STUDENTS' ATTITUDE TOWARD THE USE OF INTERNET IN ENGLISH CLASSROOMAT SMK PEMBANGUNAN BUKITTINGGI

A Thesis

Submitted as a partial fulfillment of the requirement to get strata one of English Education Study Program

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ABSTRACT

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The research was due to several problems found in the field; some of the students lack enthusiastic in learning English although they were allowed to used the internet to support their learning. It can be seen that there was studentswho preferredto talked, slept than followedthe learning process. Then, there was positive and negative students' attitude related to the use of the internet.

The design of this research was survey research and quantitative approachas the method of the research. The sample was collected from 37 students at SMK Pembangunan Bukittinggi which used simple random sampling as the technique sampling of the research. Additionally, the analyzing of the data was done by identifying the respondent's responds, analyzing the data and makinga conclusion.

The result showed that the mean score of students' attitudes toward the use of internet in aspect cognitive is 3,7. It means that the students hada positive attitude in the aspect cognitive. Besides, the mean score of students' attitude toward the use of the internet in term of the affective is 3,3. It means the students had a positive attitude toward the use of the internet in term of affective. In addition, the mean of the conative attitude statement is 3,4. It meansthe students had a positive attitude in aspect conative related to the use of the internet.

Keywords: Attitude, the Use of Internet

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning English is an important issue in this modern era. By using English, every people will be easy to communicate with other people in the world without worryingabout the distance. Learning English issupported by some reasons such as school curricula, personal life and some specific purposes. In learning English at the school, learners are expected to be able to comprehend English skills such as speaking skills, writing skills, reading skills, and listening skills in target language. It can be easy for us to practicing speakingwith native speakers byusing video call, improving writing skill by chatting and readingnew world websites such asCNN or the BBC to improving reading skill through internet.

Internet (Interconnection networking) is a global system that can be connected to all networks of computer which makes all users connect or allow the people to communicate with each other without meeting directly in communicating. In general, the internet can be defined as an internet network, which is utilized by people in the world to facilitate activities carried out. Based onOetomo, "Internet (a contraction of the interconnected network) is the global system of interconnected computer networks that use the Internet protocol suite (TCP/IP) to link devices worldwide"[1]. The Internet is one of the proof of the technological progress at this time and itis also connectedto education in English subject.

The use of the internet in education is not only important for the learners but alsothe teachers. The use of the internet for the teachers isto facilitate language teaching, language learning, acquire instructional materials, share lesson plans, curriculum ideas and to download current information beneficial for classroom use. On the other hand, the use of the internet has an impact onthelearners as functional tool to search formaterials for learning. According to Yang and Chen in Aydin that learners have a positive attitude toward the use of the internet.[2] Thisis because the advantages areprovided by the internet for learners.

The advantage of this internet is autonomous learning. It means that in these modern era the teachers need to help their students become autonomous in their English practice without limitation of the time and

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1 Budi Soetdjo Dharma Oetomo, *e-Education* (Yogyakarta: penerbit ANDI,2007), P. 52

2 Selami Aydin, "*Attitude of EFL Learner toward the Internet*" :Vol. 6 Issue 3 ISSN; 1303-6521 July 2007, p.19, Retrieved 09 January 2019

place by using the internet. Then, learning English with the internet can be fun, such as students can search for online activities that fit their learning style and learning goals. The students can practice English by chatting with a native speakers. The internet is also effective to help make media presentations such as images and sound presentations. It will attract students' attention and help them understand the materials better. In conclusion, the use of the internet is growing rapidly and it is widely integrated into the teaching and learning process of language learning.

Teaching and learning process reflects an attitude. To get the purpose of internet use, students should have an attitude as a impetus to use of the internet. An attitude is a set of opinions or beliefs around an object or situation. Azwar stated that an attitude consists of three components.[3]There iscognitive, affective, and behavioral/conative component. Cognitive component contains someone belief about an attitude object. It is related to an understanding an object and situation. The affective component refers to emotional response(like/dislike) toward an attitude object. It influences students' further action toward an attitude object or situation. The last component an attitude is behavioral and it is called the conative component. It shows that tendencies toward an object and reflection of cognitive and affective.

Furthermore, the internet is a useful tool used by students SMK Pembangunan Bukittinggi to support the learning process. According to Yang and Chen in Javad that the students can improve English skills

3 Saifudin Azwar, *"Sikap Manusia teori dan pengukuranya"*(yogyakarta: pustaka pelajar,2016), p.24

through real-world situation if the students use computers and the internet in language classes.[4] In fact, students have done access to the internet through their cell phones. Students in SMK Pembangunan Bukittinggi use the internet for a variety of meaningful activities and purposes in their academic needs. The internet allows connection between student's SMK Pembangunan Bukitinggi and all other information to support the learning needs in education. Hence, internet needs for students of SMK Pembangunan Bukittinggi to process and access more information about the lessons.

Based on the preliminary research by using observation and interview with the first grade students in SMK Pembangunan Bukittinggi, who use the internet. Byobservations at first grade Teknik Komputer Jaringan(TKJ), Teknik Alat Berat(TAB), Teknik Kendaraan Ringan(TKR),Teknik Permesinan (TP) and Teknik dan Bisnis Sepeda Motor (TBSM) . The result problem was foundthat some students' were lack of enthusiasmin followed learning English process even though they have already allowed access to the internet to support their learning process in the classroom such as students did not follow the learning process well, there was students who preferred to talk with other or slept while learning process.

The second problem in this statement was found by interviewing five students at first grade Teknik Komputer Jaringan (TKJ) becsause TKJ has more opportunities to use the internet in the classroom,the result of the

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4 Javad and Laila, " *Attitude toward using the internet for language learning*": vol. 4 no.1 April 2015,p.64, Retrived 09 January 2019

interview above that there was apositive and negative attitude.First,studentsnegative attitude was some students said that they did not like using the internet because the explanation that they were gotten from the internet still made them confused and not focus on studied. Second, some students have a positive attitude that they like to use the internet because on the internet they can got complete explanation and examples it made them easy to understand the materials.

Based on fact above, it is important to conduct this research related to the use of the internet, in order to make decisionand allow all of the internet use. The research will be conducted as survey research about students' attitude toward the useofthe internet. It would be covered in the research by the title "**Students Attitude toward the Use of Internet in English Classroomat SMK Pembangunan Bukittinggi".**

B. Identification of the Problems

Based on the background of the phenomenon, some problems could be identified found by the researcher:

1. Students' lack of enthusiasmwhile the learning process
2. Students have a different attitude relatedto the use of internet

C. Limitation of the Problem

Based on the identification of the problems, the research focused on students' attitudes towardthe use of the internet in English Classroom at SMK Pembangunan BukittinggiAcademic Year 2019/2020.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem was formulated in the following question “What is the students’ attitude towardthe use of internet inEnglish Classroomat SMK Pembangunan Bukittinggi?”

E. Purpose of the Research

The purpose of the research was to find out thestudents’ attitudes towardthe use ofthe internet in the English Classroom at SMK Pembangunan Bukittinggi.

F. Significance of the Research

Perhaps the research findings might be useful for many people in education, such as:

1. For school, it can be consideration decide to allow the students to use the internet or not in the classroom for the next time.
2. For the researcher, this research can give more knowledge, experience, through the research and as the requirements to obtain strata one degree on English Education Department in IAIN Bukittinggi.
3. For IAIN Bukittinggi, this research can be useful as a reference for the next researchers and as a reference for studying.

G. Definition of Key Terms

To avoid the misunderstanding, the research completed this thesis by definition the key terms which belong to the research title, as followed:

1. The Internet is the global system that can be connected the students with other sources to find the information widely and help the students to improve knowledge in education.
2. Studentsattitude is the students like or dislike the object or situation. It is consist of the cognitive, affective and conative componentthat is related to students feelings and emotion.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

There are some theories proposed by experts related to the internet and Students' attitudes.

1. The Nature of Attitude

a. Definition of Attitude

Students' attitude is important to be discussed in the learning and teaching process toward the use of the internet. Attitudes defined into two types that are cognitive and affective; that is related to emotion and feeling.[5] In this case, attitudes related to someone's feelings. According to Thurstone, "an attitude defined as the degree of positive or negative affect associated with some psychological object".[6] Harvey stated that"attitude is the readiness consistently in the form of positive or negative against objects or situations".[7] Therefore, an attitude is important in life, because attitude can impact someone's feelings.

In more complete Brown in Suryasa also stated that the people who havea positive attitude that with effect to their feeling

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5H. Douglas Brown, *Principles of Language Learning and Teaching: Fourth Edition*, (San Francisco: Longman, 2000), p. 192

6Allen L. Edwards, *Techniques of Attitude Scale Construction,*(New York: Appleton-Century-Crofts, INC,1957), P.2

7Abu Ahmadi, *Psikologi Sosial* (Jakarta: Rineka Cipta, 2007), p.150

with some psychological object and will like that object. Besides, the people who havea negative attitude that is will affect theirfeeling with some psychological object and will dislike towardthe object.[8]

Similarly, Thurstone has the same opinion about definite attitude with Harvey and Smith that attitude related to positive or negative people about psychological objects or situation. In contrast, Brown has a different statement about the definition the attitude that is stated more completely about the definition of attitude.

In conclusion, based on the statement given above, people who have a positive attitude toward objects when they are like or favorable toward the object, the other way the people who have a negative attitude toward objects when they are disliked or unfavorable. It means that is not possible to say that one the concept of attitude can be one of the main effective factors for success in learning a foreign language.

b.Importance of Attitude

Attitudes are considered as an essential factor influencing language performance. As stated by Reid in Abidin that "Attitudes are important to us because they cannot be neatly separated from the study".[9] Accomplishment in target language relies not only on intellectual capacity but also on students' attitudes toward language

8 Suryasa,I. Prayoga, I., & Werdistira, I. " Attitudes toward the use of internet for students" *:* Vol.2 No. 2, Augus *2018*, ISSN ; 2550- 6943, p-ISSN ; 2550-6951, p. 34,Retrieved 09 January 2019

9Mohamad Jafre Zainol Abidin, "EFL Students' Attitude toward Learning English Language". Vol. 8, No. 2; February 2012. P,121 Retrieved 24 April 2019.

learning. Students' attitudes can cause the ways teaching and learning process. This means that learning a language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one.

Students' attitude could incorporate language learning because it may influence their performance in acquiring the target language. According to Lambert in Abidin concluded that to master in a second language the students' ability is not only influenced by the mental competence or, language skills, but also in the students' attitude and perceptions toward the target language.[10] In sum, those attitudes are really important for students to success in learning the target language.

c. Measuring attitude

According to some experts, an attitude can be measured by using a device called attitude scale. A simple way to assess attitudes is to ask people if they like or dislike the attitude object. The attitude scale which can apply in measuring attitudes. According to Perloff, there are three standard attitude scales[11]:

1) Likert Scale

A psychologist named Rensis Likert refined Thurstone's procedures in 1932. Likert recommended that the researcher devise a series of opinion statement with each statements a long numerical scale. A Likert scale assumes that each item taps the

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10Mohamad Jafre Zainol Abidin, "EFL Students' A ttitude toward Learning English Language". Vol. 8, No. 2; February 2012. P. 121. Retrieved 24 April 2019.

11Richard M. Perloff, *The Dinamic of Persuasion, (*London :Lawrence Erlbaum Associates Pblisher, 2003) *p.102*

same underlying attitude and there is a significant interrelationship among item. It also presumes that there are equal intervals between categories. For example, on five points strongly agree, agree, neutral, strongly disagree, disagree.

2) Guttman

Sometimes it seems that the person with the strongest attitude toward a topic is the one willing to take the most difficult stands, those that require the greatest gumption. One may not agree with these positions to endorse. A Guttman scale takes this approach to measuring attitudes.

3) The semantic differential

Osgood, Suci, and Tannenbaum chose to not assess belief or agreement with opinion statement. Instead, they explored the meaning that the people attach to a social objects, focusing on the emotional aspect of attitude. The respondent asked to determine the scale that is opposite such as good or bad, positive or negative, etc. Score the attitude of individuals obtained by summing all the answers. A higher score means the attitude more positive toward the object.

In more complete, Ahmadi stated that the numerous method available for measuring attitudes.[12] There is three methods may be supplemented by more complete to measure attitudes.

1) Thurstone scale

Thurstone believes that attitude can be measured by a scale of opinion. Then, measuring an attitude consists of a list of questions related to the attitude. This method also to

12Abu,Ahmadi. "*Psikologi Social".* (Jakarta: PT Rineka Cipta, 2007*).* P.169

determine the intensity of opinion very positive to very negative. This scale is used effectively and extensively to measured toward an object. Hence, this method creates some quite complex questions.

2) Likert scale

This method is essential uses some of questions to measure an attitude based on average the answer. Likert scale very popular because this scale is easy to arrange. Hence, this method provides the question for determining an attitude.

3) Bogardus scale

This scale was found in 1925 and was called a social distance scale. Bogardus quantitatively measures the degree of distance a person with other groups.

4) The semantic different scale

Osgood, Suci, and Tannerbaum chose to not assess belief or agreement with opinion statement. Instead, they explored the meaning that the people attach to a social objects, focusing on the emotional aspect of attitude. The respondent asked to determine the scale that is opposite such as good or bad, positive or negative, etc. Score the attitude of individuals obtained by sum all the answers. A higher score means the attitude more positive toward the object.

It can be concluded that the expert has been a different opinion method in measuring an attitude. However, in general, that the method used in measuring an attitude is closely the same that using a questionnaire to determine the attitude. This research can use this attitude scale in measuring attitude by giving a questionnaire to the respondents.

d.Components of Attitude

Attitudes is a term that reflects happy, unhappy or neutral of people feeling towards something. Each attitude had three components as stated by Mahmudah, three components formed of structure attitudes.[13]

1) Cognitive component

Cognitive component is one of the components related to the knowledge, opinion, belief that are related to how people perceive towards the object of attitude. Thus, cognitive component related to the indication to know about the opinion.

2) Affective component

Affective component is the component related to happy or unhappy towards the object of attitude. The happy is a positive, instead a not happy is negative. It means that the affective component shows a positive and negative attitude.

3) Conative component

Conative component is called behavior, the component related to the tendency act against the object of attitude. The conative component shows the intensity of an attitude toward the object.

13Siti, Mahmudah.” *psikologi sosial.,* (Malang: UIN-MALIKI PRESS, 2012), P.24

There are Components of attitude also stated by Azwar, it consists of three components:[14]

a) A Cognitive component

The cognitive component contains someone's belief about an attitude object. Cognitive component related to someone believe toward something. It means the shape of believing, experience to certain objects.

b) An Affective component

Component affective is related to emotional subjective toward an attitude object. Generally, it equated with emotional feelings toward something. It means that the affective component, describe peoples' feelings toward an object.

c) A Behavioral component

The behavioral component or Conative component in the structure of attitude shows how the behavior or tendency in a person related to the object. The result of this component which is consists of action and observable responses.

In conclusion that Mahmudah and Azwar stated the components of attitude in same perspective. It means that both of them have the same opinion in delivering component attitude. According to Mahmudah that components attitude refers to cognitive, affective and conative. In line Azwar, it refers to cognitive, affective, and behavior or conative.

e. The Types of Attitude

14Saifudin, Azwar. *"Sikap Manusia teori dan pengukuranya''.* (Yogyakarta, Pustaka Pelajar,2016). P. 24

A students' attitude is seen from the way they listen, see, or pays attention toward the object. A good attitude will bring influence to others, such as to feel that will make positive energies. According to Susanto, there are types of attitudes.[15]As follow:

1) Positive attitude

   Positive attitude will give positive influence. In this case, students' attitudes usually depend on their perception of the subject or object around them. When students have a positive attitude that will impact their energies. The students who have a positive attitude toward the object will say like that object. It is because a positive attitude is to express though favorable about the object or something.

2) Negative attitude

   A negative attitude can bring negative impacts. The students' attitude usually depends on their perceptions, when the students have a negative perception that will influence their attitude. A Negative attitude is also developing their negative energies. It is needed to pay attention from the teacher or people around to make the process a positive perception from the beginning of term.

   Inline, Ahmadi stated that attitude is differentiated into two types, there are:[16]

   1) Positive attitude

15Susanto, Leo." *A Challenging Book to Practice Teaching in English, (*Yogyakarta: Penertbit ANDI, 2013), P. 212

16 Abu, Ahmadi. *"Psikologi Sosial",* (Jakarta: PT Rineka Cipta,2007).p.153

A positive attitude is an attitude show, accepts, acknowledges, approves and implements the prevailing norms where the individual is.

2) Negative attitude

An attitude that shows rejections or disapproval of prevailing the norms where the individual is. The negative attitude related to the norms because it is determined by applicable norms.

In conclusion, Susanto and Ahmadi stated the attitude in the same perspective. It means that both of them have the same opinion in delivering types of attitude that an attitude related to someone's feelings and reactions toward the object and situations. It is also one of important factor which influences students in learning. The students' attitude includes positive or negative attitude toward the learning process.

f. Functions of Attitude

In this case, people need to know why people need to hold the attitude. Attitude will help people to manage their life. It means that attitudes are functional. As stated by Perloff, "there are the main functions of attitudes" as follow;[17]

1) Knowledge

The people who have attitudes, then they will be able to make sense of the world and explain baffling events. It means that knowledge helps people to make sense of their attitudes.

2) Utilitarian

17Richard M. Perloff. "*The Dinamic of Persuasion''.(*London :Lawrence Erlbaum Associates Pblisher, 2003).*p.74*

In the next discussion, attitudes provide the people to get rewarded and then avoid the punishments. It is functional to develop a positive attitude, especially for students. When the students decide enthusiasm to study the teachers will like them more. Hence, a positive attitude will drive them into a good treatment instead of bad treatment from others.

3) Social Adjustive

Attitudes were accepted by other people in socializing. Social adjustive also function for students. For example, students who want to get along with a gamers group of friends may find it functional to adopt a more like attitude toward new another group. In sum, it help students to socialize with others in the same taste.

4) Social Identity

The numbers of people use an attitude for describing who they are and what their needs. It means that attitude is an identity. Likewise, people communicate who they are with their attitudes. For example, holding the bag for some women serve a social identity function. Hence, attitudes will show the social identity of people.

5) Value-Expressive

Hold attitude is one of importance to express core values and cherished beliefs. For example, the people who have tattoos will express various kinds of values, including the artistic value in their life. Hence, this function help the people to express attitude about anything in front social.

6) Ego-Defensive

Attitudes can serve as a defense, it means that can protect the people from threats by concealing the true self and any socially undesirable feeling and wants. It means this function related to self whenever assign attitude toward characteristic and ego.

Furthermore, according to Milfont that attitude functions can be reduced to three main purposes that indicate why people hold and express an attitude.[18] These main purposes are:

a) Help us to understand the world

This attitude function seems to facilitate adaptation to the environment. It means that people can hold and express attitudes to understand, structure and find meaning in the world.

b) Express our basic values

People hold and express attitudes to facilitate self-expression and social interaction, and express their central values and self-concept. Hence, attitude helps people to express basic values.

c) Enhance and maintain our self-esteem

Attitude helps the people to defend the self form to have high self-esteem by a good and positive attitude. Hence the people can enhance and maintain self-esteem with attitude.

Differently, that Perloff has a different opinion about function attitude with Milfont. Perloff stated that function of attitude related to the people needs an attitude in life and help to manage and cope with life. In contrast, Milfont proposed that

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18Taciano L, Milfont. *"A fuctional Approach to the Study of Environmental Attitudes".Vol.10 No.3 ISSN 1576-6462. 2009. Retrived 20 May 2019*

function attitude, in general, is why the people hold the attitude and express attitude.

In conclusion, attitude proposed by Milfont that helps people to understand the world, express our basic values, enhance and maintain our self-esteem to express their attitudes. It means that an attitude is very important to manage person's life.

2. The Nature of Internet

a. Definition of Internet

The internet is one of the searching tools that users use for all information that can be easily utilized by people in the world. The internet has become a lot beneficial in social, educational, healthy which changes the nature of human's life. It has become the influence on the way people doing daily life, such as communicating with friends or family members, searching for information and social, cultural. As states by George, "that the internet is the total of all the computers in the world which are connected and exchanging information which each other".[19] By using the internet, the users are easier to get the information.

The internet is used by connecting a computer network using an internet protocol suite (TPC/IP). It is a crucial tool for

19Georges, Dussart. "*Biosciences on the Internet".* (UK: Jhon Wiley & Sons, LTD,2002), P.2

communication. It means that the internet is one tool for communication in the world. Therefore, before using the internet, people need to know how to apply the internet well. It is the simple truth of the matter that users need to gettting information or communicating through the internet.

According to Rusman, " The internet is the network widely of millions of the network computers reach milions of people around the world".[20] The internet is also shortness of inter-network that can connect sites and distributed information for users. The internet has become one of the media, which can help people easier to get what the users want.

In the early days, most of the people using the internet for communication, but also constantly using the internet for searching the information. The internet is generally referred to as a combination of computer networks which is in communicate using the same system of recognition as knowing TCP/IP (Transmission Control Protocol/ Internet Protocol).[21] It shows that the users need to connect to the network before using the internet.

Similarly, by looking at the definitions of the internet above George and Rusman has the same opinion related to the internet which enables programs to connect people sharing and

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20 Rusman, kurniawan,& riyana. "*Pembelajaran Berbasis Teknologi Informasi dan Komunikasi".* (jakarta :PT Gravindo Persada, 2011), p.49

21Hariningsih, SP."*Teknologi Informasi ".*(Yogyakarta: Graha Ilmu, 2005), p. 123

communicating with another, without being spread by distance problems. It means the internet will able to contact a system, whether away from millions of people in the world.

In addition, the internet can connect many people and valuable sources of information and for communicating with others in the world. It provides a beneficial wide array of knowledge for teachers and learners.

b. The Functions of Internet

The functions of the internet are as a large series connecting government, commerce, educational institutions and individuals throughout the world. The latest technology has the potential to become fast and effective dissemination of information. To make it easier for users in using the internet, users need a good network connection. The internet allows us removing barriers, distance and time looking for information and communicating. In this case, the internet has become more efficient and more effective in their employing for users. By the development of technology at present, the internet directly able to shift change the system and the pattern of human life. According to Frangoulidou in Suryani that functions provided by the internet such as for communication, information, education, and entertainment.[22]As Koc and Ferneding in Anasi

22Anne, Suryani.” *Exploring the Internet Usage for English Language Learning”.* Jurnal Ilmu Komunikasi. Vol.3 No.2,Desember 2005. Retrieved 25 August 2019 p.107

stated that four main internet use as information, communication, entertainment, and business.[23] It means that the internet provides many functions in a student's life and important for student activities.

Similarly, Park in Dogruer, Eyyam, and Menevis stated that there are eight functions of internet in education.[24] Those functions also can be called as activities on the internet:

1) Storehouse of Information
2) Communication without Boundaries
3) Online interactive learning
4) Electronic/ online research
5) Innovative in the new world
6) Improve interest in learning
7) Global education
8) Information catalogs

Furthermore, Helsper, Deursen and Eynon stated that the different classification of the internet use. There are types of internet use.[25]

1) Uses in Economic Field

23Stella Ngozi Ifeoma Anasi, "*Gender Discrepancy in Attitude towards the Use of the Internet for Learning among Secondary School Students in Selected School in Lagos State, Nigeria*" information and knowledge management. ISSN 2224-5758. VOL. 6 NO. 10, 2016 P.11

24 Nazan Dogruer, Ramadan Eyyan, Ipek Menevis. "*The use of the internet for educational".* Social and behavioral science 28(2011) 606-611. Retrieved on 25 august 2019, p.606

25Ellen J. Helsper, Alexander J.A.M Van Deursen, Rebecca Eynon. "*Measuring Types of Internet Use"* (Oxfort internet Institute:2016)p.7

The uses in the economic field are concerned with poverty, jobless, and wealth. Typically, considered by income, education, employment, and financial indicator. Such as banking, shopping online and translating into using the internet for financial services. It might be selling something online or looking for a job and looking for learning opportunities.

2) Uses in Cultural Field

It is connected to the idea socialization and acculturation and it is defined as cultural resources as the shared norm that guide behavior that gives meaning belonging to a certain group. Hence, cultural resources consist of knowledge, education, understanding of value entertainment and art other social-cultural distinction that make up social status and it is related to belonging to a certain socio-cultural group.

3) Uses in Social Field

Social resources described involvement in and attachment to the network that it can access knowledge and support of others. It consists of both weak and strong ties and network that offer emotional or instrumental support. Common interest shared activities and family build by the social network to change

throughout a person's lifetime. It also includes activities such as looking for information about clubs and societies, participating in a discussion that influences the local community or interacting with other people. There is also a pursuit of common leisure activities that people can do on the internet such as undertaking sport, watching television, playing games, listening to music, etc.

4) Uses in Personal Field

Recourses in the personal fiels are reflected mental and physical well-being and aptitude. Self-actualization; informal knowledge gathering is being important of an element of personal resources that make a person will feel better about themselves, such as using the internet to exchange information with others about problems or issue concern to the individual or using the internet for health and fitness or other important online activities.

In this case, Frangoulidou defenition same with the definition that proposed by Koc and Ferneding because Frangoulidou emphasizes it on general point of view and they have the same outline about function of the internet. In contrast, Helsper, Deursen and Eynon stated the use of the internet in more complete explanation about functions of the internet.

Besides, looking at functions or uses of the internet stated by expert internet is a functional tool for students in education, looking for information, communicating, and entertainment also. It depends on the students, who know what should students do or avoid when using the internet to improve their knowledge in learning. Besides the teachers need to control the students while using the internet.

c. Advantages of the Internet

The internet offers hundreds of thousands of benefits for all users in the world. It allows users to broaden their experience with various activities on the internet.

1) English Language Teaching

Through internet, students are easy to access the facts of English. There are advantages to using the internet. As stated by Al-Asmari in Chomphuchart, that "the internet provides learners with numerous instructional tools".[26] It means that students enable to search, retrieved data, and exchange digital file from the internet. As follows:

a) Effectiveness

The use of internet is technically coined *Information Communication Technology (ICT)* and it is integrated into

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26Nuwee Chomphuchart, "*Thai University Students' Attitude toward the Use of the Internet in Learning English" :*Vol. 6 Issue 3 ISSN; 1303-6521 July 2007, p.14, Retrived 09 January 2019.

teaching procedures and learning processes in reading, writing, listening and speaking.

b) Autonomous Learning

The internet provides materials and communication, and in the form of authentic material to help the students to become autonomous in their English practice without limitation of time and place for learning.

c) Learning can be fun

Students can practice English by search online activities that fit students learning style and learning goals such as communicative activities. In the example, students can communicate with native speakers to improve student's ability in speaking, writing and allows studentsto practice and use their language skills.

Nowadays, the internet has an important role and great potential in foreign language learning and teaching activities. As pointed out by Yang and Chen in Aydin summarize the advantages of internet use in learning that "the internet enables English learners to access useful language resources and communicate directly with native English speakers. ... Learners can practice applying information and overcome the decontextualized predicament of English learning. Students can learn listen, speaking, reading and writing English integratively

via real-world situations".[27] In sum, the internet allows learning more in many ways.

2) English Language Learning

Today, the internet has an important role and great potential in foreign language learning. As stated by Yang and Chen et.al in Aydin there isa specific aspect of the internet use in learning English can be mentioned.[28] As follows:

a) Internet to increase language use
b) The Internet changes the interaction between language learner and teachers
c) The Internet is the potential source of authentic materials
d) The internet allows learning about the target culture
e) Improves higher thinking and computer skills
f) Makes learners have a great variety of spoken discourse
g) Make learners use more complex language

Furthermore, In another advantage Javad and Laila summarized the advantages of online learning under the following:[29]

a) Access

27Selami Aydin, "Attitude of EFL Learner toward the Internet" :*Vol. 6 Issue 3 ISSN; 1303-6521 July 2007*, p.18, Retrived 09 January 2019.

28Ibid.

29Kia Heirati Javad., & Ahmadi Alashti Laila. "*Atttitude toward Using the Internet for Language Learning"* : Vol. 4 No.1, 63-78. Retrieved 03 March 2019.

Easier access isoffered by the internet to the students to find any information without the need to travel and leaving the home or school. It means to access the internet influence the process of finding information on the internet.

b) Flexibility

The Internet allows the students to learn a language without being worried about time and places, the students can learn when they want and where they want. Hence, students are easier to learning English by using the internet.

c) Response

The possibility of instant feedback offered by the internet to students. Thus, the internet provides two ways of communication which the internet gives the response to the user.

d) Repeatability

Students can repetitive the information on learning the language until mastery or understand. Hence, the internet allows the students to study over again about materials on the internet.

e) Modality

It can stimulate the students in acquiring language successfully. Hence, students are easier to learning English fluently.

f) Specificity

The internet allows the students choice and variety in both what, with, who and will be learning the language. Thus, students can learn as specificity.

To sum up, it can be said that the internet has brought benefits, new dimensions and opportunities to students in aspects of communication, classroom interaction, and authentic materials.

d. Disadvantages of Internet in Educational

As one of the public media that people use, the internet is not always able to fill people's needs. According to Oetomo, "here are a weakness of the internet".[30] As follow:

1) Too much information

In getting information, easy ways is needed by the number of people, that is why some people use the internet as a tool to get information, but on the internet, there are many pieces of information available. The result is the

30Budi sutedjo Dharma Oetomo, *e-Education, (*Yogyakarta: ANDI Yogyakarta, 2007), p.64

people who want to find information related to their need difficult to get it.

2) Lack of human touch

Internet as a communications tool has weakness in the human touch, the result that communication is done by people in the form of the information. It means that there are not gaze ayes, hands shake, hugging, and it is not as usual communication that people did and it has had the impact of social life.

3) Virus and hacker

Negative impacts be brought by viruses and hackers to our computer, that is why the people need to prepare a computer with the patron system in the computer to make sure the computers do not have the virus. It means that virus and hacker are very dangerous for the computer.

4) Pornography

Currently, development of technology seems to havebrought several effects to the social life of the users. Especially for the students who have been most of the internet users. Some activities precious for the students on the internet

are not accepting unacceptable for their psychological development such as negative content. Therefore, for all the internet users, especially for the students need to be aware that pornography or other negative content is not good for psychological development.

5) New crime

Currently, crime has become rampant around us, especially in the development of the technology increased list of crimes the people did in this modern era. It needs to pay attention to people to be more careful in using technology, because not only positive impacts that available on the internet but also negative effects. Therefore, the as good user we need to avoid negative content on the internet that can be an agent of the new crime happened on the internet.

3. The Internet and the Language Classroom

a. Internet as Communication Tools

Todays, people can communicate with the internet through the internet connection. There are two ways of getting what users want from the internet by two things. As Gavin pointed out“ the people can get nearly everything they want from the internet with just two things”.[31] As follows:

1) The worldwide web

31Gavin Dudeney, *The Internet and Language Classroom,* (United Kingdom, Cambridge University Press, 2012), p. 3

The world wide web or as known WWW is the medium of choice for both new experienced users on the Net. The Web is simply a collection of screens of information that is known as webpages, which reside in many thousands of computers around the world, all of which are permanently connected to the internet.

Web and the internet are two mutually related to each other because the web needs the internet network to media delivery. Likewise, the internet also needs the web as the contents that can be provided for all users in the world which connected to the internet.

Helping the users move around the web and display what the user needs and interested are using a web browser. It is can view and interact with the web. As stated by Gavin, "there are many different web browsers, but the two most popular are Firefox and Microsoft Internet Explorer".[32]

In sum, through the usage website the people can learn that is web-based learning which can access through the internet network. The web can

32Gavin Dudeney, *the internet and language classroom,* (United Kingdom, Cambridge University Press, 2012), p. 4

create a virtual learning environment. The learning environment that is provided by webs such as discussion group, chat, online marking, and administration system.

2) Email

Email or Electronic mail is one of the ways to send your message to other people through the internet. The development of technology at this time now, people do not need to issue a cost expensive to send a letter. Through email, people can send and receive a messages thatjust need a cost to connect to the internet.

Email is commonly used because of many reasons; easy to use, it is cheap, fast and usually reliable. Email not only to send and receive the message, but email also can be used to send and receive other things such as pictures, files, documents, sound files, etc. In sum, Email is very useful for sending and receiving a message for the people in this modern technology.

b. The Internet as Classroom Tool

An internet needs to be as well as planned and structured. To make sure that the internet does not become a disaster, or in order wrong circumstances in the wrong hands. The teacher is needed a brief look at some of the considerations involved in using the internet in school. Therefore, the internet would not become a disaster for students at school.

The internet can become source of study. As Rusman pointed out, "Through this technology students can be doing several activities" such as:[33]

1) Searching and finding library materials
2) Develop program artificial intelligence for fashioning a lesson plan.
3) To give easy access to a virtual classroom or virtual university.
4) Promotion of scientific works.

Thus, the internet is like the knowledge center of the world. It means that the learner can find almost anything what students want, and in many languages easily and efficiently.

4. Students' Attitude toward the Use of the Internet

Since the beginning of attitude research, assessment on the definition of attitude has excited much debate among psychologists. An attitude has been numerous definitions proposed throughout the

33 Rusman, kurniawan, & riyana, *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi ,* (jakarta :PT Gravindo Persada, 2011), p.59

attitude research. An attitude became accepted as a person's feeling and emotion toward some object, person, issue or situation. It means an attitude also reflects a technology that is growing up nowadays such as the internet and it is important to discuss attitude toward the internet. According to Eagly and Chaiken in Joyce and Kirakwoski stated that internet attitude in general definition as an evaluating the internet by psychological tendency with some degree of favor or disfavor.[34] It means that the internet will influence to the feeling which complies logically with the people like or dislike. This might explain the people feel relatively have a positive or negative feeling toward the use internet.

Kraut et al. in Otaibi also stated that "the use of internet has also led to the individual's reduced social circle, increased the feeling of psychological alienation and increased rates of depression among the users".[35] It means that the effect of internet use on attitude is negative. On the other hand, the use of the internet also deserve a positive attitude as stated by Doggan et.al in Otaibi that students had a positive attitude the preferential attitudes were associated with following a good educational Web sites, exchanging available information on the internet with friends, high frequency of the internet use and various reasons of using the internet for educational purposes.[36]

34Mary Joyce and Jurek Kirakwoski '' *development of a general internet attitude sclae''*. 2011. P. 2

35Odede Israel. *"Attiude undergraduates toward educational usage of internet"*. international journal of science and Technology. Vol.4 no.4 2013.p.58

36Khaled Nahes Al Otaibi. *"Attitudes toward the use of internet".* Psychology Research. VOL. 2 NO.3 2012.P.153

Attitudes are cognitive, affective and conative that they are related to feelings and emotions. To be brief, an attitude will enable to make people achieve advantages or disadvantages of the internet and it depends on a positive or negative attitude of people.

In addition, attitude toward the internet will greatly affect the students. As Eagly and Chaiken in Joyce and Kirakwoski stated that students' attitudes to the internet can be informed by their feeling toward it, their intended behavior to it, or what they think about it.[37] This might reflect on how the students pay attention to the things they like or dislike.

In conclusion, it seems that internet as a functional tool to facilitate the process of students' learning has been attended in student activities. However, studies done on term students' attitudes show that there seems to be a gap in that how these attitudes should go in line together to reach better regarding a positive attitude toward using the internet in the classroom.

B. Review of the Relevant Studies

To support this research, there are some relevant studies conducted by another researcher. First, the research was conducted by Selamy Aydin, the Assistant Prof. Dr. In Balikesir University has done research on the title "*Attiudes of EFL Learners toward the Internet".* The aim of this study is to investigate the attitudes of foreign language learners and to find the

37Mary Joyce and Jurek Kirakwoski '' *development of a general internet attitude scale''*. 2011. P. 2

relationship between attitudes and subject variables. The findings show that EFL learners had a positive attitude toward the internet except some items such as addiction, socialization and shopping. It was implicated that a positive attitudes would contribute to foreign language learning via the internet after overcoming some potential problems and disadvantages.

The second was conducted by Odede Israel, the student of Delta State University, Abraka, Nigeria the title is ‘*’Attitude of undergraduates towards educational usage of the internet; A case of Library Schools in Delta and Edo States of Nigeria’’*. The researcher took a research at the University. The aim of this study is set out to determine the attitude of undergraduate students toward the educational use of the internet. The findings show that Undergraduates of Library School in Delta an Edo State had a positive attitude toward the educational usage of the internet. The five items that met with the strongest agreement from sampled undergraduates are ‘ (91,6%) the Internet is as important as other research tools’, ‘(91,2%) I find using the internet easier than using a library’, ‘(90,8%) Internet is a universal digital library’. ’(88,2%) I find using the internet easier than more imaginative work’, ‘(87,8%) Internet has potential to be an effective teaching/ training tool’.

The third was conducted by Khaled Nahes Al Otaibi, King Saud University, the title is “*Attitude toward the Use of the Internet”*. The problem of this research is the internet as a modern technology, has a lot of applications in various educational, economical, political and health fields

which directly affect the nature of people's lives. However, it is not necessary that the influence of the internet has been always a positive, as it might take an opposite direction. The main purposes of this study was to investigate the relationship between the attitude towards the internet and its cognitive, emotional and behavioral components. The finding of this research is the attitude that students have towards the positive use of the internet. The use of the internet involve educational and cultural purposes, leisure and entertainment as well as purchasing purposes. Besides, there is the existence of significances at the level 0.01 between high and low internet users in the general attitude towards the internet in favor of the high users of the internet.

Another study done by Chomphuchart is an Assistant Professor at the College of Humanities and Applied Art, University of the Thai Chamber of Commerce; Thailand had done a research on the title "*Thai University Students' Attitudes toward the Use of the internet in Learning English"*. The main problem of this research is although the internet is useful in language classes, certain disadvantages should not be overlooked. The research concluded that both English and non-major English students were a positive the use of the internet in learning English and other academic/personal/social activities. They perceived the internet as providing speed and autonomy in learning, authentic materials and great variety resources. Most participants preferred the internet access internet at home and confident in their computer skills. They

acknowledged their limitations in the use of the internet due to limited access in geographic an area and sufficient server capacity.

One of the studies focus on investigating the attitudes internet and relationship with the subject variables, but the other focus on attitude toward educational usage internet and Otaibi focus on investigating the relationship between the attitudes toward the use of internet and attitude component. Then, Chomphuchart focused on investigating English major and non-English major's attitude. They have a different evaluation point for the use of the internet. Despite the differences in the research, the researcher has some research points. They evaluate the attitude toward the use of the internet in terms of subject variables,educational usage internet, and relationship with a component ofthe attitude itself.

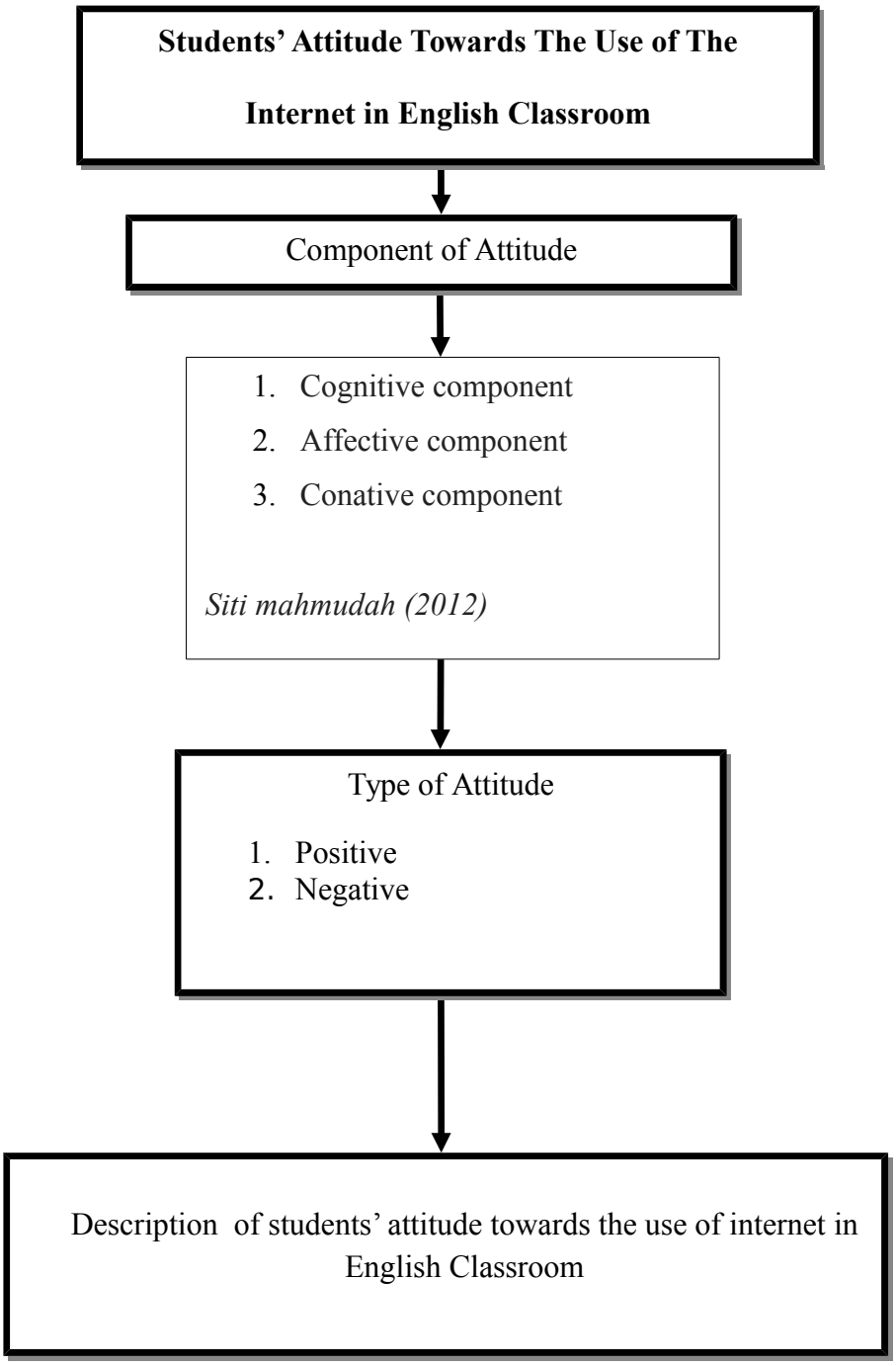
Additionally, this research is different from research above because the focus of the research to know whether the students' attitudes toward the use of the internet itself. This research can be a reference for the evaluation of students' attitudes toward the use of the internet. This research is expected to provide enough information about the current condition of students' attitudes toward the use of the internet.

In conclusion, the above research studies related to this research. It contains three studies which are focused on the same object that investigates of students' attitudes. It hopes to provide enough input for the researcher to conduct up to date the research. In addition, it is not complete

the research as a reference but also an instrument to make this research different with others and useful in the correct place.

C. Conceptual Framework

Chart 1.Conceptual Framework



Based on the framework above, this research show description students' attitude there are consists into three component. In brief, there are congnitive, affective and conative component. Then, an attitude consists into two type there are positive and negative attitude. The result of this study show the students toward the use of the internet in English Classroom at SMK Pembangunan Bukittinggi in academic years 2019/2020. The research conducted the survey research. After data are collected, the research analyse the data to get the conclusion of the questionare that has been done.

CHAPTER III
RESEARCH METHOD

A. Design of the Research

The design of the research was a survey research. It was categorized as one of the procedures in quantitative research. According to Gay, survey research involves collecting data on test hypotheses to answer questions about people's opinions on some topics or issues and information can be gathered about a group's beliefs, attitudes, behaviors, and demographic composition.[38] It means that survey research was used because the researcher needed to know about the students' attitudes toward the use of the internet.

Thisresearch was conducted at SMK Pembangunan Bukittinggi that was located on the Iskandar Tedja Sukmana Street and the researcher investigated the students' attitude toward the use of the internet.

B. Population and Sample

The population and sample are two of the most elements in the research. They will be explained as follows:

1. Population

The population was an element of the research. According to Arikunto, the population is all individuals from whom the data are

38L.R, Gay, *Educational Research:Competencies for Analyzis and Application 10th edition,*(Boston: PEARSON, 2012), p. 183.

collected.[39] It means that a population was a group of the object which was going to be observed and the result of this observation can be generalized.Furthermore, Sugiyono defines a population as the generalized area which was consists of subject/object which has certain qualities and characteristic to be learned and concluded by a researcher.[40] Hence, the population not just people, but also another subject/object.

The populations of this research were students in SMK Pembangunan Bukittinggi. There were three levels of grade in this school. The amounts of these three classes were 186 students that were shown in Table 3.1 below:

Table 3.1: The Totally of the Students of SMK Pembangunan Bukittinggi

No	Class	Amount of Students
1	X	79
2	XI	53
3	XII	54
SUM	**186**	

Source: Office of SMK Pembangunan Bukittingi

Table 3.1 shows that there were 79 students from X, 53 students from XI and 54 students from XII. The totals of X, XI and XII of SMK Pembangunan Bukittinggi were186 students.

2. Sample

39Suharsimi,Arikunto. *ProsedurPenelitianSuatuPendekatanPraktik*. (Jakarta: PT RinekaCipta, 2010). p .173

40Sugiyono.*MetodePenelitian Pendidikan.*(Bandung: Alfabeta, 2009), p. 117

Based on the population that was shown in Table 3.1, the next step that should be done in this research was to choose the sample of the research. The sample was part of the population, which was the representation of the population. According to Gay, the sample is the process of selecting some individuals to study in such a way that the individual represents the largest group of which they are selected.[41]Hence, it can be concluded that the sample was the part of the population that was going to be researched in this research in finding certain data.

This research used simple random sampling because the populations in this research were all of the population allowed to use the internet. As Gay stated that the research use simple random sampling is a process of selecting sample that all individual in the defined population has an independent chance of selection a sample.[42] Arikunto stated that if the amount population more than a hundred respondents, it was better to took 10-25% or more than 25% of the population as the sample based on capability of researcher.[43] Thus, the research took 20% of students of SMK Pembangunan Bukittinggi as a sample of the research because of the capability of the researcher. As a

41L. R. Gay, *Educational Research: Competencies for Analysis and Application 6th Edition*, (NewJersey: Prentice Hall, 2000), p. 121

42L. R. Gay, *Educational Research: Competencies for Analysis and Application 10th Edition*, (Boston: PEARSON, 2012), p. 131

43Suharsimi,Arikunto, *Procedure Penelitian Suatu Pendekatan Praktek (Jakarta:RinekaCipta,1998), p.120*

result, 37 students as a sample in this research and lottery numbers in each class were used in this research to collected name's of sample.

C. Instrument

The instrument defined as a tool that was used to get the data needed by this research. The questionnaire was used in this research as the instrument. A questionnaire designed to investigate students' attitudes toward the use of the internet. According to Gay, a questionnaire is a written collection of survey questions to be answered by a selected group of research participants.[44] In this research used a closed-ended questionnaire. Gay stated that close-ended questionnaire requires a respondent to choose among the provided response options such as by circling a letter, checking a list, or numbering preferences.[45]

In this research, the students were asked to a response the questionnaire. The statement consists of 20 items with positive and negative statements. The questionnaire was used to find what the description of students' attitudes was and the questionnaire in form of Indonesian language because to make sure the informant easy to understand the statements.

In order to make the instrument becomes valid, the researcher tried out the instrument test. Arikunto stated that the main requirement of the test was validity. Validity was to discover whether a test a measure

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44L. R. Gay, *Educational Research: Competencies for Analysis and Application 6th Edition*, (NewJersey: Prentice Hall, 2000), p. 186

45Loc.cit.

accurately what was intended to measure or it measure what it was purposed to measure. Arikunto stated that a questionnaire can be said as a valid questionnaire if it measures what is intended to measure and the instrument was called as a valid instrument when it can give the true description about the data based on reality or fact. There was content validity, construct validity, concurrent validity, and predictive validity. This research used content validity. According to Gay that content validity is determined by expert judgement.[46] The questionnaire can be valid if it measures accurately as what was intended to be measured. It means that the research should do the validity to judge the questionnaire was valid by consulting the content validity to the expert. To measure quantitative data, the answer can be given a score.

D. Technique of the Data Collection

The crucial thing in doing the research collected the data. In collecting the data, the research used the questionnaire. Students' attitudes were analyzed through the prepared questionnaire about students' attitude toward the use of the internet. In line with the research design above, the data was taken from the questions that were given by the researcher.

In collecting students' attitudes result, the researcher gave a questionnaire to students of the second grade in SMK Pembangunan Bukittinggi. This questionnaire conducted to make sure that the students'

46L.R Gay Educational Research: *Competencies for Analyzis and Application,.....p.130*

result was originally their attitudes toward the use of the internet. Students' responses to the question were being statically analyzed.

E. Technique for Data Analysis

The analysis of data would do at the end of the research. This data analyzed by using descriptive statistic which was used to describe a data to a single variable or question on instruments. The analysis was used for answering the research questions, that was to find outwhat was the students' attitudes toward the use of internet in English classroom at SMK Pembangunan Bukittinggi. In this research, the data were analyzed by using these following steps:

a. Analyzing the data

A table created in order to make reader can uderstand the data easily. After getting the data this researcher analyzed the students' answer by Likert scale, proposed by Syahrul. [47]

Table 3.2: Likert Scale

Respond	Type of statement	
	Positive	Negative
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly disagree	1	5

Source: (*Syahrul,; 50*)

There were five options in answering the questionnaire. Those were strongly agree, neutral, disagree and strongly

47Syahrul. "*The contribution of students' Attitude and Familiarity Degree on English Loanwords in Bahasa Indonesia toward their English Vocabulary*", 2016. p.50

disagree. The point of strongly agree was valued as 5, meanwhile, the point of agree was valued as 4, 3 point for neutral, 2 point for disagree and 1 point for strongly disagree

b. The researcher calculating frequency (f) of respondents' answer. Number of students respons was called frequency.

c. Then measuring Mean of the data by using a formula stated by Arifmiboy.[48]

$$Mx = \frac{\Sigma f . x}{N}$$

Mx :Mean (the average of the data)

f :frequency

x :likert scale option

N :amount of respondent

d. Categorizing the attitude with mean score stated by Arthur.[49]

Table 3.2: Mean Score for Attitude

Mean score	**Attitude**
3.0 or High	Positive
2.5 -2.9	Trends to Positive
2.1 -2.4	Trends to Negative
Low than 2.0	Negative

International Journal Basic Education (Arthur. Vol.1: 5)

48 Arifmiboy. *"Statistika Pendidikan"..p.36*

49 Kofi Ayebu Arthur. *"Relationship between Students' Attitude toward ICT and their Achievement in ICT at the University of Cape Coast"* International Journal of Basic Education. Vol.1 2010. P.5

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This research used survey research. The data were collected from students at SMK Pembangunan Bukittinggi who used the internet in the English classroom. The research sample were 37 respondents. The data collected through the questionnaire. In distributing the questionnaire, researcher explained about the questionnaire, then, respondents were given time to answer the questionnaire. The students' answers on the questionnaire were tabulated then, researcher analyzed on the data. the students' answer on the questionnaire were analyzed to answer the research questions about what were students' attitude toward the use of the internet in the English classroom.

As stated in the technique of data analysis in chapter III, the procedures that were used after collecting data, analyzing the data, calculating the frequency of respondents' answers. Measuring the mean and the categorizing the students' attitude.

1. Description of the Data

This research was conducted in September 2019 at SMK Pembangunan Bukittinggi. The data were collected by using questionnaire and there were 37 students as a respondent in this research. In addition, after getting the data, calculated the frequency and calculated the mean of the data. The formula was used to find the mean of data proposed by

Arifmiboy. Then, in this research the data related to a component of attitude, there are three component attitude;

a. Cognitive Component

In questionnaire there were seven statements about cognitive related to students' attitudes toward the use ofthe internet. Then, representation of students' attitude toward the use of the internet in aspect cognitive and it was displayed by using the following table

Table 4.1 Students' Attitude toward the Use of Internet in aspect of cognitive

No	Statement	Option	F	X	f.x	M=Σf.x/N
1	Menurut saya Internet adalah alat komunikasi yang canggih	Strongly agree	21	5	105	168/37
		Agree	15	4	60	
		Neutral	1	3	3	
		Disagree	0	2	0	
		Strongly disagree	0	1	0	
Total					**168**	**4,5**
2	Menyenangkan berbicara dalam bahasa inggris melalui internet dengan orang asing	Strongly agree	3	5	15	124/37
		Agree	15	4	60	
		Neutral	12	3	36	
		Disagree	6	2	12	
		Strongly disagree	1	1	1	
Total					**124**	**3,3**
3	Saya percaya bahwa dengan menggunakan internet saya bisa memiliki banyak teman	Strongly agree	13	5	60	147/37
		Agree	15	4	60	
		Neutral	9	3	27	
		Disagree	0	2	0	
		Strongly disagree	0	1	0	
Total					**147**	**3,9**
4	Saya lebih mudah berlatih bahasa inggris	Strongly agree	2	5	10	118/37
		Agree	11	4	44	

	melalui Internet dengan orang asing seperti melalui vidio call	Neutral	16	3	48	
		Disagree	8	2	16	
		Strongly disagree	0	1	0	
Total					**118**	**3,1**
5	Menurut saya internet membuat saya menjadi pemalas	Strongly agree	7	1	7	124/37
		Agree	3	2	6	
		Neutral	7	3	21	
		Disagree	10	4	40	
		Strongly disagree	10	5	50	
Total					**124**	**3,3**
6	Saya yakin bahwa informasi didalam internet bermanfaat untuk belajar terutama belajar bahasa inggris	Strongly agree	10	5	50	149/37
		Agree	19	4	76	
		Neutral	7	3	21	
		Disagree	1	2	2	
		Strongly disagree	0	1	0	
Total					**149**	**4,0**
7	Menurut pendapat saya Internet membuat pelajaran saya menjadi lebih menarik	Strongly agree	8	5	40	148/37
		Agree	22	4	88	
		Neutral	6	3	18	
		Disagree	1	2	2	
		Strongly disagree	0	1	0	
Total					**148**	**4**
	SUM					**3,7**

Based on the table above there 37 respondents. The data showed that 21 respondents who strongly agree with the statement. Then, there were 15 respondents agree with the statement, 1 respondent chose to neutral, and none of them who chose to disagree and strongly disagree. Then, the average of the first statement is 4,5. It means the students had a positive attitude in this point.

The second point illustrated that the majority of the students chose to agree, 15 respondents. Then, 3 respondents strongly agree with the statement. The table showed 12 respondents who neutral, 6 people who chose to disagree, and 1 respondent who chose to strongly disagree. Then, the average of the second statement is 3,3. It means the students had a positive attitude.

The third item explained that the popular answer agree with 15 respondents who chose it. Then, 9 respondents who chose neutral and 13 respondents chose strongly agree. None of them who chose to disagree and strongly disagree. In brief, the average of the data is 3,9. It illustrated that the students had a positive attitude.

The fourth item showed that 2 respondents who strongly agree toward the statement, 11 respondents who agree, 16 respondents chose neutral, 8 respondents who chose disagree, and none respondent who chose strongly disagree. In brief, the mean of this item is 3,1. It means the students had a positive attitude.

The fifth item explained that 7 respondents who strongly agree toward the statement, 3 respondents who agree, 7 respondents who chose to neutral and 10 respondents who chose to disagree and 10 respondents who answered strongly disagree. In brief, the average of this statement is 3,3. It means students had a positive attitude.

The sixth statement showed that 10 respondents who strongly agree toward the statement, 19 respondents who chose to agree toward statement, 7 respondents who chose neutral, 1 respondent who chose to disagree, and none

respondents who chose to strongly disagree. In addition, the average of this statement is 4,0. It means the students had a positive attitude.

The seventh point illustrated that the majority of the students chose agree, 22 respondents. Then, 8 respondents who strongly agree toward the statement. The table also showed 6 respondents who neutral, 1 person who chose to disagree, and none person who chose to strongly disagree. Then, the average of the sixth point is 4 which means the students had a positive attitude.

In conclusion, the average of students' attitude toward the use of the internet in term of cognitive is 3,7. It means the students had a positive attitude in aspect cognitive toward the use of the internet.

b. Affective Component

In questionnaire there were 8 statements about students' affective attitude toward the use of the internet. Then, the representation of students' attitude toward the use of the internet in the aspect of affective and it was displayed by using the following table

Table 4.1 Students' Attitude toward the Use of Internet in aspect of affective

No	Statement	Option	F	X	f.x	M=Σf.x/N
1	Saya lebih suka bermain game online dari pada membaca buku online melalui internet	Strongly agree	12	1	12	92/37
		Agree	8	2	16	
		Neutral	8	3	24	
		Disagree	5	4	20	
		Strongly disagree	4	5	20	
Total					**92**	**2,4**

2	Saya lebih suka menonton vidio di youtube melalui internet dari pada mencari materi pelajaran	Strongly agree	17	1	17	70/37
		Agree	11	2	22	
		Neutral	5	3	15	
		Disagree	4	4	16	
		Strongly disagree	0	5	0	
Total					**70**	**1,8**
3	Saya senang internet membuat wawasan saya menjadi lebih luas terutama tentang bahasa inggris	Strongly agree	4	5	20	136
		Agree	20	4	80	
		Neutral	11	3	33	
		Disagree	1	2	2	
		Strongly disagree	1	1	1	
Total					**136**	**3,6**
4	Menurut saya internet banyak mengandung informasi yang tidak bermanfaat untuk saya	Strongly agree	4	1	4	120/37
		Agree	5	2	10	
		Neutral	12	3	36	
		Disagree	10	4	40	
		Strongly disagree	6	5	30	
Total					**1120**	**3,2**
5	Saya merasa internet memberikan kemudahan untuk menambah kosakata bahasa inggris saya	Strongly agree	4	5	20	134/37
		Agree	21	4	84	
		Neutral	8	3	24	
		Disagree	2	2	4	
		Strongly disagree	2	1	2	
Total					**134**	**3,6**
6	Saya suka internet karena internet adalah alat mudah untuk belajar bahasa inggris	Strongly agree	10	5	50	146/37
		Agree	19	4	76	
		Neutral	6	3	18	
		Disagree	2	2	2	
		Strongly disagree	0	1	0	
Total					**146**	**3,9**
7	Saya merasa bersemangat dalam	Strongly agree	11	5	55	162/37
		Agree	15	4	60	

	mengerjakan tugas-tugas sekolah melalui internet	Neutral	8	3	24	
		Disagree	11	2	22	
		Strongly disagree	1	1	1	
Total					**162**	**4,3**
8	saya suka menggunakan internet untuk belajar bahasa inggris melalui vidio di Youtube	Strongly agree	4	5	20	134/37
		Agree	19	4	76	
		Neutral	10	3	30	
		Disagree	4	2	8	
		Strongly disagree	0	1	0	
Total					**134**	**3,6**
SUM						**3,3**

The first item explained that 12 respondents who chose to strongly agree toward the statement, 8 respondents who answered agree and 8 respondents who chose neutral toward the statement. Then, 5 respondents who chose to disagree and 4 respondents who chose to strongly disagree. In addition, the average for this point is 2,4. It means that students had a tend to negative attitude.

The second point showed that the popular survey was strongly agree, 17 respondents. Then, 11 respondents answered agree, 5 respondents chose neutral, 4 respondents chose to disagree and none respondent who chose to strongly disagree toward the statement. In brief, the average of this statement is 1,8. It means the students had a negative attitude.

The third point explained that popular answer agree with 20 respondents who chose it. Then, 11 respondents who undecided whether agree or disagree. 4 respondents chose to strongly agree with the statement, 1 respondent chose to disagree with the statement and one respondent chose to strongly disagree with

the statement. In brief, the average of the data is 3,6. It illustrated that the students had a positive attitude.

The fourth item showed that the majority of respondent answered neutral, 12 respondents, and the minority respondents answered strongly agree, 4 respondents. Then, 5 respondents chose to agree, and 10 respondents who disagree toward statement, 6 respondents chose strongly disagree. In addition, the mean of this point is 3,2. It means the students had a positive attitude.

The fifth showed that 4 respondents who strongly agree toward the statement, 21 respondents who agree, 8 respondents who chose neutral, 2 respondents who chose disagree and 2 respondents who chose strongly disagree. In brief, the mean of this item is 3,6. It means the students had a positive attitude.

The sixth showed that the majority of respondents answered agree, 19 respondents, 10 respondents who agree toward statement. Then, 6 respondents who chose neutral, and 2 respondents who chose disagree, and none respondent who chose strongly disagree. In addition, the mean of this item was 3,9. It means that the students had a positive attitude.

The seventh showed that 11 respondents who strongly agree toward the statement, 15 respondents who agree toward statement and 8 respondents who chose neutral, 11 respondents who chose to disagree and the minority respondents answered strongly disagree, 1 respondent. In brief, the mean of this items is 4,3. It means that the students had a positive attitude.

The eighth statement showed that the popular survey was agree, 19 respondents. Then, 4 respondents answered strongly agree, 10 respondents chose neutral, 4 respondents chose to disagree and none respondents who chose strongly disagree. In addition, the average of this statement is 3,7. It means the students had a positive attitude.

In conclusion, the average of students' attitude toward the use of internet in term of affective is 3,3. It means the students had a positive attitude toward the use of internet in term of the affective component.

c. Conative Component

There were 5 statements about students' conative attitude toward the use of the internet. In addition, the representation of students attitude toward the use of internet in term of conative was explained in the following table

Table 4.1 Students' Attitude toward the Use of Internet in aspect of conative

No	Statement	Option	F	X	f.x	M=Σf.x/N
1	saya lebih cenderung suka menggunakan kamus online dari pada kamus manual karena lebih lengkap	Strongly agree	9	5	45	137/37
		Agree	11	4	44	
		Neutral	15	3	45	
		Disagree	1	2	2	
		Strongly disagree	1	1	1	
Total					**137**	**3,7**
2	Menurut saya internet hanya membuat saya tidak fokus dalam belajar	Strongly agree	4	1	4	123/37
		Agree	8	2	16	
		Neutral	2	3	6	
		Disagree	18	4	72	
		Strongly disagree	5	5	25	

Total					**123**	**3,3**
3	Saya merasa internet hanya membuang-buang waktu saya	Strongly agree	3	1	3	134/37
		Agree	3	2	6	
		Neutral	9	3	27	
		Disagree	12	4	48	
		Strongly disagree	10	5	50	
Total					**134**	**3,6**
4	Saya lebih gampang menemukan bacaan dalam bahasa inggris melalui internet dibandingkan di perpustakaan	Strongly agree	12	5	60	146/37
		Agree	12	4	48	
		Neutral	12	3	36	
		Disagree	1	2	2	
		Strongly disagree	0	1	0	
Total					**146**	**3,9**
5	Saya merasa internet membuat saya kecanduan	Strongly agree	11	1	11	90/37
		Agree	10	2	20	
		Neutral	7	3	21	
		Disagree	7	4	28	
		Strongly disagree	2	5	10	
Total					**90**	**2,4**
SUM						**3,4**

The first item showed that 9 respondents who strongly agree toward the statement, 11 respondents who chose agree, 15 respondents who chose neutral toward statements, 1 respondent who chose disagree and 1 respondent chose strongly disagree. In brief, the average of this item is 3,7 and it means that the students had a positive attitude.

The second item explained that the popular survey was disagree, 18 respondents. Then, 4 respondents answered strongly disagree, 8 respondents chose to agree, 2 respondents chose neutral and 5 respondents chose to strongly disagree

toward the statement. In brief, the average of this statement is 3,3 and it means that students had a positive attitude.

The third item showed that 3 respondents who strongly agree toward statement, 3 respondents who agree toward statement, 9 respondents who neutral, 12 respondents who disagree toward statement and 10 respondents chose strongly disagre toward statement. In addition, the mean of this statement is 3,6 and it means that students had a positive attitude.

The fourth showed that 12 respondents who chose strongly agree toward item, 12 respondents answer agree and there were 12 respondents who chose neutral. Then, 1 respondent who chose disagree and none respondent chose strongly disagree. In addition, the mean of this statement is 3,9 which means the students had a positive attitude.

The fifth point explained that 11 respondent who strongly agree toward statement. Then, 10 respondent chose agree, 7 respondent chose neutral, 7 respondent answere disagree and 2 respondents who strongly disagree toward statement. In brief, the mean of this data is 2,4 and it means that the students had a tend negative attitude.

In conclusion, the mean of the conative attitude statement is 3,40. It means that students had a positive attitude in the aspect conative toward the use of the internet.

2. Analysis of the Data

a. Cognitive component

The cognitive component reflects a positive attitude toward the use of the internet in the cognitive component. It reveals means score of cognitive component toward the use of internet is 3.7. In brief, overall statements showed a positive attitude there were first to seventh statements.

b. Affective component

Based on the research, the result of students' attitudes toward the use of internet in the affective component is positive attitude. it reveals that mean score of affective component related to the use of internet is 3.3. Additionally, the third, fourth, fifth, sixth, seventh, and eight point indicates a positive attitude. Then, the second statements showed a negative attitude. In addition, the first statement showed a tend to negative attitude.

c. Conative component

In this research, it was found that students had a positive attitude toward the use of internet related to the conative component. The finding show that mean score of the conative component related to the use of the internet is 3.4. This was clearlyseen overall means score of statements conative component showed a positive attitude.

In conclusion, the overall result statements about the cognitive, affective, and conative component related to students' attitude toward the use of the internet was found in a positive attitude. This was because of all component showed a positive attitude. This finding reveals that

the students were having a positive attitude toward the use of the internet.

B. Discussions

Depending on this research, it was found that students were a positive attitude toward the use of the internet for English classroom as well as uses for search information, communication, education, and entertainment. In line with Frangoulidou in Suryani that the internet provides functions such as for communication, information, education, and entertainment.[50] This finding of this study corresponded with earlier research finding by Aydin. This previous researcher emphasized that participants in both English and non-English majors were positive to the use of the internet for language learning as well as for other purposes like data search for homework, entertainment, and communication/ social media.

In more detail, students' attitude consists of three components, there is a cognitive, affective and conative component. First, in this research students' attitude in aspect cognitive toward the use of the internet described students' knowledge, belief, and opinion about the use of the internet. This is supported by Mahmudah stated that cognitive component is related to knowledge, opinion, a belief that is related to how someone's perception toward an object.[51]

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50 Anne Suryani, ''*Exploring the internet usge for English language learning''*. Jurnal ilmu komunikasi. Vol.3 no.2 desember 2005. Retrived 25 august 2019.107

51 Siti, Mahmudah.*''Psikologi Sosial Teori dan Model Penelitian''.* (*Malang, UIN-Maliki Press, 2012*). *P.24*

Second, in this research students' attitude in aspect affective is related to how students' feelings toward the use of the internet. Then, there are happy or unhappy toward the use of the internet. As a response, Mahmudah said that the affective component is happy or unhappy toward an object which happy shows a positive attitude and unhappy show a negative attitude.[52]

The last is conative component. In this research students' attitude toward the use of internet in aspect conative was related to the students' tendency to behave toward the use of the internet. Then, Mahmudah said that the conative component related to the tendency act against the object of attitude.[53]

Furthermore, students' attitude related to students' feelings and emotions toward the internet whether it's like or dislike, favor or disfavor and positive or negative feelings. As Eagly and Chaiken in Joyce and Kirakwoski stated that students' attitude toward the internet can be informed by their feeling toward it, their intended behavior to it, or what they think about it.[54] As found in this study, the students had a positive attitude toward the internet. The findings in this study seem similar to the result found in Otaibi that the result indicated a generally positive attitude on the part the subject of the study for the use of the internet at all levels: cognitive, emotional and behavioral.

In conclusion, based on this research the students' attitude toward the use of internet was a positive. Most of the students had a positive

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52 Ibid.

53 Ibid.

54 Mary Joyce and Jurek Kirakwoski '' *Development of a General Internet Attitude Sclae''*. 2011. P. 2

attitude toward three components of attitude: cognitive, affective and conative. It can be concluded that students had a positive attitude toward the use of the internet.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on finding and discussion above, it can be concluded that;

a. The mean score of students' attitude toward the use of internet in aspect cognitive is 3,7. It means that the students hada positive attitude in the aspect of cognitive related to students' attitude.

b. The mean score of students' attitude toward the use of internet in term of affective is 3,3. It means that the students had a positive attitude toward the use of the internet in term of affective.

c. The mean score of students' attitude toward the use of the internet in term of conative attitude is 3,4. It means that the students had a positive attitude in the aspect conative related to the use of the internet.

This finding reveals that the students were having a positive attitude toward the use of the internet.

B. Suggestion

Based on the result of the research, the researcher suggests that students should maintain their positive attitude toward the use of the internet. Then, students creating a positive environment during the use of the internet is important in order to make students have a positive attitude.

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