respondents (10%) take "D" as the option of the questionnaire that means not agree. In this case, the dominant response of the students to the option of questionnaire is C (less agree). Their option of this questionnaire can be understood because they have already known that there are many others media that can function as information source apart from internet.

Question number 11, there are 83 respondents (41.66%) stated that the ability in internet is very important if we do not want to be left behind in this globalization era. Therefore, they can understand about the science and technology. There are 87 respondents (43.33%) said that it is important and needed but globalization era does not under presser people have to master internet. Moreover, there are 28 respondents (14.16%) said that it is important because everyone has different ability, and there are 2 respondents (0.83%) said that there is no relationship between

internet ability and the development era. Based on the responding, it indicates that most of respondents think globalization era does not compel people to master internet. They think that the development era does not ability in internet.

Question number 12, there are 63 respondents (31.66%) stated that they get information about internet from books. There are 47 respondents (23.33%) said that they get information from their friends. Moreover, there are 90 respondents (45%) said that it is their own idea to get the information, and there is no respondent respond option D which said that they get information from government. Based on the response, it indicates that many respondents want to learn based on their own idea.

Question number 13, there are 132 respondents (65.83%) stated that they feel very happy and hope all of the people have to master internet. There are 50 respondents (25%) said that they feel happy because it is needed based on the situation and the condition. Again, there are 16 respondents (8.33%) said that it does not matter because it is commonly occur as an effect of globalization era, and there are 2 respondents (0.83%) said that they feel nothing about the influence of internet in the globalization era. Based on the response, it indicates that most respondents choose statement about good influences of internet. Consequently, they deal with good influences of globalization era especially internet because they know its function well.

Question number 14, there are 147 respondents (73.33%) stated that mastering internet in English subject has been needed since the first time, so they can operate it easily. There are 43 respondents (21.66%) said that they would learn internet based on their own need, and there are 10 respondents (5%) said that they do not agree with the opinion. Based on the response, it indicates that

internet mastery is needed in English because it has a lot of functions.

Question number 15, there are 108 respondents (54.16%) stated that internet has a function to facilitate them to get better job. There are 84 respondents (41.66%) said that internet has good function because they can find jobs. Therefore, internet is depending on the need. Moreover, there are 8 respondents (4.16%) said that internet master is useless because it is not important skill and there is no response on the last option. Based on the responding, it indicates that internet has other function apart from obtaining information; it can also be used to get a good job.

Question number 16, there are 180 respondents (90%) stated that they take many advantages of internet. There are 10 respondents (5%) said that they get advantages of internet. Again, there are 8 respondents (4.16%) said that the adavantage of internet would make them abuse to search internet, and there are 2 respondents (0.83%) said that internet has no good advantages . Based on the responding, it indicates that most respondents get many advantages of internet. Consequently, it gives a lot of functions.

Question number 17, there are 123 respondents (61.66%) stated that mastering internet would increase their knowledge about science and technology a part from enteertainment. There are 17 respondents (8.33%) said that it can increase their knowledge but not to influence the development of science and technology. Again, there are 58 respondents (29.16%) said that they still confuse about the procedure of internet and it makes the user waste their money, and there are 2 respondents (0.83%) said that the mastery of internet does not increase their knowledge and just waste their money. Based on the responding, it indicates that most respondents want to master internet.

Question number 18, there are 115 respondents (57.5%) stated that they will use internet even though they have no homework. There are 25 respondents (12.5%) said that they will not use internet because they have a lot ot things to do. Again, there are 58 respondents (29.16%) said that they use internet because they need it, and there are 2 respondents (0.83%) said that they will not use internet. Based on the responding, it indicates that most respondents think internet is very important bacause they think it can help them to do homework.

Question number 19, there are 97 respondents (48.33%) stated that they strongly agree with internet that is used for long distance. There are 92 respondents (45.83%) said that they agree with internet that is used for long distance. Again, there are 8 respondents (4.16%) said that they less agree with internet used for long distance, and there are 3 respondents (1.66%) said that they disagree with using internet. Based on the responding, it indicates that most respondents strongly agree with the use of internet for long distance to boost education quality.

Question number 20, there are 148 respondents (74.16%) stated that internet access is one of the results of information technology to increase educational process. There are 30 respondents (15%) said that information technology like internet must be used intensively. Again, there are 17 respondents (8.33%) said that there is effect on information technology, and there are 5 respondents (2.5%) said that there is no effect of technology in globalization era. Based on the responding, it indicates that most respondents strongly agree with the use of internet to increase educational process.

Based on the result of the computation of the students responses above, it can be concluded that the students perception to the importance of the internet media in English subject is positive.

This is supported by more than 50 students answer option "A" for 12 items i.e. item: 2, 7, 8, 11, 13, 14, 15, 16, 17, 18, 19, and item 20.

THE IMPORTANCE OF INTERNET FOR THE STUDENTS

Based on the result of the computation of the studentss responses, it can be said that the importance of the internet as education media for the students in English is high. This is supported by 182 (90.83%) students respond option "A" for item 2 describing that internet media is important in English Subject. Moreover, there are 83 (41.66%) students choose option "A" for item number 11 illustrating that internet is an important medium to learn English subject.

In this case, internet becomes media that facilitate students to study English and helps them to do their homework. They take advantage of internet when they face learning problems such as to get information that relates to assignment. Many students think that internet enables them to access a lot of information needed in teaching and learning process. As a result, using internet in learning English enables students to access much information from which their learning successful is based on. Getting much information can improve the students' skill to solve their education problems such as doing homework and assignment.

THE STUDENTS FREQUENCY TO ACCESS INTERNET

Based on the students responses to the questionnaire, it can be described that item number 3, on option "A," there are 70 respondents (35%) stated that they often find information by accessing internet in English subject. Option "B" consists of 103

respondents (51.66%) stated that they sometimes use internet, and option "C" there are 27 respondents (13.33%) said that they will go to internet rental when they need to access information. Then, option "D" no students choose it as a response. Therefor, it can be concluded that many students sometimes access internet. For those who have no note book or lap top, they may access it at internet rental because at their school location there several internet rental where they can access anytime.

Question number 4, there are 16 respondents (8.33%) stated that they went to internet rental to access information in relation to assignment more than 3 times in a week. Fifty two respondents (25.83%) said that they often went to internet rental about 2 up to three times a week, and one hundred twelve respondents (55.83%) said that they went to internet rental about twice in a week, and 20 respondents (10%) said that they never went to internet rental. Based on the responding, it indicates that the frequency of respondents going to the internet rental is about two up to three times in a week. As a result, it can be said that they are more frequent going to the internet rental. It means that students increase their attendance to internet rental when they have a lot of assignments or homeworks. Their attendance will be more than twice in a week when they face many homeworks. At this condition, internet plays an important role in the students life for doing their assignment.

From the analysis above, it can be concluded that the students are often access internet in internet rental for doing their homework or getting much important information. Accessing internet will be more frequent when they have a lot of homework. It menas that internet becomes important media enable students to improve their knowledge from which they can solve their problems such as doing homework and achieve their goal to be the successful learner.

CONCLUSION

Based on the data analysis, it can be concluded that there are three model of internet use at SMA Muhammadiyah I Kepanjen and SMA Muhammadiyah 2 Sumber Pucung East Java. The models are: 1) Assignment, 2) Mentoring, and 3) Utilization Function Model. Based on the three model obove, the benefits of internet as media of education can be seen in teaching and learning process. Internet technology is present as a multifunctional media. Communication via the internet can be done interpersonal (e.g e-mail and chat) or en masse, which is known one to many communication (e.g mailing list). Internet is also able to attend in real time audio visual as in the conventional method with the application teleconference. In this case, the internet as a medium of education capable of confronting the typical characteristics : 1) as interpersonal and mass media, 2)as interactive, and 3) as allowing synchronous or asynchronous communication.

This characteristic allows the student to communicate with a wider source of knowledge when compared to using only conventional media. Internet technology can support students who have limited space and time to still be able to enjoy education. Talk and chalk method, can be modified in the form of communication via e-mail, mailing lists, and chat. Mailing lists can be analogous to the education where experts will discuss with members of the mailing list. This method is able to eliminate the distance between the experts with the students. The atmosphere is warm and informal at the mailing list turned out to be an effective way of learning such as the method of education. Based on the explanation of teachers, it is found that there are some benefits of using information technology: 1) flow of information flowing every time with no limit of time and place, 2) ease of getting a complete resource, 3) activities to increase student learning, 4) increased capacity, 5) the

standardization of learning, 6) improve learning outcomes both quantity / quality.

As a result, it can be said that the internet is not a substitute for the education system. Internet presence is more supplementary and complementary. Conventional methods is still needed, it can only be modified into other forms. Talk and chalk method is modified into an online conference. Method of education can be modified into the discussion via the mailing list.

From the data calculation, it is concluded that the highest percentage of the students response is for item 2. There are 182 students (90.83%) choose option "A" stated that internet media is important in English subject in the globalization era. Therefore, the students' perception to the importance of the internet in English subject is positive. The items number 2, 7, 8, 11, 13, 14, 15, 16, 17, 18, 19, and 20 are the evidence of this statement which are more than 50 students choose option "A". It means that their perception to the importance of internet media is strongly positive.

According to students who study English, internet media for English subject is very important. This statement is supported by 182 students (90.83%) choose option "A" stated that internet media is important in English subject. Moreover, there are 83 students (41.66%) choose option "A" illustrating that internet is a medium to support the students to learn English.

The students often access internet in internet rental to do their homework or to get important information in relation to their assignment. The evidence is that there are 70 students (35%) stated that they often access internet for doing their homework, and there are 112 stuents (55.83%) stated that they go to internet rental more than twice in a week to access internet when they have a lot of assignment. It means that students often access internet to get the

information about English subject to solve their peoblems especially in English.

REFERENCES

Brown, James W., Richard B. Lewis and Fred Harderoad. *AV. Instruction, Technology, Media and Methods*. Mc Graw-Hall, Inc, 1983.

Eastment, David. *The internet and ELT: the Impact of the Internet on English Language Teaching*. Oxford: Summertown Publishing, 1999.

Erben, Tony, Ruth Ban, and Martha Castaneda. *Teaching English Language Learners through Technology* . New York: Routledge, 2009.

Fitzpatrick, Anthony. *Information and Communication Technology in Foreign Language Teaching and Learning – an Overview*. Moscow: UNESCO, 2004.

Fromkin, Victoria. David Blair and Peter Collins. *n Introduction to Language*. Australia. Fourth Edition. Harcourt, 1999.

Gerlach, Vernon S. and Donal P. Ely. *Teaching and Media; A systematic Approach*. Second Edition. Australia. Prentice-Hall, Inc, 1980.

Goodlad, John I. *A place Called School*. New York. Mc.Graw-Hill Book Company, 1984.

Hammersley, Martin. *Case Studies in the Classroom*. Open University of USA, 1983.

Hancock, Alan Longman. *Planning for Educational Mass Media*. London and New York, 1977.

Hancock, Joelie and Barbara Comber. *Independent Learners. A Celebration of Effective Teaching in Australia*. Australia. Thomas Nelson, 1987.

Hawthorne, Kate and Daniela Sheppard. *The Young Person's Guide to the Internet: The essential website reference book for young people, parents and teachers*. New York: Routledge is an imprint of the Taylor and Francis Group, 2005.

Info Komputer. Internet. *Menangkap Peluang Internet*. Jakarta. Edisi Khusus. PT. Penerbitan Sarana Informatika, 1997.

Lund, Andreas. *Teachers As Agents of Change: ICTs And A Reconsideration Of Teacher Expertise*. Moscow: UNESCO, 2004.

M. Escalada and K.L. Heong. Focus Group Discussion Approach in Education, 2011.

Ryan, Kevin and Cooper, James M. *Kaleidoscope Reading in Education*. USA. Houghton Mifflin Company, 1984.

Sandler, Corey . *Laptops For Dummies: Quick Reference.* Indianapolis: Wiley Publishing, Inc, 2006.

Soliman, Mounira. *Computer Enhanced Learning in the Egyptian Classroom.* Moscow: UNESCO, 2004.

Sutedjo, D. E. Budi *e-Education Konsep, Tekhnologi dan Aplikasi Internet Pendidikan.* Yogyakarta. ANDI, 2002.

Tosin, Rijanto and Meiwanto, Catur. *Internet. Serba-Serbi Pendidikan Dan Riset*. Jakarta. Dinastindo, 2000.

Tung, Khoe, Yao. *Pendidikan dan Riset di Internet*. Jakarta. Dinastindo, 2000.

Vrielink, Reinder. *The use of the Internet within police education in the Netherlands*. Nederlands: *School of Advanced Policing, Police Academy of the Netherlands,* 2011.

Warschauer, M. *Electronic Literacies. Language, Culture and Power in Online Education.* Mahwah, NJ: Lawrence Erlbaum Associates, 1999.