ANALYZING LEARNING APPROACH USED BY STUDENTS WHEN PROCESSED ENGLISH MATERIAL FROM GOOGLE AT IAIN 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

Riza Fitri Yenti, 2315121. "Analyzing Learning Approach Used by Students while Processing English Material from Google At Iain Bukittinggi" a thesis, State Islamic Institute Bukittinggi, 2020.

This research is conducted based on the problems in the field. First, some students can not explain their English task result and did not comprehend certain material although they used google. Second, learning approach used by students was various while accessing google in English subject, but the lecturer did not have data analysis about that. It was crucial to know because it influenced lecturers' pendaghogy choice.

The design of this research was survey. The population of this research was students of English Education Study Program at IAIN Bukittinggi. The researcher used purposive sampling. Then, the fifth semester were chosen because they used google mostly than others. Sample in this research was 106 respondents from 371 population. The data were collected by questionnaire that consisted of 20 items. Those were analyzed by using Likert Scale and and interpretation table by Sugiyono and percentage and mean formula that were proposed by LR.Gay

The finding revealed that the students used deep approach more than surface approach while using google in English subject. The students used the deep approach with enough category (73,76%) and in surface approach, the students also used it in enough category (62,06%). In deep approach indicator, the students were identified that they have good category only in seeking meaning. For other indicators, they still in enough category even in indicator of motivation. In surface approach, the students were identified that they have enough category for all indicators, but the highest score was in syllabus-boundness (non-conceptual learning). Because it is stil in average level, hope that the lecturers will lead and motivate students into deep approach and discouraged surface approach particularly in non-conceptual learning while using google in English subject.

Key words :learning approaches, while processing english material from google

ABSTRAK

Riza Fitri Yenti. 2315121 " Menganalisa Pendekatan Pembelajaran Yang Digunakan Oleh Mahasiswa saat Memproses Materi Bahasa Inggris dari Google Di IAIN Bukittinggi" skripsi, institut Agama Islam Negeri Bukittinggi, 2020.

Penelitian ini dilakukan berdasarkan permasalahan yang ditemukan dilapangan. Yang pertama, beberapa mahasiswa tidak bisa menjelaskan tugas bahasa inggris yang dikerjakannya dan tidak memahami materi tertentu meskipun mereka sudah menggunakan google. Yang kedua, pendekatan pembelajaran yang digunakan oleh mahasiswa saat menggunakan google untuk mencari materi bahasa inggris bervariasi, tetapi dosen tidak memiliki data analisis tentang itu. Ini sangat penting diketahui karena mempengaruhi dosen dalam memilih cara mengajarnya.

Jenis penelitian ini adalah penelitian survey. Populasi penelitian ini adalah mahasiswa bidang studi pendidikan bahasa inggris IAIN Bukittinggi. Sampelnya berjumlah 106 responden dari 371 populasi. Peneliti menggunakan *purposive sampling* dan kemudian memilih semester 5 karena mereka paling banyak menggunakan google untuk belajar bahasa inggris dari pada yang lain. Data dikumpulkan dengan menggunakan angket yang terdiri dari 20 pernyataan. Yang kemudian di analisa dengan menggunakan model Skala Likert serta table interprestasi kategori oleh Sugiyono dan formula persentase, dan rata- rata oleh LR. Gay

Hasil penelitian menunjukan bahwa mahasiswa kebanyakan menggunakan pendekatan *deep* saat menggunakan *google* untuk mencari materi bahasa inggris. Siswa menggunakan pendekatan *deep* dengan kategori cukup (73,76%) dan mereka juga menggunakan pendekatan *surface* dengan kategori cukup (62,06%). Pada indikator pendekatan *deep*, siswa memiliki kategori baik hanya di indikator pencarian makna, sedangkan untuk tiga indikator lainnya, siswa terindikasi berada dikategori cukup terlebih pada indikator motivasi. Pada pendekatan *surface*, siswa terindikasi berada dikategori cukup untuk semua indikatornya tetapi persentase tertinggi ada pada syllabuss-boundess (pembelajaran yang tidak terkonsep). Karena masih dikategori cukup, dosen diharapkan untuk bisa mengarahkan dan memotivasi mahasiswa ke pendekatan *deep* dan mengurangi tingkat penggunaan pendekatan *surface* terutama pada pembelajaran yang tidak terkonsep saat menggunakan *google* untuk mencari materi bahasa Inggris.

Kata kunci : pendekatan pembelajaran, memproses materi bahasa inggris dari google

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Nowadays, internet usage is rising up because the internet provides a global system of interconnected networks across the world that can be used in all aspects of life, includes in education field. Internet provides many information sources that can be used by students. It provides authoritative material that can be accessed by students. According to UNESCO on Internet in Education, the students can improve their knowledge by accessing some educational literature and another website freely.[1] It means students can access information from internet without boundaries. Thus, the large of internet resources can be utilized by students freely.

Providing many informations and knowledge in education makes the internet be accesed by most of students from difference science field in the world includes students' english education section. The english student could find all the informations for all courses that they need in learning english. Being an english students education section is not easy, specially for EFL (English as Foreign Language). It needs not only ability for english skill and lingustic but also about how to teach english that include teaching methods, curriculum, assesment, instructional design and so on. It is insufficient to use book, it needs more

[1]UNESCO.*Internet in Education: Support Materials for Educators*. IITE Training Materials. Moscow: Education Service, p. 6

excavating informations to make it can be understood, all of them can find from internet.Then, using internet by english students in learning english can be denied.

As providing information for education, internet can be accessed by using many tools, such as application (english course, listening daiy conversation and etc.) and search engine (google, yahoo, altavista and so on) but the most use is google search engine. As stated in Learn Google by Michael Busby, "Many internet pundits claim that google dominates the internet search engine".[2]It means that most of the internet user, access the internet through google because the accuracy level search by google is higher than other moreover google also provides searching service in varietied language.Hence, google is the most search engine that use in the world.

Although it gives many eases, google search engine also has weakneses and negative effect in learning habit in processing information. There are several things that disturb google search engine user in surfing such as spammed advertisement that often appear in front of the searching result, hacker and virus. As an engine that use for accessing information from internet, google also has negative effect like the internet served. Johan et.al mentioned, there are 3 weaknesses of taking information from internet by students; distraction, procrastinate, and plagiarism. [3] It means that many things, such as incoming chat, banned sites, and so on, disturb the students while using it, that make students

[2]Michael Busby. 2004. *Learn Google.* Wordware Publishing : USA.

[3]Johan et.al.*Internet Dependency In Completing Academic Assessment: A Study On UiTM TESL Student.*, ELSEIVER, Juli 2013, p.201.

tend to postpone in doing their task and preparing examination. Moreover, huge resources that were provided by google make the students reluctant to process the information, so plagiarism tendency rises up. Sometimes, in google search engine also found incorrect information from internet such as, information out of date, information that provide by non-authoritative source like blog and so on. In line with that problem, UNESCO mentioned, "Educators have always had to investigate the didactic opportunities of internet usage invention, to define how it can be successfully used in the sphere of education that is to define its didactic functions".[4] It means that as educators, lecturers have to guide students in using internet. Thus, teachers' guidance is needed to remove the negative effect of internet, so the students can use it effectively.

For guiding students to avoid negative effect in using information from google search, the teachers have to know the students' way of using internet with google search and the level of students' information literacy as their way of finding information. Information literacy can be assumed as understanding to find and process the information that finds from google search. High level of information literacy will lead to meaningful learning. In many researches, it was found that high academic success and meaningful learning skill are capabilities exhibited by students who adopted the deep learning approach[5]. It means that

[4]UNESCO, *loc.cit.*

[5]M. Betul Yilmaz & Feza Orhan.*The Use of Internet by High School Students for Educational Purposes In Respect to Their Learning Approaches*. ELSEIVER . January 11, 2010., p. 2144. https://www.academia.edu/Documents/in/Jurnal.

students' success in using google search depends on their learning approaches. Hence, students' learning approaches are needed to identify students' way of using internet through google search.

In general, there are two kinds of learning approaches; deep and surface learning and lecturer had to know about students' learning approach as the way to lead students to appropriate one. Deep learning focuses on finding conceptions for understanding whereas surface learning focuses on finding information for rote learning and unrelated memorizing. Deep learning set out of intrinsic motivation with the intention of understanding the material, questioned the arguments, and related them to their prior knowledge and personal experiences whereas surface approach started out with the intention of memorizing facts in an unrelated manner and were constrained by specific task[6]. It means that deep approach leads to deep level understanding as transformation of knowledge whereas surface approach leads to low level understanding as reproducing of knowledge. Moreover Ramsden in Rakibul said that "Surface approach does not lead students to achieve understanding the content, but it leads to poor-quality learning, whereas deep approaches are necessary for high-quality learning in higher education"[7]. It means that surface approaches should be discouraged and deep approaches should be encouraged. However, the quality of learning of the students depends on their engagement with the specific task materials and on the

[6]Byrne et al. P.28
[7] *Ibid.*

teaching process, where teachers are important role-players. Most of the student-based factors are considerably affected by teaching. Moreover, Ramsden in rakibul said that "As understanding, the distinction between characteristics of students and the nature of different approaches to learning is a critical one for teachers; they can improve their teaching skill by studying students learning".[8] It means that teachers have to know students' learning approach for improving their teaching skill in pedagogy choice. In brief, deep approach is better than surface in learning and the lecturers should know students' learning approach for pedagogy choice as the way to lead students to deep approch.

Based on the preliminary interview in IAIN Bukittinggi on September18-21, 2019, it was found that both lecturers and english students which still attend classroom learning activity (first, third and fifth semester) were interviewed. The students used internet in learning english, mostly they used google search engine. They were mostly using it in teaching english subjects such as, Teaching English as Foreign Language (TEFL), curriculum, language assesment and so on), sometimes in english skill (reading, listening and writing) and also in translation and preparation for CALL, and rarely in linguistics component (grammar and semantic pragmatic). Majority, it was used by fifth semester, because most of their subject need excavating information from googlet (such as teaching english subject) that had much of theories to be known by them. When students of first and third semester were interviewed, they said that they did not used it too much,

[8] I*bid.*

because their subject (such as language skill and linguistic component) did not need too much explanation from google. Hence, kind of internet that using most by students was google, that were more often used by fifth semester than others.

However, based on interviewing students and lecturer, it showed two problems. First, learning approach that used by students was varied when they used google, but the lecturer did not have data analysis about that while they had to know about it for pedagogy choice especially in strategy to lead students to appropriate approach. Some students said that when using google for learning english, they found difficult to get information but they another source until they were understand. Some of them said that if they still did not understand after using google, they make their task as can as they do and some of them asking for friend or lecturer. The lecturer also said that some students made english paper by pharaprasing sentence from some sources and they could explain and understand about the material. There were also found that some students copied language from the sources (google) but they were understand and some of them did not understand. When the lecturers were interviewed, they said that they did not have data analysis about that meanwhile the educators had to know about that because it influences their pendagogy choices specially in strategy to lead students to appropriate approach.

Second, some students could not explain their task result and could not comprehend certain material although they used google. Some students said that

they still did not understand eventhough they had used google for understanding the English material. The lecturer also said that it was found in the classroom activity that some students could not explain their own paper eventhough they used google for making the paper and the paper content was true.The lecturer said that he also found the language that direct copied from google without pharaprasing in students paper. It means that some students sometimes do plagiarism.Thus, they cannot explain the material even when they had used google and plagiarism was found in students' tasks.

Based on the problems above, it was important to do a research because the students' way in using google in learning english was crucial to know as evaluation in order to get all the learning english goal. This research analyzed it through students' learning approches. Regarding to the background of the problem above, this research focused on **Analyzing Google Use by Students in Learning English Through Their Learning Approaches At IAIN Bukittinggi.**

B. Identification of the Problem

Based on the background of the problems above, there were some problems that can be identified as follows :

1. Learning approach that used by students was various while accessing google, but the lecturer did not have data analysis about that.
2. Some students could not explain their task result and could not comprehend certain material although they used google.

C. Limitation of the Problem

Based on the list of identification above, this research was limited on the analyzing google use of students in learning english through their learning approaches at IAIN Bukittinggi academic year 2018/2019. Then this research was conducted with the tittle the analyzing google use of students in learning english through their learning approaches at IAIN Bukittinggi.

D. Formulation of the Problem

In line with the background of the research above, the problem was formulated into the question; "what is the description of learning approach used by students while using google in English subject?"

E. The Purpose of the Research

This research is purposed to find out the description of learning approach used by students when using google in English subject.

F. Significance of the Research

The results of this study are expected to be beneficial for others as follows:

1. For students, it can be a reference by students to determine their learning approaches in using google.
2. For English teacher, it can be used as additional knowledge to lead students in finding information for study and doing the task from google.
3. This research also can be a reference for the next researcher.
4. For the researcher, it can get more knowledge through this research.

G. Definition of the Key Term

In order to avoid misunderstanding, the researcher defined some essential terms which were used in the title of research, they were :

1. Google search is a popular search engine to access internet that provides large data that can operate simply.
2. Google used by students in English subject is the way of students accessing information about English material from google search engine.
3. Learning approaches are students' belief or assumption about the nature of learning that can be seen through what they do when learning (strategy) and the reason why they should do it (motive).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. Google Search Engine

a. The nature of google

Google is a project of two Ph.D college students from Stranford University, Larry Page and Sergey Brin in1998. they pioneered this project since 1996, by developing theory by using math analyzing to connect inter-sites on the internet. As the result the named as 'backrup' . after a year, they completed it by using the unique approach about web analysis. Then, it was called as googol (an enomorous number-10 to the hundredth-to represent the vastness of the net, but also as a mathemathical in-joke; Page and Brain love math jokes)[9], but then it was called as Google.

There are some definitions about google that are given by experts. Google is a popular search engine in the world. According to Busby, "Google is a feature-rich search engine that incorporates numerous tools and options, giving web searchers many different approaches to solving their search issues". It means that google search provides large of sources informations. In line with Oneto and Yosep, they stated that google is ... fast

[9] Charles Arthur. 2012. *Digital Wars : Apple, Google, Microsoft And The Battle For The Internet*. Kogan Page; USA, p.11

search engine that supported by large data[10]. It means that google is not only has huge sources but also fast. According to Jonathan, google is the smartest search engine but simply, because searching only by type little keyword, the engine will search the data automatically.[11] Jonathan means that using is so simple. Hence, expert define google search with different word.

From all the definitions by the experts, it can be sum up that google search is the smartest search engine that provides large data that can be accessed simply and fastly.

b. Google as Search Engine for Accesing Internet in Education

Google searchis very useful in education field both teachers and students. As search engine for accessing internet, google search is very simple and has higher accuracy result search than others engine. It can help teachers to prepare their teaching activity. Through google search, the lecturers can find supporting teaching material easily. In other side, it is also very helpful for students in learning.According to Todd in Yilmaz & Feza, students tend to use information technology such as internet to help them in doing schoolwork.[12] As popular search engine to access internet, it means that students also use google search for doing all kinds of assignment and

[10]Erima oneto & Yosep. S. 2009. *Antigaptek Internet*. Kawah Media : Jakarta Selatan.
[11] Jonathan Sarwo. 2010. *Search Engine.* Andi Offset : Yogyakarta. p. 14
[12]M. BetulYilmaz&FezaOrhan,.*op. cit*, p. 2143

preparing exam. In brief, both students and teacher are helped by google search.

As popular search engine, it means that google has strength than others. Google provided escort language facility options more than 60 languages.The accuracy level of google search is higher, because Google combined between search base keyword with URL rating that filter seraching result from high to the the lower information quality[13]. It easy to operate, only type several words, google will identify it automatically. It is using relevance linking, showing the related pages base on what the user searched. Not only searching information from internet sites, Google also provides file pdf, doc, xls, ppt, rtf, ps, txt, wpd, asp and others.[14] Moreover google search also has SafeSearch facility that can filter porn sites. Thus, google search is the most engine that really effective for students.

Although has strength, google search also has weakness as search engine. Google search still can not avoid spammed advertisement. It often comes infront of searching result such infront of article, text and so on. it really disturb students, not only hamper students for looking the result but also the advertisement disturb students focus. Then, it spammed advertisement offend students for searching material.

[13]Maria Agustina. 2009. *Search Engine Optimization*. Wahana Komputer: Semarang. p. 15
[14] Rudi Haryanto. 2009. *Panduan Cerdas Jelajah Internet.* Kriya Pustaka : Jakarta, p.4

In term information provider, google search has same functions with internet because google search is external search engine that provides information from more than one web. The students can search whatever data from internet because from the key word that students type, will be done and matched on all web pages that registered on search engine. There are several functions of information that found from internet by UNESCO [15]:

a) Storehouse of references

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

b) Free access among the country

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

c) Quick information access

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

[15]UNESCO, *op.cit*. p. 19

d) Low cost to access

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

e) Diversity information

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

Although google search is external search engine that has SafeSearch facility and rating filter searching, it did not has unauthoritative filter information. Based on research that conducted by Camilla Brändström, she found that negative aspects are that the googling Internet might distract students during lessons (for instance, they want to check their Facebook status), that there is a lot of incorrect/biased information on the internet, and that it isdifficult for the students to separate reliable sources from unreliable

ones[16]. Thus, there is also incorrect information that provide in google search engine.

Sometimes, procrastination learning and plagiarism was found in educational field. Ease that provide by google search make students underestimate the task and learning, so they tend to postpone for learning.. Large information that provides by internet through google search that make the students think task is easy to do, so they . It makes them tend to postpone in doing their work. In term plagiarism, students might search online for answers to test questions or have answers sent to their computers by other students. Students are able to access huge amounts of information via computers and may present that information as their own. Hence, plagiarism and postpone learning were arised as negative effect in using google.

2. Information Literacy from Google and Learning Approach

Students' dependency toward google cannot be denied, because google provides large resources for learning simply. Much of useful contents are growing up by the time. Many of material is presented through simple and interesting way in google, make students tend to use google to find out english material than using books. For instance, when they want to find out english material such as TEFL, they do not need to go to library to find out the book, wasting time and looks like troublesome than using google. In google search,

[16]Camilla Brändström, 2011, *Using the Internet in Education – Strengths and Weaknesses*.. A Qualitative Study of Teachers' Opinions on the Use of the Internet in Planning and Instruction. Swedish p.18

the students just need to type whatever they need and they want, it did not take long time, the information is coming. As the result, the eases make them cannot be rid from google search.

The huge resources from google search does not guarantee that every student who using internet will be smart and reach the high achievement, it depends on their ability to use it. According to Holcomb, Castek & Johnson in Yilmaz &Feza "Academic achievement depends on ability to read, comprehend and communicate at high level".[17] It means that the ability of user to work with the information is the most important point. In line with Dryli & Kinnaman in Nazar et.al, "The Internet enables students to find information as well as allowing them to think critically and creatively, to become collaborative and cooperative workers and to solve problems".[18] Thus, students' ability is the main factor to get the high-level information from the internet.

The abilities that are needed by students in using googleare ability to find and to process the information that were called as information literacy. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), working on the internet need both the ability for searching and processing it effectively.[19] It means that the students need to know everything that they want to find: what, when, and why they need it;

[17]M. BetulYilmaz&FezaOrhan.*op cit.* p. 2144
[18]NazanDogruera, Ramadan Eyyamb&IpekMenevisa,.*op.cit*, p. 607
[19]M. BetulYilmaz&FezaOrhan.*loc.cit.*

where and how to find it. Then after finding it, students need to know how to process it, so they can get information effectively. Gullbek et.al in Yilmaz mentioned both of them as information literacy[20]. Thus, information literacy is important point by students in using internet.

High level of information literacy will lead to meaningful learning. To reach the high level of information literacy, the students need some skills as stated by American Association of School Librarians in Yilmaz and Feza, "Literate the students be able to; Inquire, think critically and gain knowledge and lead it to draw conclusions, make informed decisions, apply knowledge to new situations and create the new knowledge".[21] It means learnt students have the ability to process information precisely and accurately with additional supporting understanding, so can create the new perception. Then those skills will bring into meaningful learning. In brief, meaningful learning will be achieved by students who have high level of information literacy.

Meaningful learning and high level of information literacy has closed relation with deep approach. Many researches associated meaningful learning and the skills above with deep learning approach.[22]

a. Research by Tang in Byrne et.al

In his research, Tang connected high information processing with deep approach. In Byrne et.al, he said, "When assessment is perceived to

[20] *ibid*
[21] *ibid*
[22] *ibid*

require high level cognitive processing to demonstrate a thorough understanding, integration and application of the context knowledge, then students are more likely to adopt a deep approach".[23] It means that high level of information literacy was indicated as deep learning approach. In brief, they argue that level of information literacy refer to learning approach.

b. Research that was conducted by Robotham in Sarah

In his learning styles analysis, Robotham associated deep learning with meaningful learning. Table showed that Robotham links meaningful learning in high quality of learning was indicated in deep learning and processing[24]. Meaningful learning is a part of high quality learning as the result of deep learning approach's processing. Thus, deep learning approach lead to meaningful learning.

c. Byrne, Flood & Willis

Byrne, Flood & Willis in their correlation research between learning approaches and learning outcomes of Irish accounting students, directly point out high level of understanding was reached by deep learning. As their opinion,

[23]Marann Byrne,Barbara F. & Pauline W. The Relationship Between Learning Approaches And Learning Outcomes: A Study Of Irish Accounting Students. *Accounting Education; Routledge*. 2002, (1), p.28

[24]Ecaterina Sarah Frăsineanu. Approach To Learning Process: Superficial Learning And Deep Learning At Students. *ELSEIVER*.2013.p. 347

> Students achieving a high level of understanding had adopted a deep approach to learning. They set out with the intention of understanding the material, questioned the arguments, and related them to their prior knowledge and personal experiences.[25]

It expressed that comprehending, critical thinking, relating ideas and knowledge in real life are characteristic of high level of understanding that was reached by students who adopted deep learning approach. Hence, high level of understanding was shown by deep learning approach.

From the explanation above, it can be concluded that, information literacy and understanding that students used in finding information from the internet and google has close relation with their learning approaches. Because of that, in this research, the researcher will describe the way of students' using internet by identify their learning approach.

[25]Byrne *op,cit*, p.30

3.Learning Approach

a. The Nature of Learning Approach

Learning approach develop time by time based on the research by the experts. At the first,learning approach was introduced by Marton and Saljo in Sweden.[26] This research approach was different from other research at the time, because it used naturalistic setting for real educational situation and comprehend the assumption of participants itself about the situation. Then, it was continued by research about the learning approaches in higher education context that were created by Entwistle and Ramsden United Kingdom and by Biggs. Thus, learning approach develop as experts' research.

Learning approach is belief or assumption about the learning itself that shown through how the knowledge attained. According to Edward Anthony in Brown, "An approach was set of assumptions dealing with the nature of language, learning and teaching"[27]. It expresses that learning approach is an assumption about the nature of learning. Moreover, Jeremy mentioned that, "An approach describes how people acquire their knowledge of the language and makes statements about the conditions, which will promote successful language learning"[28]. It means that approach also shows the way of people acquire the knowledge to reach learning success. In line with Jeremy,

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[26]Case, J. M., & Marshall, D. *op.cit*, p 9.

[27]H Douglas Brown . 2000. *Teaching By Principles ; An Interactive Approach To Language Pendagogy*. Second Edition.Longman; San Fransisco, P 14.,

[28]Jeremy Harmer. 2001. *The Practice Of English Language Teaching* (third ed.) Longman: Cambridge, p. 78

Kwantlen Polythecnic University stated that learning approach describes what the students do when they are learning and why they should do it.[29] Hence, learning approach is the belief or assumption about the nature of learning that can be seen through what the students do when learning and the reason why to do it.

Based on explanation above, it can be sum up that learning approach as the students' belief about the nature of learning that very influence them in acquiring the knowledge

b. Kinds of Learning Approach

Different result in students'learning means different in learning processing. From analyzing their empirical study, Marton and Saljo found two approaches that clearly different: deep and surface. That was created from an amalgamation idea of both what students do (strategy) and why they do it (intention) while learning, deep as trying hard for comprehending whereas surface as instrumental, reproductive and minimalist.[30]Thus, there are two approaches that identified by Marton and Saljo; deep and surface approach that distinctly differentiate by strategy and intention.

In UK, Entwistle interviewed some students about their experience in studying by using Marton and Saljo's work. As the result, he not only can recognize deep and surface approach, but he also found an approach that need

[29]KwantlenPolythecnic University.*Deep And Surface Approach To Learning*. The Learning Centre, p.1

[30]M. BetulYilmaz&FezaOrhan.*op.cit*, p. 2144

to take in account, strategic approach, where students oriented to the high score by using deep or surface approach that they need. It means that students with strategic approach did not concentrate on what they learnt but on what they will get. This approach is the third approach by Entwistle, and then he reframed all approaches (deep, surface and strategic approaches) in Approaches to Studying Inventory (ASI) that at the recent study would be developed be Approaches and Study Skills Inventory for Students (ASSIST). Thus, Entwistle found three learning approaches; deep, surface and strategic those were covered in ASI later developed as ASSIST.

In line with Entwistle, Biggsfound two approaches like Marton and Saljo mentioned before (deep and surface) and he also find the new category that closed to Entwistle's work, achieving approach, in his study aboutanalysis of student responses to his StudyProcesses Questionnaire (SPQ) in Australia.Initially, approaches that he found were called by Utilizing, Internalizing, and Achieving Dimensions, but to avoid such as confusion then that was deep, surface and achieving.[31]All of the approaches were established by two factors; motive and strategies. Hence, Biggs identified three approaches; deep, surface and achieving approach thatdifferentiate by motive and strategy.

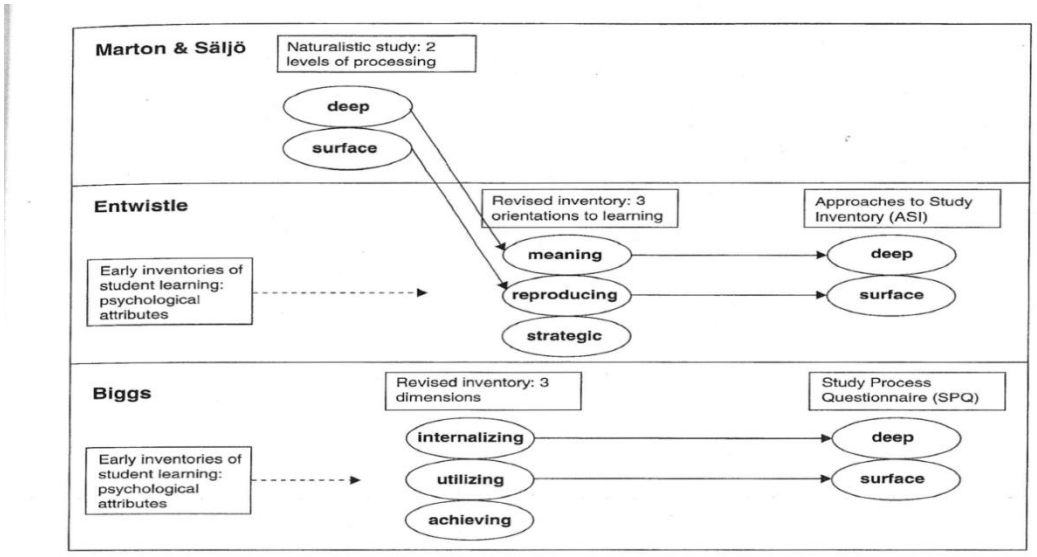
[31]Jhon B. Biggs. *Students Approaches to Learning and Studying ed 308 20*. Educational Resources Information Center (ERIC), p.19

A third approachthat identified at the early study by Entwistle (strategy) and Biggs (achieving)was dropped at recent version of their study. According to Entwistle& Biggs," …it replaced with scales measure "organized studying" and "effort management", as well as a fifth scales which measures"monitoring studying" and which is empirically related to the deep approach".[32] The explanation about the theory can be seen at figure 2.1. It means that onlytwo distinctly approaches like what were identified by Marton and Saljo; deep and surface approach. Hence, strategy or achieving approach then just for scale measure and there are only two learning approaches avowed(deep and surface).

Based on the explanation above, it can be concluded thatthere are differences argument from the experts about the kind of learning approaches at the first, but then it can be unified on recent version of their researches into deep and surface approach that will be used in this research.

[32]Case, J. M., & Marshall, D. (2009). Approaches To Learning. In M. Tight, J. Huisman, K. H. Mok & C. Morphew (Eds.), The Rout/Edge International Handbook Of Higher Education (Pp. 9-21). London And New York: Routledge Falmer.P.11

Figure 2.1 Kinds of Learning Approaches [33]



c. Characteristics of Learning Approaches

Each approach has character itself that it can distinctly differentiate with other. According to Entwistle in ASSIST (Approaches and Study Skills Inventory for Students), there are 4 subscales to describe deep approach and also 4 subscales for surface approach. The 4 subscales for deep approach are; focus on finding meaning, relating new ideas to previous knowledge and experience, relating evidence for take conclusion, and interest in learning content, while 4 subscales for surface approach are; less purpose, useless rote

[33] *Ibid.*

learning, separated content, and failure pressure.[34] As expressed above, the each approach has significantly different as seen from each their subscales.

1) Deep Approach

Students who adopted deep approach have intrinsic motivation to find out their own understanding with the content. It makes them interested to look for information as much as possible. According to Biggs, the deep approach is learning with intrinsic motive to show interest in material by using some strategies that meaningful such as reading widely and relate it with their other known knowledge.[35]In brief, deep students have intrinsic motive in line with some strategies to reach their own understanding.

As stated above, ASSIST drew the deep approach in four subscales.

a) Seeking meaning

Students who adopt deep approach often set out to understand for themselves the meaning of what they have to learn. When reading article or text, they usually find out what actually the author means. They also often to stop for a while to reflect on what their exactly want to find. In brief, deep learning need understand at first for getting meaning of the lesson.

[34]Michael D. Meeks, et.al. *Deep vs.SurfaceLearning: An Empirical Test of Generational Differences*. International Journal of Education and Research. Vol. 1 No. 8 August 2013, p. 7.

[35]Jhon B. Biggs, *op.cit*. p. 20

Deep students do many ways in finding meaning for comprehend the lesson. As stated by Jenifer and Marshal, “The deep approach is defined by a search for understanding; using whatever strategy can meet this end”.[36] It means that, students do everything that they think can lead them to find the meaning. They search lots of information from many resources and then they try to reach deep sought out the meaning about what they read. Hence, deep students focuse on finding meaning about what they have to learnt.

b) Relating ideas

Deep students see all materials that they had learnt as a unity. They connect the knowledge each other as continued learning. Leung &Kembermentioned,“ A student who adopts deep approach integrates aspects or parts of the task into a whole.”[37] It means that deep students relate the lesson each other as a package of knowledge. Hence, deep approach means link every lesson as one continued idea.

Furthermore, deep approach sometimes connects knowledge with experience. According to Biggs in Rakibul,“They integrate the task with real life situations to compare with their personal

[36]J.M case, *op.cit*, p11
[37]M. BetulYilmaz&FezaOrhan, *loc.cit.*

experiences and with other relevant knowledge".[38] It means that deep students relate their knowledge with real life as appealing with their experience. Sometimes, they try implementing the knowledge in real situations to see the effect. Sometimes, they can understand their previous experience because of their new knowledge. In brief, deep learning also relates knowledge in real situation.

c) Use of evidence

Deep learners look the evidence in detail and try to get their own conclusion about the content. As stated by Rakibul, "Here students analyze, synthesize and evaluate main ideas, author's argument, themes, principles or successful applications to get the proper underlying meaning of the task as a whole".[39] It means that deep learning did not take all the evidence perfunctorily. It is often, they are critic when they get evidence from text or from their teacher. They tend to use critical thinking, as they find their own questioning when get the evidence. Furthermore, they try to find out of argument to see the reason behind the facts. In brief, the deep students check a look for evidence that they found.

[38]G M Rakibul Islam&Md. Shahriar Shafiq.*Surface and Deep Approaches to Learning in Higher Education: Global Practice and Lessons for Bangladesh*.Bangladesh Journal of Educational Research 2016, Vol. 2, Issue 1, ISSN: 2313-2515, p 48

[39]*Ibid*

d) Interest in ideas

Because of their willingness to understand a material, so they did it as interesting activity. Prosser and Trigwell in Rakibul et.al mention that, "In adopting deep approach, students have an intrinsic interest in the task and an expectation of enjoyment in carrying it out."[40] It expresses that deep learning feel unpressured while doing task. They become actively interested in the course content. Deep approach creates positive feeling for the students. In a brief, deep students have learning desire without pressure feeling.

2) Surface Approach

Surface approach supposes the learning as rote activity to fulfill course demand in term to avoid failure. According to Biggs, surface approach is instrumental motive to avoid failure by using minimum effort with reproductive strategy; bound and rote learning.[41] In other words, they see course content simply as material tobe learnt for the exam. They tend to accept new facts and ideas uncriticallyand attempting to store them as isolated,unconnected, items. Moreover, they use rote learning to prepare them to exam. In brief, surface approach supposes learning as a way to avoid failure.

Entwistle identified surface learning approach in four subscales from

[40] G M Rakibul Islam&Md. Shahriar Shafiq.*op.cit*, p. 50.
[41]Jhon B. Biggs, *Op.cit,* p.11

the ASSIST instrument.

a) Lack of Purpose

Surface students focus on extrinsic factor of learning not as learning purpose itself. According to Biggs in Jenifer,"Surface motive as extrinsic to the real purposes of the task".[42] It means that in learning, surface students do not learn as their willingness to learn but caused by fulfill the task. Hence, they did not learn for what the exactly learning goal but for doing task.

b) Unrelated Memorizing

The students are failed to integrate between knowledge and with real situation, they just memorize it as a bit of knowledge as passed the exam. According to Biggs, "surface strategy is to limit target to bare essentials and reproduce them through rote learning".[43] It means the students doing rote memorization of bits of knowledge. They tend to use it to pass assessment instead of understanding or reflecting. Hence, surface students learn as reproduce activity.

c) Syllabus-Boundness

Students who adopted surface approach tend to border their concentration on certain information. They treat courses as separated knowledge. Rakibul mentioned that, surface learner focus on the

[42]J.M. Case, *op.cit*, p. 10
[43]Jhon B. Biggs, *loc. cit.*

pieces element of the content such as formula, symbol and evidence.[44] It means that surface students see the lesson as unrelated pieces of knowledge. Their focus of attention was limited to the facts or pieces of disconnected information. Even they focus on separating material that they think will be asked by teacher. In brief, surface students learn the lesson as pieces of information.

d) Fear of Failure

Predominantly, surface learners' motivation is either a concern to complete a course or fear of failure. In study, they feel undue pressure and worry about work. They see the course as a demand that have to confront and pass. They afraid if they did not do the course they would fail. According to Rakibul, "Students who adopt surface approaches in higher education due to insufficient time, heavy workload, high anxiety, and lack of freedom in choice of learning strategies".[45] Thus, their motivation in learning is for fulfill the task as the way to avoid failure.

Based on explanation above, this research was conducted by using eight subscales adopted from (Approaches and Study Skills Inventory for Students) ASSIST by Tait and Entwistle : four subscales for deep approach and four subscales for surface approach.

[44]G M Rakibul Islam &Md. ShahriarShafiq. *Op.cit*.
[45]*Ibid*, p. 50

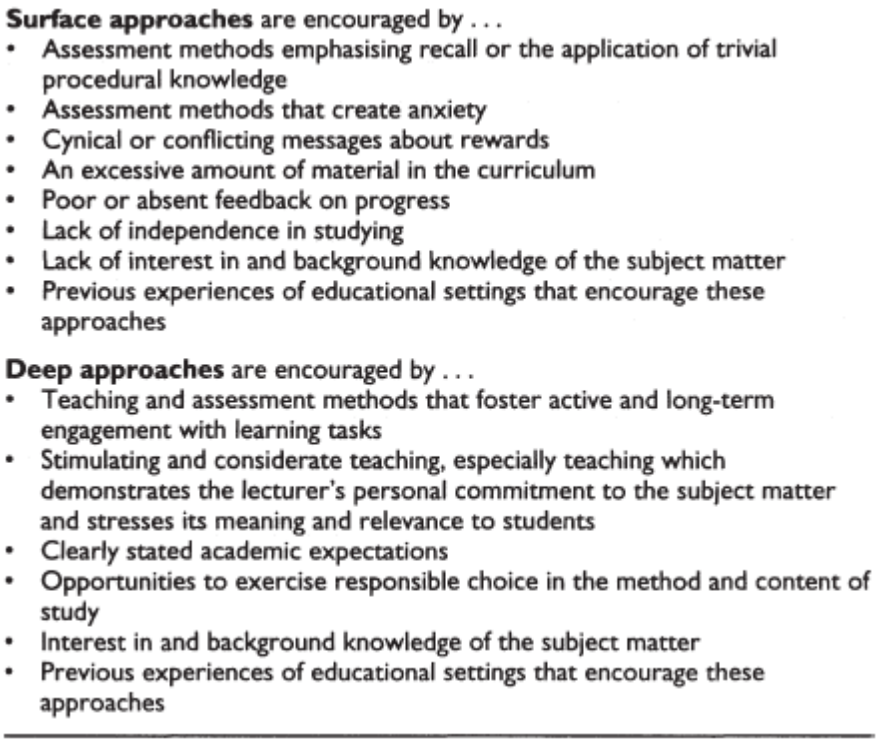
d. Teachers' Role in Learning Approach

Not only students, but teachers are also important aspects that influence students' learning approach in education system. Most of the student-based factors are considerably affected by teaching[46]. Teachers are responsible to motivate and inspire students, which guide them to adopt appropriate approach to learning. Ramsden in Rakibul said that "Surface approach does not lead students to achieve understanding the content, but it leads to poor-quality learning, whereas deep approaches are necessary for high-quality learning in higher education"[47]. It means that surface approaches should be discouraged and deep approaches should be encouraged. Ramsden in rakibul said that "As understanding, the distinction between characteristics of students and the nature of different approaches to learning is a critical one for teachers; they can improve their teaching skill by studying students learning".[48] It means that teachers have to know students' learning approach as the way to improve their teaching skill. Moreover, to direct university students towards deep approaches, Biggs suggested teachers to follow such teaching strategies that elicit an active response from students, ensure active involvement of students, consider the previous knowledge of students, and emphasize depth learning rather than breadth of coverage instead of spoon feeding and

[46] G M Rakibul Islam&Md. Shahriar Shafiq.*op.cit*, p. 50
[47] *Ibid.*
[48] I*bid.*

lecturing on only which is necessary for exam[49]. It means that teacher need to use appropriate strategies to lead students to deep approach.

Figure 2.2 Encouraged Students to Deep and Surface Approach



Surface approaches are encouraged by . . .

- Assessment methods emphasising recall or the application of trivial procedural knowledge
- Assessment methods that create anxiety
- Cynical or conflicting messages about rewards
- An excessive amount of material in the curriculum
- Poor or absent feedback on progress
- Lack of independence in studying
- Lack of interest in and background knowledge of the subject matter
- Previous experiences of educational settings that encourage these approaches

Deep approaches are encouraged by . . .

- Teaching and assessment methods that foster active and long-term engagement with learning tasks
- Stimulating and considerate teaching, especially teaching which demonstrates the lecturer's personal commitment to the subject matter and stresses its meaning and relevance to students
- Clearly stated academic expectations
- Opportunities to exercise responsible choice in the method and content of study
- Interest in and background knowledge of the subject matter
- Previous experiences of educational settings that encourage these approaches

Basen figure above, it can be seen several ways to encouraged deep and surface approach. In addition, biggs and tang suggested lecturers to avoid the factors that can encouraged students to surface learning as follow: that teaching piecemeal by bullet lists, not bringing out the intrinsic structure of the topic or subject; assessing for independent facts, which is almost inevitably the case when using short answer and multiple-choice tests; teaching, and especially assessing, in a way that encourages

[49] Jhon B. Biggs. *Students Approaches to Learning and Studying ed 308 20*. Educational Resources Information Center (ERIC),

cynicism: for example, ‘I hate teaching this section, and you’re going to hate learning it, but we’ve got to cover it’; providing insufficient time to engage the tasks; emphasizing coverage at the expense of depth and the last one is creating undue anxiety or low expectations of success: ‘Anyone who can’t understand this isn’t fit to be at university’.

It can be concluded that lecturers can do some factors above to lead students into deep approach and minimize the factors that encouraged students into surface approach as stated above.

B. Review of the Related Studies

To support this research, there are a relevant studies conducted by others researcher which discussed the similar topic. This research conducted by M. Betul Yilmaz & Feza Orhan. The title of his research is The Use Of Internet By High School Students For Educational Purposes In Respect To Their Learning approaches[50]. The aim of this study was to better understand secondary school students ' internet use to support their educational purposes in respect to their learning approaches. In detail, this study aimed to see if there any variation of internet using by students based on; frequency, non-educational purposes, educational purposes, teachers asking. This study indicates that Surface learners use the internet more when compared to deep learners, though they use it for non-instructional purposes; the ratios of the internet use of deep learners for educational purposes are higher when compared to those of surface learners. Ratios of the internet use for educational purposes by the students who are given assignments requiring the use of the internet are higher.

Second, a journal conducted Michael D. Meeks et.al. The title of their research is Deep vs. Surface Learning: An Empirical Test of Generational Differences[51].The aim of this study is to explore the "deep vs.surface" learning approaches for the three most recent generations—Baby Boomers (older),

[50]M. BetulYilmaz&FezaOrhan.*The Use of Internet by High School Students for Educational Purposes In Respect to Their Learning Approaches*. ELSEIVER . January 11, 2010. https://www.academia.edu/Documents/in/Jurnal.

[51]Michael D. Meeks, et.al. *Deep vs. Surface Learning: An Empirical Test of Generational Differences.* International Journal of Education and Research. Vol. 1 No. 8 August 2013

Generation Xers, and Millennial (younger). It attempts to assess Deep vs. Surface learning preferences through the lens of generational differences andexamine whether one generation is prone to use a particular learning approach over another. This study shows that Boomers scoring significantly higher on deep learning and lower on surface learning than Millennials and Generation Xers, and Millennials scoring significantly higher on surface learning than Boomers or Generation Xers. Generation Xers, they fare slightly better than Millennials regardingtheirpreference for deep learning. In conclusion, older generations will prefer deep learning, while younger generations will rely more on surface learning.

Third, a research conducted by Nazan Dogruer et.al. The title of their research is The use of the internet for educational purposes.[52] The aim of this study is to find out the students' use of Internet in their academic studies. This study attempts to analyze self-efficacy level of students of using internet as educational tool, areas that students feel sufficient and sufficient while using internet. This study showed that the majority of the students believed they can use the Internet as an educational tool. There were certain areas that students felt comfortable while using the internet such as the search engines on the internet, which was easily and efficiently used and preferred by 80% of the participants in this study. They could find sources of information, download necessary files and pictures, used e-dictionaries, e-encyclopedias and translation tools to help them write their

[52]Nazan Dogruera, Ramadan Eyyamb & Ipek Menevisa. *The Use of the Internet For Educational Purposes*. ELSEIVER. November 2011.

homework and do their projects. The only problematic areas which seemed the participants are not very good at were blogs, wikis and e-learning portals and the reason might be neither students nor teachers could really cope with them efficiently and appropriately.

Fourth, a research conducted by Johan et.al. The title of their research is Internet Dependency In Completing Academic Assessment: A Study On UiTM TESL Students.[53] The aim of this study is to investigate the extent of the TESL undergraduates use the Internet for academic purposes. The Internet has a substantial impact on the daily life of the students as the majority admitted to use the Internet in their academic and also in daily life. The students exploited and maximized the use of Internet for their professional as well as their personal development. In other words, not only do they use the Internet for academic purposes but also for entertainment. The female respondents are more creative because they had varied sources in looking for information to finish their assignments. The exploitation of the Internet among the students would definitely provide a huge advantage for the students to improve and enhance their knowledge

[53] G M Rakibul Islam&Md. Shahriar Shafiq.*op.cit*

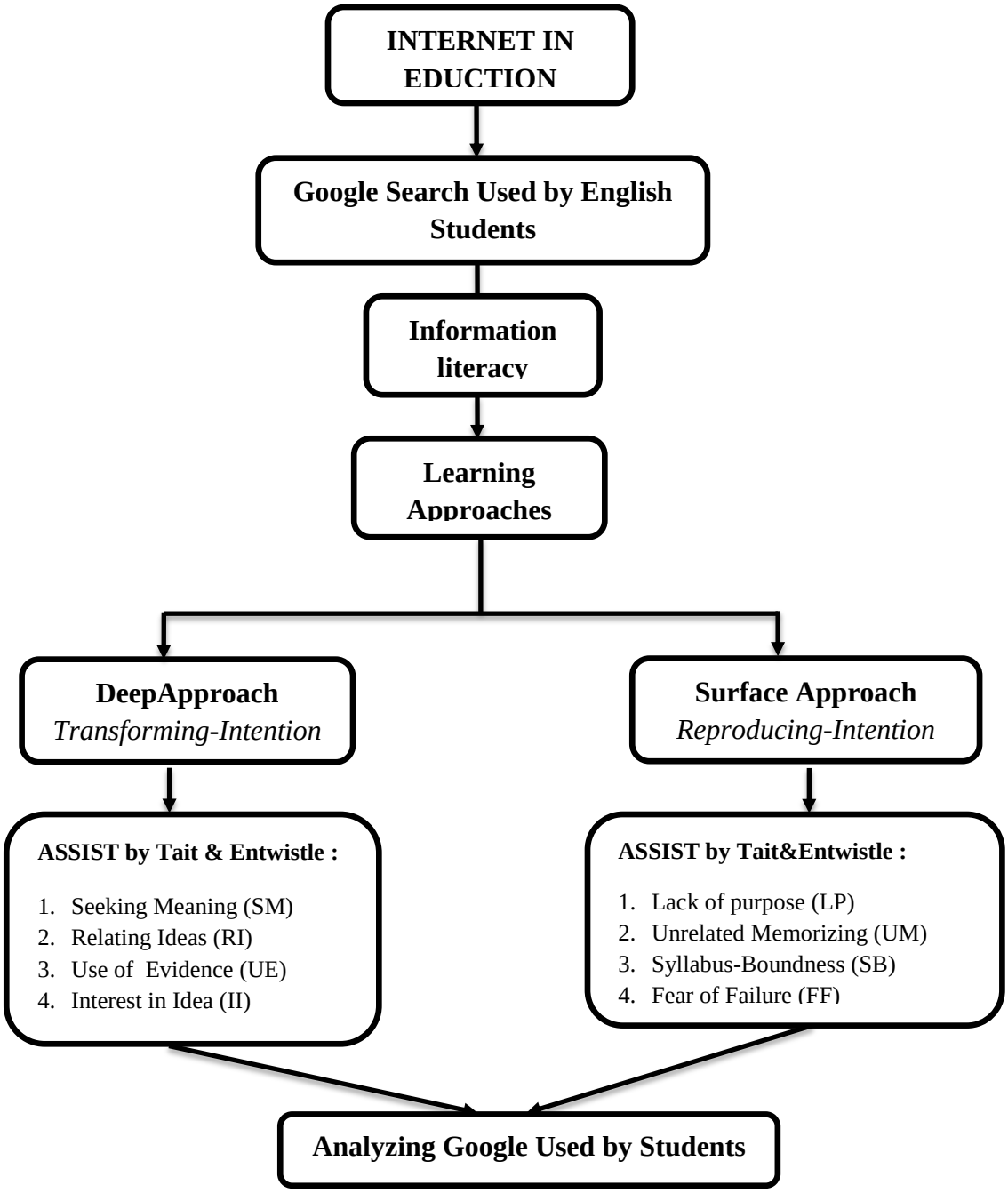
in various fields. The internet also has disadvantages for students, the highest factor was distraction students by social networking, second was procrastinate their work. They tend to do it at the last minute because they think that their tasks can easily be done with the help of the Internet. The last one was plagiarize as information could be obtained easily.

All the researches above have similarities and differences with this research. The researches have the same variables with this research; internet using and learning approaches. Moreover, some researches above also described using internet by students. While previous researches focused on students' using internet and exploration of learning approach, this research concentrated on describing the way of students used google in English subject by identifying their learning approaches that were conducted at IAIN Bukittinggi.

C. Conceptual Framework

Conceptual framework of this research can be created as follows :

Figure2.3 The Framework of This Research



The framework above described what was done in this research. This research concerned on using internet in education field. It was especially focused on the way of students use the internet through google search. Recently, most of high school students, especially english students use google in English suject. Actually, the usage of the information resources located in google needs not only the ability to search for it in the huge ocean of the google , but to process it, to use it effectively for the cognitive goals. The ability depends on their learning approach. There are two kinds of learning approach; deep and surface approach. Deep approach is focus on transforming intention whereas surface approach concentrates on reproducing intention. There are many arguments of expert for both of them; this research will be conducted by adapting Tait & Entwistle theory. This research used the eight subscales that adopted from ASSIST that conducted by Tait &Entwistle. The eight subscales were separated into two parts: four subscales for deep and four subscales for surface. Then this research analyzed students' using google through this theory.

This research analyzed the way of google usage of students by identifying their learning approaches at IAIN Bukittinggi by using questionnaire as instrument. The finding of the research was to see the description of learning approach used by students when using google in English subject.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

Based on the problems and the purposes had stated before, the researcher used descriptive quantitative research which refered to survey research related to the semantic empirical investigation of via statistical, mathematical or numberal. Descriptive research is the research that aims to see the current phenomenon by exploiting and describing a certain object in detail. The research needs data collection to describe the process and the result systematically based on the facts. According to Gay, descriptive research involves collecting data in order to test the hypothesis or to answer the question concerning the current status of the subject of the study.[54] Hence, descriptive research is a kind of research methods that aim to describe and organize of subject or event through analyzing the accumulation of data that is obtained based on the facts.

As quantitative research, the researcher described students' using google based on their learning approach through numbers with identifying eight subscales by ASSIST. According to Marguerite, quantitative research summarizes results numerically[55]. It means that the quantitative research is identic with number. The data were analyzed by using statistic formula and it

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[54]L.R Gay. 2012. *Educational Research ; Competencies for Analysis and Applications Tenth Edition*. New Jersey: Pearson, p.9.

[55]Marguerite G.Lodico, Dean T. Spaulding. Khaterine H. Voegtle, 2006, *Methods In Educational Research : From Theory to Practice*, San Fransisco; Jessey Bass.p12.

was described based on the highest numerical tendency in ASSIST subscales. In brief, the researcher used the numerical statistic in this research as for both process and results.

B. Population and Sample

1. Population

Population is all the members of the group that are used by researcher as object of the research. Creswell stated that the population is a group of researcher decided for doing the study that consists of individuals who have the same characteristics.[56] Population of this research was all of english students which study active in the classroom at IAIN Bukittinggi in academic year 2019/2020. There were three different grades of semester ; first semester, third semester and fifth semester as presented in the table below:

Table 3.1 The Total Number of English Students semester I, III and V

No	SEMESTER	CLASS	NUMBER OF STUDENTS	TOTAL PER SEMESTER
1	I	A	40	159
2		B	39	
3		C	40	
4		D	40	
5	III	A	36	106
6		B	36	
7		C	34	

[56]Jhon W. Creswell. 2012. *Educational Research; Planning, Conducting and Evaluating Quantitative And Qualitative Research Fourth Edition.* Boston: Pearson Education, p.142.

8	V	A	33	106
9		B	37	
10		C	36	
		Total		**371**

Source : Head of English Education Study Program at Academic year 2018/2019

There were three different grades of semester as seen in the table above. First semester consisted of one hudred fifty nine English students that comprised of fourty students from class A,thirty nine students of class B, fourty students from class C, and fourty students from class D. Third semester consisted of one hundred and six English students that comprised of thirty six students from class A, thirty six students of class B, and thirty four students from class C. Fifth semester consisted of one hundred and six English students that comprised of thirty three students from class A, thirty seven students of class B, thirty six students from class C. Hence, total number of the population was three hundred seventy one students.

2. Sample

Sample is the most important in research because it is the main object that will be observed. Creswell stated, "A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population".[57] It means that sample is part of population that will be choosen by researcher with using certain sampling technique. In this research, the

[57]*Ibid*

researcher used purposive sampling. Purposive sampling is a way to take sample based on certain consideration. Purpose of this research was to choose sample which use google in learning english mostly. Then, all the fifth semester were choosen for sample because lot of their courses need ectracting information from the google. All the fifth semester English students were 106 students, it means that total of sample in this research was 106 respondents. Hence, the researcher chose all fifth semester English Students that consist of 106 students to be observed in this research.

C. Instrumentation

Instrumentation is a tool that was used by the researcher in collecting data. In this research, the researcher used questionnaire as the instrument. A questionnaire is a technique in collecting data by giving some questions or statements to the respondent in written form. The type of questionnaire that was used in this research was closed-ended questionnaire. According to Gay, structured items (closed-ended questionnaire) need participants' answered by choosing alternative response with check, circle, or give number.[58] It means that close-ended questionnaire provides list of response options. The researcher used this instrument because structured item of closed-ended questionnaire consisted of questions/statements that can be considered to describe students using google with provided list of alternative response from which the respondents selected,

[58]*Ibid*, p. 186

that made students can give quick response. Thus, the researcher used close-ended questionnaire for collecting data in this research.

As stated above, close-ended questionnaire uses list of alternative response. This research used Likert Scale for this instrument. In this scale, each respondent had to choose one of the quantitative options for each statement, 5=always, 4=often, 3= sometimes, 2= rarely, 1= never.[59] It means that there are 5 alternatives answer for each statement. Thus, this questionnaire used the scales above.

In conducting statement for the questionnaire, the researcher adopted the eight subscales from ASSIST that were conducted by Tait and Entwistle. The eight-sub scales were separated into two parts of learning approaches: four subscales were to identify deep approach and four subscales were for surface approach.

Table 3.2 The Eight Subscales of Learning Approaches by ASSIST

Deep	Surface
1. Seeking Meaning (SM)	1. Lack of purpose (LP)
2. Relating Ideas (RI)	2. Unrelated Memorizing (UM)
3. Use of Evidence (UE)	3. Syllabus-Boundness (SB)
4. Interest in Idea (II)	4. Fear of Failure (FF)

Sources: Tait and Entwistle in Meeks [60]

To make the questionnaire, then the researcher made statements for each sub scales. Originally, ASSIST conducted questionnaire statements

[59]Lijan Poltak Sinambela. 2014. *Metodologi Penelitian Quantitatif*. Graha Ilmu; Yogyakarta. p. 144.

[60] Michael. D Meeks.*op.cit*. p. 6-7

based on students learning habit, but the researcher will modify the statement based on the way students use internet. For each sub scale, the researcher conducted 2-3 statements that stand from 10 statements for deep and 10 statements for surface. In amount, there were 20 statements for this research instrument. In a brief, the eight sub scales by ASSIST were developed by researcher to be 20 statements to describe students' using google in learning english.

This instrument was conducted in Indonesian. It was as a way to avoid respondents' misunderstanding and to make the questionnaire be clear for them. In line, it helped students to answer it accurately and spontaneously. Moreover, it also made the researcher easier to analyze the data. Hence, the researcher used Indonesian for the questionnaire to get the data accurately.

After conducting the questionnaire, the researcher validate the questionnaire by giving it to experts. In conducting the questionnaire item, the validity is needed. Validity is used to discover if a test measures accurately what is intended to measure or it measures what it is purposed to measure. The questionnaire item is taken from learning approach conception and construction. Because of that, the researcher used construct validity. Creswell stated, "Construct validity, which means the validity of inferences about the constructs (or variables) in the study".[61] It means that construct validity determine whether the instrument items describe the concept of variable that

[61] Creswell, *op cit*, p 303.

want to measure. Besides construct validity, the researcher also used content validity to determine whether the items that made up the learning approachess' sub-scales of the survey in fact belong to the those sub-scales. It focused on the depth of the items themselves. Thus, the researcher used construct, content validity for this questionnaire. To do both of them, the researcher used expert validity. The validators in this research were the lecturers in IAIN Bukittinggi.

D. Technique of Data Collection

In line with the research design before, the data were taken from the questionnaire that consisted of 20 statements. In distributing the questionnaire, the researcher did the following steps:

1. Gave the questionnaire to the sample (students)
2. Gave explanation how to fill the questionnaire
3. Gave the time to the students for fill the questionnaire honestly
4. Collected the questionnaire

Hence, the researcher followed the steps above in the research field for collecting data from the sample.

E. Technique of Data Analysis

Data analysis is used to get the meaning and comprehend about the data that has been collected. The researcher analyzed the data through Likert Scale model to identify students' using google. The respondents had to choose one of the quantitative

options for each statement. To get clear data obtained, the researcher developed the questionnaire into very positive level to very negative level by using words as follow:

Table 3.4 Likert Scales

Likert scales	Score
Selalu	5
Sering	4
Kadang-kadang	3
Jarang	2
Tidak pernah	1

Source: Sugiyono in Sinambela[62]

In analyzing the data that were collected, the researcher used the following steps:

1. Editing, the researcher will check the respondents' answer in order to know about the data
2. Coding, the respondents' answer will be coded by the researcher based on their answer.
3. Tabulating, the researcher will account the data and described it in table
4. Sum the students' score based on their answer per-scale (per-learning approach) and per-students.
5. Calculate for each scale (learning approach) to get the percentage. The formula for the mean by Gay:[63]

   P=f/n x 100%

   P= the percentage of the students' learning apparoach
   f= the sum of students in class

[62]Lijan Poltak Sinambela.,*op.cit.* p. 144
[63]*LR Gay.*, p 323

n= the total number of each item.

6. Apply statistic formula to find out the mean of percentage per-sub scale and per approach of the students' learning approach in using google for learning english. The formula for the mean by Gay:[64]

$$\bar{X} = \frac{\sum X}{n}$$

$\bar{X}$= mean

$\sum$= the summation symbol

X = individual's score

$\sum x$= all the x

n = the number of items in a scale (learning approach)

7. Determine the students' learning approach preference based on the highest mean of percentage that they get based on their answer.
8. Interpretate the percentage into category table as proposed by Arikunto below:

Table 3.5: Interpretation Table

Table range of category	Interpretation
76%- 100%	Good
56%-75%	Enough
40%-55%	Less
< 40%	Poor

Source : Arikunto[65]

9. Give an explanation about the finding and discussion.
10. Make the conclusion

[64] *ibid*

[65] Suharsimi Arikunto. *Op.cit.* p. 246

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDING

This research used survey research. The data were collected from English Students Study Program at IAIN Bukittinggi. Sample of this research was all fifth semester because they used google mostly in learning English than others. They consisted of 106 respondents that comprised from class A, class B and class C. Data collected from questionnaire. The questionnaire consisted of 20 statements. The questionnaire divided into two kinds of learning approach : deep approach and surface approach. Each kind of approaches consisted of 10 statements that developed from 4 indicators. Deep approach comprised from 4 indicators : seeking meaning, relating ideas, use of evidence and intersting ideas. Surface approach consisted of 4 indicators : lack of purpose, unrelated memorizing, syllabuss-boundness and fear failure. In distributing questionnaire, respondents were given explanation about the questionnaire, and they were also given time to answer it. The students' answer on questionnaire were analyzed to answer research question about what is the description of learning approach used by students while using google in English subject.

As stated in the technique of data analysis in chapter III, the procedures that were used after collecting data are tabulating data, calculating the frequency of respondents' answer, sum up the total, measuring the percentage and categorizing students' learning approach.

1. Data description

This research was conducted on December 5-20th, 2019 at English Education Study Program at IAIN Bukittinggi. The data was collected by using questionnaire and there were 106 respondents in this research. For answering research question, after data was gotten, then those were tabulated based on the frequencis and then those were calculated into percentages and average. In order to find the percentage and average of the data, this research used formula which proposed by LR.Gay. After that, the percentages of each approach were interpreted into category table that proposed by Arikunto:

Table 4.1: The Table Category of Students used Approach

Table range of category	Interpretation
76%- 100%	Good
56%-75%	Enough
40%-55%	Less
< 40%	Poor

Source : Arikunto[66]

[66] Suharsimi Arikunto. *Op.cit.* p. 246

The result of students answer for questionnaire in deep and surface approach are explained by following table and eplanation.

a. Deep Approach

In questionnaire there were 10 statements (1,2,3,4,9,10,11, 15, 16, and 17) about deep approach in using google for learning english that consist of 4 sub-scales. Then, the result of students' deep approach presentations in using google for learning english are displayed with using the following table:

Table 4.2 : The Result of Questionnaire for Deep Approach

Indicator of Deep Approach	**No. Item**	**Statements**	**Options**	**f**	**x**	**f.x**	**Percentages**	**Mean**
Seeking meaning	1	Saya menggunakan *mesin pencari google* untuk memahami materi bahasa inggris lebih dalam lagi.	Always	22	5	110	78,49 %	**77,42 %**
			Often	65	4	260		
			Sometimes	8	3	24		
			Rarely	11	2	22		
			Never	0	1	0		
	Total			106		416		
	9	Saya mencari materi bahasa inggris sebanyak-banyaknya dari berbagai sumber di *mesin pencari google* sampai saya paham.	Always	24	5	120	75,66 %	
			Often	53	4	212		
			Sometimes	12	3	36		
			Rarely	16	2	32		
			Never	1	1	1		
	Total			106		401		
	15	Saya mencoba memahami penjelasan materi bahasa inggris yang saya temukan di *mesin pencari google.*	Always	21	5	105	78,11 %	
			Often	65	4	260		
			Sometimes	9	3	27		
			Rarely	11	2	22		
			Never	0	1	0		
	Total			106		414		

Relating Ideas	2	Saya memahami keterkaitan materi-materi bahasa inggris yang saya temukan di *mesin pencari google* satu sama lain.	Always	13	5	65	73,20 %	**73,20 %**
			Often	63	4	252		
			Sometimes	12	3	36		
			Rarely	17	2	34		
			Never	1	1	1		
	Total					388		
	10	Pengalaman sehari-hari membantu saya dalam memahami materi bahasa inggris yang ada di *mesin pencari google*.	Always	19	5	95	73,20 %	
			Often	54	4	216		
			Sometimes	11	3	33		
			Rarely	22	2	44		
			Never	0	1	0		
	Total			106		388		
Use of Evidence	3	Saya menganalisa materi bahasa inggris yang saya temukan di *mesin pencari google*.	Always	23	5	115	74,34 %	
			Often	52	4	208		
			Sometimes	9	3	27		
			Rarely	22	2	44		
			Never	0	1	0		
	Total			106		394		
	11	Saya memastikan kebenaran materi bahasa inggris yang saya temui di *mesin pencari google*.	Always	32	5	160	75,85 %	**73,27 %**
			Often	42	4	168		
			Sometimes	11	3	33		
			Rarely	20	2	40		
			Never	1	1	1		
	Total			106		402		
	17	Saya mencoba memahami makna tersirat dari materi bahasa inggris yang saya temui di *mesin pencari google*.	Always	18	5	90	69,62 %	
			Often	45	4	180		
			Sometimes	14	3	42		
			Rarely	28	2	56		
			Never	1	1	1		
	Total			106		369		
Interesting in ideas	4	Saya mengisi waktu luang untuk mencari materi bahasa inggris di *mesin pencari google*	Always	11	5	55	64,15 %	**68,77 %**
			Often	43	4	172		
			Sometimes	9	3	27		
			Rarely	43	2	86		
			Never	0	1	0		
	Total			106		340		
	16	Saya menggunakan *mesin pencari google* untuk mencari materi bahasa inggris karena rasa ingin tahu.	Always	16	5	80	73,39 %	
			Often	61	4	244		
			Sometimes	13	3	39		
			Rarely	13	2	26		
			Never	0	1	0		

	Total			106		389		
Average of deep approach score								**73,17 %**

Source : research data from questionnaire

Based on the table above there are 106 respondents. At the first point (item number 1), the data showed that there were 22 respondents who answered always. Then, there were 65 respondents who answered often, 8 respondents who answered sometimes, 11 respondents answered rarely and none who answered never. In addition, the percentage of the first statement is 78,49 % and it means that they had good level in using google as stated in the first statement.

The second point (item number 9) illustrated that the majority of the students chose often, 53 respondents. Then, there were 24 respondents who answered always, 12 respondents who answered sometimes, 16 respondents answered rarely and only one respondent answered never. Thus, the percentage of the second point is 75,66% which means that students had enough category in using this approach while using google for this statement.

The third point (item number 15), the table above showed that there were 21 respondents used google as the statement is mentioned. Then, there were 65 students who answered often, there were 9 respondents who answered sometimes and 11 respondents answered rarely. The last one,

nobody who answered never. Hence, the percentage of this point is 78,11% which means that students had good category for this statement.

Three points above (item number 1,9 and 15) are statements that build the first indicator of deep approach, seeking meaning. By adding the percentage of all the point and divide it in 3, it was found that average of percentage for seeking meaning is 77,42% which means that students had good category in using google for seeking meaning.

In the next point (item number 2), it showed that there were 13 respondents who answered always as their habitual in using google. Then, 63 respondents who answered often, there were 12 students answered sometimes, 17 respondents who answered rarely and only one respondents answered never. In addition, the percentage in this point is 73,20% and it is included in enough category.

The fifth point (item number 10), there were 19 respondents who answered always for this statement. Then, there were 54 respondents answered often, 11 respondents who answered sometimes, 22 respondents answered rarely and none answered never. Thus, the percentage of respondents' answer in this point is 73,20% which means that students had enough category in using google for this statement.

Point fourth and fifth (item number 2 and 10), are statements that support second indicator of deep approach, relating ideas. Percentages of point fifth and fourth was added, then divide with 2 to find out relating

ideas percentage. As seen in the table the percentage respondents' answer for relating ideas is 73,20% which means that students had enough category in applying this statement.

The sixth point (item number 3), showed, the popular answer is often with 52 respondents from total respondents. There were 23 respondents answered always, 9 respondents who answered sometimes, 22 respondents answered rarely and none answered never. Thus, the percentage of this statement is 74,34% and it means that students had enough level for this statement.

The seventh point (item number 11), it can be seen in the table that there were 32 respondents always apply as on the statement. There were 42 respondents who answered often. Then, 11 respondents who sometimes practice as the statement, 20 students who answered rarely and only one respondent answered never. In addition, percentage for this statement is 75,85% which means that students has enough category in applying this statement.

The next point (item number 17), table showed that majority the respondents often practice this statement, 45 respondents. Then, there were 18 students who always apply as the statement. There were 14 respondents who sometimes acted like the statement, 28 students answered rarely and only one respondent answered never. Thus, the

percentage of students applied in this statement is 69,62% which means the students had enough category in applying this statement.

Point sixth, seventh and eighth (item number 3,11, and 17)), are the third indicator of deep approach, use of evidence. By adding the percentage of all the points and divide it in 3, it was found that average of percentage for use of evidence is 73,27%which means that students had enough category in using google for use of evidence.

The ninth point (item number 4), showed that there were 11 from total respondents always practice what stated in the statement. There were 43 respondents who answered often, 9 respondents answered sometimes, and 43 respondents answered rarely. The last one is none who answered never. In addition, the percentage of students applied this statement is 64,15% which means that students had enough category in using google for this statement.

The last point in deep approach item (item number 16), showed that popular respondents' answer is often in applying this statement, 61 respondents. There were 16 respondents who answered always, 13 respondents answered sometimes, 13 respondents who answered rarely and none answered never. Thus, the percentage of students applied in this statement is 73,31% which means the students had good category in applying this statement.

The ninth and tenth point (item number 4 and 16), were statements that support fourth indicator of deep approach, interesting in ideas. Percentages both of them was added, then divide with 2 to find out interesting in ideas percentage. As seen in the table the percentage respondents' answer for relating ideas is 68,77% which means that students had enough category in this scale.

Each percentage of all students' answers per-indicator was averaged. It was found that percentage of students used deep approach while using google for learning English was 73,17% which means that students had enough category in applying deep approach while using google for learning English.

The data showed that students mostly used google for learning English in deep approach was in seeking meaning factor. It can be seen from the table that the highest score was in seeking meaning, 77,42%. In addition it was highly used at item number 1, "*Saya menggunakan mesin pencari google untuk memahami materi bahasa inggris lebih dalam lag*i." It means that students tend to use google to get deep understanding of English material. The lowest score was students' motivation. It was showed in table that in indicator interesting of ideas got 68,77%, especially in item number 4, " *Saya mengisi waktu luang untuk mencari materi bahasa inggris di mesin pencari google",* it got 64,15%. It means that students need to be motivated more.

It can be concluded that, there were four indicators in deep approach; seeking meaning, relating of ideas, use of evidence and interesting in ideas. In indicator seeking meaning the students got good category, but in other indicators they got enough category even the lowest one was in motivation indicator (interesting of ideas). In general, students of English Education Study Program at IAIN Bukittinggi' were categorized into enough level in deep approach while using google for learning English. It means that they used deep approach in average level. In addition, they mostly used google in learning english for understanding English material deeply but still low in intrinsic motivation.

b. Surface Approach

In questionnaire there were 10 statement (item number 5,6,7,8,12,13,14,18,19 and 20) about surface approach in using google for learning english that consist of 4 indicators. Then, the result of students' deep approach presentations in using google for learning english are displayed with using the following table **:**

Table 4.3 : The Result of Questionnaire for Surface Approach

Indicator of surface approach	No. item	Statements	Options	f	x	f.x	Percentages	Mean
Lack of Purpose	5	Saya menggunakan *mesin pencari google* dalam belajar bahasa inggris hanya karena tuntutan tugas.	Always	18	5	90	68,49 %	**64,44 %**
			Often	44	4	176		
			Sometimes	12	3	36		
			Rarely	29	2	58		
			Never	3	1	3		
	Total			106		363		
	12	Saya menggunakan *mesin pencari google* seadanya, asalkan tugas bahasa inggris saya terpenuhi.	Always	10	5	50	60,38 %	
			Often	36	4	144		
			Sometimes	12	3	36		
			Rarely	42	2	84		
			Never	6	1	6		
	Total			106		320		
Unrelated Memorizing	6	Saya kesulitan menghubungkan materi-materi bahasa inggris yang saya temukan di *mesin pencari google*.	Always	9	5	45	58,49 %	**59,69 %**
			Often	29	4	116		
			Sometimes	19	3	57		
			Rarely	43	2	86		
			Never	6	1	6		
	Total					310		
	13	Saya cenderung menyalin kata-kata dari *mesin pencari google* untuk membuat tugas bahasa inggris.	Always	9	5	45	58,49 %	
			Often	32	4	128		
			Sometimes	11	3	33		
			Rarely	50	2	100		
			Never	4	1	4		
	Total			106		310		
	18	Saya menggunakan *mesin pencari google* untuk mencari materi bahasa inggris untuk dihafalkan saat ujian.	Always	10	5	50	62,08 %	
			Often	40	4	160		
			Sometimes	16	3	48		
			Rarely	31	2	62		
			Never	9	1	9		
	Total			106		329		
Syllabus-Boundness	7	Saat menggunakan *mesin pencari google*, saya fokus untuk memahami materi	Always	25	5	125	72,26 %	**66,85 %**
			Often	42	4	168		
			Sometimes	13	3	39		

		bahasa inggris pada poin tertentu seperti grammatical.	Rarely	25	2	50		
			Never	1	1	1		
	Total			106		383		
	19	Saya cenderung menggunakan *mesin pencari google* untuk mencari sub materi yang saya rasa akan ditanyakan dosen.	Always	11	5	55	63,77 %	
			Often	41	4	164		
			Sometimes	15	3	45		
			Rarely	35	2	70		
			Never	4	1	4		
	Total			106		338		
	20	Saya memahami materi-materi bahasa inggris yang ada di *mesin pencari google* sebagai content materi yang terpisah satu sama lain.	Always	8	5	40	64,53 %	
			Often	47	4	188		
			Sometimes	17	3	51		
			Rarely	29	2	58		
			Never	5	1	5		
	Total			106		342		
Fear of Failure	8	Saya takut tidak bisa mengerjakan tugas bahasa inggris jika tidak mengakses *mesin pencari google.*	Always	8	5	40	56,03 %	**58,67 %**
			Often	35	4	140		
			Sometimes	5	3	15		
			Rarely	44	2	88		
			Never	14	1	14		
	Total			106		297		
	14	Saya menggunakan *mesin pencari google* untuk mengerjakan tugas bahasa inggris karena takut gagal	Always	10	5	50	61,32 %	
			Often	41	4	164		
			Sometimes	7	3	21		
			Rarely	42	2	84		
			Never	6	1	6		
	Total			106		325		
Average of surface approach score								**62,41 %**

Source : research data from questionnaire

Based on the table above there are 106 respondents. At the first point (item number 5), the data showed that there were 18 respondents who answered always. Then, there were 44 respondents who answered often, 12 respondents who answered sometimes, 29 respondents answered rarely and 3 respondents who answered never. In addition, the percentage of the first statement is

68,49% and it means that they had enough level in using google as stated in the first statement.

The second point (item number 12) illustrated that the majority of the students chose rarely, 42 respondents. Then there were 10 respondents who answered always, 12 respondents who answered sometimes, 36 respondents answered often and 6 respondents answered never. Thus, the percentage of the second point is 60,38% which means that students had enough category in using this approach while using google for this statement.

Two points above (item number 5 and 12) are statement that build the first indicator of surface approach, lack of purpose. By adding the percentage of all the points and divide it in 2, it was found that average of percentage for lack of purpose is 64,44% which means that students had enough category in using google for lack of purpose.

The third point (item number 6), the table above showed that there were 9 always respondents used google as the statement is mentioned. Then, there were 29 students who answered often, there were 19 respondents who answered sometimes and 43 respondents answered rarely. The last one, 6 respondents who answered never. Hence, the percentage of this point is 58,49% which means that students had enough category for this statement.

In the next point (item number 13), it showed that there were 9 respondents who answered always as their habitual in using google. Then, 32 respondents who answered often, there were 11 students answered sometimes,

50 respondents who answered rarely and 4 respondents answered never. In addition, the percentage in this point is 58,49% and it was included in enough category.

The fifth point (item number 18), there were 10 respondents who answered always for this statement. Then, there were 40 respondents answered often, 16 respondents who answered sometimes, 31 respondents answered rarely and 9 respondents answered never. Thus, the percentage of respondents' answer in this point is 62,08% which means that students had enough category in using google for this statement.

The third, fourth and fifth (item number 6,13, and 18) are statement that support second indicator of surface approach, unrelated memorizing. Percentages all of them were added, then divided with 3 to find out unrelated memorizing percentage. As seen in the table the percentage respondents' answer for unrelated memorizing was 59,69% which means that students had enough category in applying unrelated memorizing.

The sixth point showed (item number 7), the popular answer is often with 42 respondents from total respondents. There were 25 respondents answered always, 13 respondents who answered sometimes, 25 respondents answered rarely and only one respondents answered never. Thus, the percentage of this statement is 72,26% and it means that students had enough level for this statement.

The seventh point (item number 19), it can be seen in the table that there were 11 respondents always apply as on the statement. There were 41 respondents who answered often. Then, 15 respondents who sometimes practice as the statement, 35 students who answered rarely and 4 respondents answered never. In addition, percentage for this statement is 63,77% which means that students has enough category in applying this statement.

The next point (item number 20), table showed that majority the respondents often practice this statement, 47 respondents. Then, there were 8 students who always apply as the statement. There were 17 respondents who sometimes acted like the statement, 29 students answered rarely and only 5 respondents answered never. Thus, the percentage of students applied in this statement is 64,53% which means the students had enough category in applying this statement.

Point sixth, seventh and eighth (item number 7,19 and 20) are the third indicator of surface approach, syllabuss-boundness (separating material). By adding the percentage of all the points and divide it in 3, it was found that average of percentage for syllabuss-boundness was 66,85%which means that students had enough category in using google for separating material (syllabuss-boundness).

The ninth point (item number 8) showed that there were 8 from total respondents always practice what stated in the statement. There were 35 respondents who answered often, 5 respondents answered sometimes, and 44

respondents answered rarely. The last one is 14 respondents who answered never. In addition, the percentage of students applied this statement is 56,03%which means that students had enough category in using google for this statement.

The last point (item number 14) in surface approach item showed that popular respondents' answer is rarely in applying this statement, 42 respondents. There were 10 respondents who answered always, 7 respondents answered sometimes, 41 respondents who answered often and 6 respondents answered never. Thus, the percentage of students applied in this statement is 61,32% which means the students had enough category in applying this statement.

The ninth and tenth point (item number 8 and 14) were statements that support fourth indicator of surface approach, fear failure. Percentages both of them was added, then divide with 2 to find out fear failure percentage. As seen in the table the percentage respondents' answer for fear failure is 56,87% which means that students had enough category in this scale.

Each percentages of all students' answer per indicators was averaged. It was found that percentage of students used surface approach while using google for learning English was 62,41% which means that students had enough category in applying surface approach while using google for learning English.

Table above showed that in surface approach, students mostly separated Englih material that they found in google, in other word they could not relate

the material that they got each other. It can be seen from the students' answer score percentage in syllabus-boundness sub-scale (separating materil) was 66,85%. It had the highest score in item , "*Saat menggunakan mesin pencari google, saya fokus untuk memahami materi bahasa inggris pada poin tertentu seperti grammatical"*.It means that in surface approach, students tend to use google to search English material separately..

It can be concluded that, there were four indicator of surface approach; lack of purpose, unrelated memorizing, syllabuss-boundness and fear failure. For all indicators above, students were indicated with enough category and the highest score was in syllabus-boundness indicator. In general, students of English Education Study Program at IAIN Bukittinggi' were categorized enough in surface approach while using google for learning English. In addition, in this approach they mostly used google in learning english for looking for English material separately (non-conceptual learning).

Based on data above, it can be seen that the result of students' answer in both deep and surface is showed by following table :

Table 4.4: Deep And Surface Approach

NO	LEARNING APPROACHES	SUB-SCALES	PERCENTAGE	CATEGORY
1	DEEP APPROACH	Seeking meaning (SM)	77,42%	Good
		Relating Ideas (RI)	73,20%	Enough
		Use of Evidence (UE)	73,27%	Enough
		Interesting Ideas (II)	68,77 %	Enough
	Mean		**73,17%**	Enough
2	SURFACE APPROACH	Lack of Purpose (LP)	64,44%	Enough
		Unrelated Memorizing (UM)	59,69 %	Enough
		Syllabus-Boundness (SB)	66,85 %	Enough
		Fear Failure (FF)	58,67 %	Enough
	Mean		**62,41%**	Enough

Source : Research data from questionnaire

Based on table above, it can be seen that students used both of approaches; deep and surface in enough categoty. The approach that mostly used by students is deep approach. The percentage of students answer for deep approach was 73,17% whereas the percentage of students answer for surface approach was 62,41%. It can be seen from the table that the highest score is deep approach, 73,17% with enough category level used. It means that students tend to use deep approach while accessing google for learning English in enough category or average level.

It can be concluded that deep approach is the most approach used while using google in English subject by English students at IAIN Bukittinggi in Academic year 2018/2019 in enough category or average level.

2. Analysis of The Data

This part focused on the steps to describe the result of the questionnaire. The researcher analyzed learning approach that used by students when using google for learning English. The data were collected at the fifth semester of students English Education Study Program at IAIN Bukittinggi. There are two kinds of learning approach that used by students; deep and surface.

a. Deep approach

Based on table (4.3) can be seen that there were four indicator in deep approach. The first indicator is seeking meaning. In seeking meaning, the students got 77,42%. If it is interpreted in table category (4.1), it is in the range 76%- 100% (good category). It means that the students used google in learning English for seeking meaning is in good category. Thus, it can be stated that the students are good enough to find out English material from google by understanding the meaning

The second indicator is relating ideas. In relating ideas, it showed that students got 73,20%. If it is interpreted in table category

(4.1), it is in the range 56%-75% (enough category). It means that the students used google in learning English for relating ideas is in enough category. Hence, it can be stated that the students have enough level to find out English material from google by constructing the idea as a whole.

The third indicator is use of evidence. In use of evidence, it showed that students got 73,27%. If it is interpreted in table category (4.1), it is in the range 56%-75% (enough category). It means, indicator use of evidence, the students are in enough category. Because of that, it can be stated that the students have enough level in critical thinking when find out English material from google.

The fourth indicator is interesting of ideas. In interesting of ideas, it showed that students got 68,77 %. If it is interpreted in table category (4.1), it is in the range 56%-75% (enough category). It means, in indicator interesting of ideas, the students are in enough category. Hence, it can be stated that the students have average level of intrinsic motivation to learn English from google.

In conclusion, based on table (4.3) and explanation above, the average of students used deep approach is 73,17% . If it is interpreted into table category (4.1), it is in the range 56%-75% (enough category). It means that the students used google in learning English is in enough category or average level for deep approach. Thus, it can be

stated that the students are in average level in understanding and transforming knowledge of English material from google.

b. Surface Approach

Based on table (4.3) can be seen that there were four indicators in surface approach. The first indicator is lack of purpose. In lack of purpose, the students got 64,44%. If it is interpreted in table category (4.1), it is in the range 56%-75% (enough category). It means that the students were lack of learning purpose while using google in learning English is in enough category. Thus, it can be stated that the students have average level in lack of learning purpose (learning because of the task)learning English from google.

The second indicator is unrelated memorizing. In unrelated memorizing, it showed that students got 59,69 %. If it is interpreted in table category (4.1), it is in the range 56%-75% (enough category). It means that the students did rote learning when used google in learning English is in enough category. Hence, it can be stated that the students have average level in failed of making sense of English material that they found from google.

The third indicator is syllabuss-boundness. In syllabuss-boundness, it showed that students got 66,85 %. If it is interpreted in table category (4.1), it is in the range 56%-75% (enough category). It means that students did non-conceptual learning while using google

for learning English is in enough category. Thus, students are in average level when separated English material (non-conceptual learning) while finding information from google.

The last indicator is fear of failure. In fear of failure, it showed that students got 58,67 %. If it is interpreted in table category (4.1), it is in the range 56%-75% (enough category). It means that, in fear failure students are in enough category. Thus, the students are in average level while using google for learning English for doing English task to avoid failure.

In conclusion, based on table (4.3) and explanation above, the average of students used surface approach is 62,41%. If it is interpreted in table category (4.1), it is in the range 56%-75% (enough category). It means that the students reproduced, bound and did rote learning while using google for learning English is in enough category or average level.

In conclusion, the highest percentage of students' using google for learning English is in deep approach. It categorized into enough or average level. Thus, students of English Education Study Program at IAIN Bukittinggi academic year 2018/2019 used deep approach more than surface approach while using google in English subject and they used it in enough category.

B. Discussion

Google is unavoidable for students of English Study Program, because google provides huge of information that very useful for them in learning English. However provides huge information, google did not guarantee that all students who used will success in learning, it depends on their learning approach in literacy information. There are 2 kinds of learning approach, deep and surface. Surface approach does not lead students to achieve understanding the content, but it leads to poor-quality learning, whereas deep approaches are necessary for high-quality learning in higher education[67]. It means that surface approaches should be discouraged and deep approaches should be encouraged. It is crucial for the lecturers to know about this because it influences their pedagogy choices to lead students to appropriate approach.

Deep approach is related to transforming information. In applying this approach, students learn for seeking meaning, relate all the idea that they learned and practiced, critical when found evidence, and interest in materials. Based on Ramsden in Rakibul said that "Surface approach does not lead students to achieve understanding the content, but it leads to poor-quality learning, whereas deep approaches are necessary for high-quality learning in higher education"[68]. It is not suitable with theory, this research found that the students used deep approah more than surface, but in the problem there were

[67] *Ibid.*
[68] *Ibid.*

found that some of them still did not understand English material however they used google. It may caused by two posibilities. The first, it may be the students who were interviewed mostly were surface students. Second posibility, the students did not showed their deep approach maximally because of certain factors. It can be seen from the finding that they used deep approach still in enough category (average level).

Surface approach is related to reproduce information. In apply this approach, students students learn as lack of purpose, memorizing and reproducing unrelated material, separating of material, and learn as fear failure. This research found that, the students used surface approach while using google for learning English with enough category for all indicators, but the highest score is in syllabuss-boundness or non-conceptual learning. Based on theory by Rakibul mentioned that, surface learner focus on the pieces element of the content such as formula, symbol and evidence.[69] Because of that, they could not integrate all English materials into a whole, so they got less understanding and understand it by pieces information, so that they difficult to tranform it into their own sentences. As the effect, they copied it directly from google into their task or assignment. It is suitable with Johan et,.al, they found that students tend to do plagiarism when using internet.[70]In addition, in deep approach, the lowest score is in students' motivation

[69]G M Rakibul Islam &Md. ShahriarShafiq. *Op.cit*.

[70] Johan et.al . internet in cmpleting academic assesment. Study On UiTM TESL Student. *ELSEIVER*, 90.196-202.

(interesting of ideas). Based on Prosser and Trigwell in Rakibul et.al mention that, "In adopting deep approach, students have an intrinsic interest in the task and an expectation of enjoyment in carrying it out."[71] The students were found low in this indicator. Consequently, however they were understand, they had less motivation to spare their time for pharaphrasing the sentences from google. That is why it was found in problem that some students do plagiarism with understanding or not.

As the explanation above, it can be seen that the students used deep approach more than surface approach while using google in English subject., but the usage is still in enough category (same category with surface), so it needs to be improved and surface approach should be reduced. In term to encourage deep approach, based on finding the students got the lowest score in intrinsic motivation (interesting of ideas). Because of that the students need to be motivated by lecturer with suggestion that is given by Ramsden, the lecturer can lead students to deep approach through interest in and background knowledge of the subject matter, stimulating ad considerate teaching and assesment method that foster active and long-term engagement with learning task[72]. In term surface approach, the students used it in enough category but the highest score in non-conceptual learning (syllabuss-boundness). The lecturers need to avoid factors that can encourage students into surface

[71] G M Rakibul Islam&Md. Shahriar Shafiq.*op.cit*, p. 50.
[72] *ibid*

approach like Ramsden said that surface approach are encouraged by assesing methods emphasising recall the application of trivial procedural knowledge and assesing that create anxiety.[73] Moreover the lecturer have to avoid such as Biggs and Thang said that" teaching piecemeal by bullet lists, not bringing out the intrinsic structure of the topic or subject and assessing for independent facts, which is almost inevitably the case when using short answer and multiple-choice tests"[74]. In addition, because of the students still did not use their deep approach maximally, it is better for next researcher to find out the reason for this problem. Thus, hope that the explanation above will help the lecturers to encourage students to deep approach and discouraged surface and hope that the next researcher will do the research about the reson why the students did not show their deep approach maximally.

In conclusion, students of English Education Study Program at IAIN Bukittinggi academic year 2018/2019 used both deep and surface approach when using google for learning English in same category, however the deep was higher. Because of that the lecturer should lead students to deep approach more and discourage surface approach. It is particularly in improving students' intrinsic motivation and reducing non-conceptual learning.

[73] Ramsden p. *Op.cit*. p. 80
[74]Biggs and Thang. *Op.cit* p.25-26

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on finding and discussion of the research, it can be concluded that the students used deep approach more than surface approach while using google in English subject. The students used the deep approach with enough category (73,76%) and in surface approach, the students also used it in enough category (62,06%). In deep approach indicator, the students were identified that they have good category only in seeking meaning. They were still in enough category in other indicator; relating ideas, use of evidence and interesting ideas. In surface approach, the students were identified that they have enough category for all indicators; lack of purpose, unrelated memorizing, syllabuss-boundness and fear failure.

In deep approach, the students got the lowest score in interesting of ideas (intrinsic motivation). It means that they are needed to be motivated into deep approach . They also need to minimize surface usage particularly in non-conceptual learning (syllabuss-boundness indicator). Thus, English students at IAIN Bukittinggi academic year 2018/2019 used deep approach more than surface approach while accessing google in English subject, but it still in enough category, so that the lecturers need to lead students more into deep

approach and discourage surface approach especially improve their intrinsic motivation and reduce non-conceptual learning.

B. SUGGESTIONS

Based on the result of this research, the students should improve their literacy information level to deep approach. The lecturers are suggested to motivate and inspire students, which guide them to deep approach and discourage surface approach while using google in English subject. For next researcher, it is suggested to find out factors that influenced students to do not show up their deep approach maximally while using google in English subject.