THE USE OF INTERNET RESOURCES IN ENGLISH TEACHING: TEACHERS' CONSIDERATION IN SELECTING INTERNET RESOURCES

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



By: Nur Hamidatul Mauidloh NIM D75216110

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHERS TRAINING

SUNAN AMPEL STATE ISLAMIC UNIVERSITY

SURABAYA

2020

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama	: Nur Hamidatul Mauidloh
NIM	: D75216110
Jurusan/Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan
Judul Skripsi	: "The Use of Internet Resources in English Teaching:
	Teachers' Consideration in Selecting Internet Resources"

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Surabaya, 15 Juli 2020 Yang membuat penyataan, METERAL STCE3AH-SD75000 Mar Muduman Nur Hamidatul Mauidloh D75216110

ADVISOR APPROVAL SHEET

This thesis by Nur Hamidatul Mauidloh entitled "The Use of Internet Resources in English Teaching: Teachers' Consideration in Selecting Internet Resources" has been approved by the thesis supervisors for further approval by the Boards of Examiners.

Advisor I

3

Mokhamad Syaifudin, M.Ed. Ph.D NIP, 197310131997031002

Advisor II

Drs.Muhtarom Med.Grad Dip Tesol NIP, 196512201992031005

EXAMINER APPROVAL SHEET

This thesis by Nur Hamidatul Mauidloh entitled "The Use of Internet Resources in English Teaching: Teachers' Consideration in Selecting Internet Resources" has been examinated on July $21^{st} - 27^{th}$, 2020, and approved by the board of examiners.

ERIAN Dekan H. Ali Mas'ud, M.Ag., M.Pd.I) Dr NIP. 196311161989031003

Examiner 1

(<u>Rakhmawati, M.Pd)</u> 197803172009122002

Examiner 2

(Fitriah, Ph.D) 197610042009122001

Examiner 3 9

(H.Mokhamad Svaifudin, M.Ed, Ph.D) 197310131997031002

Examiner 4

(Drs. Muhtarom, Med.Grad Dip Tesol) 196512201992031005



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

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Nama	: Nur Hamidatul Mauidloh
NIM	: D75216110
Fakultas/Jurusan	: Tarbiyah dan Keguruan /Pendidikan Bahasa Inggris
E-mail address	: iidmalik12@gmail.com

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ABSTRACT

Mauidloh, Nur Hamidatul, 2020, The Use of Internet Resources in English Teaching: Teachers' Consideration in Selecting Internet Resources. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Mokhamad Syaifudin M.Ed, Ph.D and Drs. Muhtarom, M.Ed. Grad. Dipl. TESOL

Keywords: Internet Resources, English Teaching, Teachers' Consideration

In today's era, internet resources is an interactive source in the field of education. In English teaching, it could help the teachers to improve the students' skill and students' knowledge. Therefore, the teachers could have some considerations in selecting internet resources, so that they can achieve the goal of teaching and learning. This study was intended to investigate the teachers' consideration in selecting internet resources in English teaching. The design of this research was qualitative descriptive. This research involved four English teachers of MAN 1 Gresik as the participants. The data was collected through the interview and the observation. The result of the research demonstrated that all the English teachers used internet resources for years, such as: Toondoo, Kahoot, Quizizz, ESL World Games, Make Belief Comix, VOA, English Central, BBC English, Google Classroom, and Schoology. They selected those internet resources based on some considerations, namely: the menus which are provide on that resources, the ease of use of the resources, the MGMP (Musyawarah Guru Mata Pelajaran) programs, and the suitability of the resources with teachers' need and curriculum competence set. This research highlighted that the teachers were able to select appropriate internet resources to make the teaching and learning activities run in a fun way. Meanwhile, the teachers also faced some obstacles in English teaching using internet resources such as: internet connection and the rules of the Islamic boarding house which prohibited the students to bring mobile phone to the classroom. Therefore, the teachers should ask to the headmaster or the committee of the school to provide equitable internet access for each room in the school.

ABSTRAK

Mauidloh, Nur Hamidatul, 2020, The Use of Internet Resources in English Teaching: Teachers' Consideration in Selecting Internet Resources. A Thesis. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Advisor: Mokhamad Syaifudin M.Ed, Ph.D and Drs. Muhtarom, M.Ed. Grad. Dipl. TESOL

Kata Kunci: Sumber-sumber Internet, Pengajaran Bahasa Inggris, Pertimbangan Guru

Pada era sekarang ini, sumber-sumber internet merupakan sumber interaktif dalam bidang pendidikan. Dalam pengajaran bahasa Inggris, hal ini dapat membantu para pengajar untuk meningkatkan keterampilan dan pengetahuan siswa. Oleh karena itu, para guru dapat mempertimbangkan beberapa pertimbangan dalam memilih sumber-sumber internet, agar tujuan belajar mengajar dapat tercapai. Penelitian ini dimaksudkan untuk mengetahui pertimbangan guru dalam memilih sumber-sumber internet dalam pengajaran bahasa Inggris. Desain penelitian ini adalah deskriptif kualitatif. Penelitian ini melibatkan empat guru bahasa Inggris MAN 1 Gresik sebagai partisipan. Pengumpulan data dilakukan melalui wawancara dan observasi. Hasil penelitian menunjukkan bahwa semua guru bahasa Inggris menggunakan sumber-sumber internet selama beberapa tahun, seperti: Toondoo, Kahoot, Quizizz, ESL World Games, Make Belief Comix, VOA, English Central, BBC English, Google Classroom, dan Schoology. Pemilihan sumber daya internet tersebut didasarkan pada beberapa pertimbangan, yaitu: menu-menu yang disediakan atas sumber daya tersebut, kemudahan penggunaan sumber-sumber internet, program MGMP (Musyawarah Guru Mata Pelajaran), dan kesesuaian sumber-sumber internet dengan kebutuhan guru, dan kesesuaian kurikulum. Hal yang perlu disorot dalam penelitian ini yakni guru mampu memilih sumber-sumber internet yang sesuai agar kegiatan belajar mengajar berjalan dengan menyenangkan.Sementara itu, para guru juga menghadapi beberapa kendala dalam pengajaran bahasa Inggris, seperti : koneksi internet dan peraturan pondok pesantren yang melarang siswa untuk membawa ponsel ke kelas. Oleh karena itu, guru harus meminta kepada kepala sekolah atau komite sekolah untuk menyediakan akses internet yang merata di setiap ruangan sekolah.

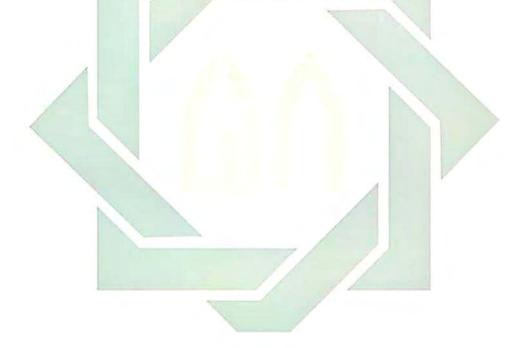
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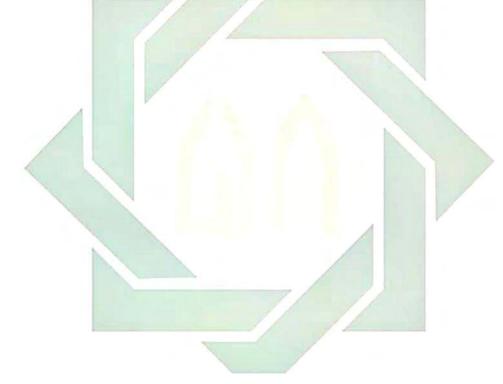
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LIST OF ABREVIATION

- UIN Universitas Islam Negeri
- AKA As Known As
- MGMP Musyawarah Guru Mata Pelajaran
- 4C Skills (Critical Thinking, Communication, Collaboration, Creativity)



CHAPTER I INTRODUCTION

The first section presents the general issues of this research that related to the background of the study. It includes the background of the study, the research question, the objective of the study, the significance of the study, scope and limitation of the study, and the definition of key terms.

A. Background of the study

Internet is increasingly became an interactive tools that provide extensive resources in a field of education. According to Noytim the internet is a powerful repository of information for language teaching¹. Surpraisingly, innovation of the internet in education is unstoppable, every minutes or even in a second the vast resources are renewable and its available for teachers to gain the variety of authentic materials. They may use those materials much the same way as they used other print-based to create worksheets and excercises. Studies by Erly Wahyuni, Mariusz Kruk, and Dr. Mowaffaq Momani have proved that using internet resources build the teachers' awareness in teaching English². They tend to use creative internet resources such as Electronic books, Social Media, and Website in improving grammar and language skills of the students. In addition, those materials have greatly benefited both teachers and learners to communicate and exchange informations³. As stated by Tapscott, internet has huge potential to improve education, thus it will

¹ Noytim, U. (2006). The impact of the internet on English Language Teaching

² Wahyuni, E (2018). Teaching Englishwith an Internet-Based of Google Docs to Improve Students Critical Thinking.

³ Kruk, M. (2013). Helping students to learn the English second conditional by blending Internet resources with virtual worlds: The results of a study

make everything in teaching and learning are more efficient⁴. It could be concluded that using internet resources is good for helping the teachers in teaching.

However, several issues in indonesia especially rural areas the teachers do not really apply internet resources due to lack of knowledge in operating the computer networking⁵. Besides, the teachers are only focusing on textbook rather than searching materials from the internet. Also, some schools still do not facilitate the technology and still widely applying the old-fashioned way in teaching which the students are expected to study and memorize. Hargreaves⁶ & Beare ⁷ asserts that 2000 were there was abundance of policy and schoolbased problem for a change in traditional role of education, schooling and teaching. Those problems that faced by Indonesian teachers is inappropiate with permendikbud No.38 that, it is important to use technology in teaching and learning activities. By contrast, several studies investigated the use of internet resources was effective and motivated by the fact that the respondents of the study had been familiar and skilled in internet resources.

First, a study by Saripah and Sandra discuss about the use of internet resources to improve students' language performance⁸. This study was designed to investigate the factors that motivate students to read English

⁴ Don Tapscott. (1997), *Growing up Digital, The Rise of the Net Generation*. New York: McGraw-Hill

⁵ Kasim, Mellani. (2008). Macam-macam Model Pembelajaran untuk Mengatasi Masalah Pendidikan. <u>Meilanikasim.wordpress.com</u>

⁶ Hargreaves (1997). *The four ages of professionalism and professional learning*.

⁷ Beare, H (2001). *Creating the future school.*

⁸ Sinas S, & Phek SS (2013). Usage of English Materials from the internet to Improve Students' Language Performance.

materials from the internet. This quantitative study reveals that the factors that motivate the students to read English language materials from the internet include the varieties of materials that the internet offers, self-motivation, self-interest and encouragement from the teachers. In line with Yunus, it is important for the teachers to support and encourage the students to read English language materials from the internet, so that they can demonstrate better reading fluency, and greater ability to read independently⁹.

Second, a study from Turkey by Yasar, Sabah and Tuncan about the use of internet resources¹⁰. The main focus of this study was to investigate the diversity, accessibility, and reliability of the internet resources used by the inexperienced university. This quantitative study revealed that using highly accessible internet resources gave fast result, but the reliability of those results could not be ensured. So, the negative effect of accessibility could be decreased by using university library database.

Another study from Saudi Arabia by Abbar Ghalem which discussed about teachers' perception concerning use of Internet Assisted Language¹¹. A questionnaire was sent to eight ESP teachers who works in the college of applied medical science, at Jazan University. The questionnaire consists of seven statements which set for the purpose regarding the teachers' perception of the use of internet as a pedagogical method in English teaching. The

⁹ Yunus, M.M (2007). *Malaysian ESL teachers' use of ICT in their classrooms: Expectation and realities*. RECALL: *The Journal of EROCALL*, 9(1),79-95.

¹⁰ Guneri Y, Balta S, Ercan T (2010). *The use of internet resources by university students during their course projects elicitation*: A case study, Turkey.

¹¹ Ghalem, Abbar. (2017). Teachers' Perceptions of the Use of the Internet Assisted Language Learning in Solving Medical Students' English Language Problems. Asian Journal of Education Research. Saudi Arabia.

finding showed that all teachers did not have adequate knowledge on how to implement internet. However, they commonly agreed that internet was potential to improve students learning outcomes and they all admitted that internet was the solution for the student's English language problem.

As we know from the previous studies that have mentioned above, all of them are concluded that internet resources are helping the students to engage and develop their knowledge. However, those studies have only investigated some problems, such as the lack of student's language performance, the lack of students in writing the project elicitation and the teachers perception about students' learning outcomes. Unfortunately, there is no study that explores about teachers' consideration in selecting internet resources. So that, the researcher agrees that internet resources is one of the teaching sources which can use by the teachers in teaching activities, especially in English teaching. Therefore, the researcher believes that the teachers of MAN 1 Gresik have some good internet resources for their English teaching in the classroom because that school is classified as a technology based school which all the teachers already mastering the technology. The main questions driving this research attempts to discover: What are the internet resources used by the teachers of MAN 1 Gresik in teaching English? What are the considerations do the teachers of MAN 1 Gresik have in the selection of internet resources? All of this research questions will be answered in this study.

B. Research Question

Based on the research background above, this research questions of this study are:

- What are the internet resources used by the teachers of MAN 1 Gresik in teaching English?
- 2. What considerations do the teachers have in selecting internet resources in MAN 1 Gresik?

C. Objective of the study

Referring back to the research question, this study is aimed:

- To identify kinds of internet resources used by the teachers of MAN 1 Gresik in teaching English.
- To explore teachers' consideration in selecting internet resources in English teaching.

D. Significance of the study

The researcher hopes that this study has some significance:

- 1. The result of this study is expected to help the teacher in selecting the internet resources for their English teaching in the classroom.
- 2. The result of the study provides an overview and ideas for the teachers which have not use internet resources, so that they can easily make fun teaching and learning activities in the classroom.

- 3. The result of this study could be a reference for future studies related to this topic and also has benefit for another researcher who will conduct qualitative study research on internet resources in a different perspective or other topics such as students' challenges or teacher challenges in using internet resources and etc.
- The result of this study gives the information to the readers concerning the use of internet resources in English teaching.
- 5. Practically, the result of the study is suggested to English teachers to apply the internet resources in their English teaching activities.

E. Scope and Limits of the Study

The research scope is the teachers' consideration in selecting internet resources in English teaching and kinds of internet resources that used by them in English teaching. Moreover, the selection of this research is limited to the teachers of MAN 1 Gresik. Then, the participants are 4 English teachers who have been experienced in using internet resources. It is chosen because all the teachers know well how to use internet resources in the classroom which makes teaching English more interesting.

F. Definition of Key Terms

To give clear clarification and to prohibit misunderstanding between the researcher and the reader, the researcher clarifies the terms are used in this study as follows:

1. Internet Resources

According to Allan, internet means an electronic system communications network which connects on one electronic media and is supported with internet protocol suite, so that each human in the world can access it¹². Resources is interpreted as a valuable source which works as a key, support complementary elements and provide some information¹³. Internet resources in this study is a teachers' online teaching sources which provide extensive information from all around the world including electronic books, website, or application that can used in teaching English.

2. Teachers' Consideration

Teachers is a person who is a role model, an information provider, a planner, an assessor, and a facilitator for their students¹⁴. Consideration means the act of thinking about something carefully before making a decision ¹⁵. Teachers' Consideration in this study means when the teachers think carefully before they make a decision in choosing the appropriate internet resources for teaching English.

3. Selecting Internet Resources

According Ian, selection is like an evaluation, which means a process of judging or determining various choices or situation for a particular

¹² Allan. 2005. Pengertian Internet dan Asal Usul dari Kata Internet, Surabaya: Penerbit Indah.

¹³ Cambridge dictionary. 2020. https://dictionary.cambridge.org/amp/english/resource. Accessed on Monday, 24 February 2020 at 12.01

¹⁴ Dar E, S. (2008). *Who is a teacher?* HakiElimu Publishers

¹⁵ Marpiangsih, W. (2008). "Pertimbangan Guru Pendidikan Jasmani dalam Pemberian Nilai Mata Pelajaran Pendidikan Jasmani Siswa SMK Se-Kota Yogyakarta".

purpose¹⁶. In this study, selecting means an action when the teacher choosing kinds of internet resources which are the best or most suitable for teaching English.



¹⁶ McGrath, Ian. (2002). *Material Evaluation and Design for Language Teaching*. Edinburgh University.

CHAPTER II REVIEW OF RELATED LITERATURE

The second section discuss several theories and previous studies to support this study about the teachers' consideration in selecting internet resources in English teaching.

A. Theoretical Background

1. Materials in Language Teaching

Materials in language teaching refers to everything that helps the teacher and facilitate the students in teaching and learning process Richards and Schmidt¹⁷. It is usually presented in a print-based such as textbook, workbook, or handout from the internet. According to Tomlinson, some information from printed books or internet which contain language learning could be used as a material for the teachers in teaching and learning process.¹⁸.

In teaching process, material preparation is the first step that the teachers need to do. As stated by Brown, material preparation is used to develop the materials in teaching and learning, so it can satisfy the learner needs and interests¹⁹. To meet the learner's need and interest Tomlinson suggested that materials should give the learners experience through

¹⁷ Richards, J & Schmidt (2002). Language teaching and applied linguistics.

¹⁸ Tomlinson, (1998). Materials development in Language teaching

¹⁹ Brown, J. D, (1995). Elements of Language Curriculum: A Systematic Approach to Program Development

spoken and written texts²⁰. Therefore, there are two steps in developing materials that the teachers need to do. First is identifying, it means that the teachers should identify the objective of the learning. Second is adapting, it means that the teachers should improve the materials to make it suitable for the learner's need. Tomlinson sums up several principles of developing teaching and learning materials for language learning²¹:

a. Materials should have an impact

The students can be achieved the impact when they feel interest, curious, understand, and pay much attention to the materials. Therefore, the materials from the internet is the best way to achieve the impact, because the internet perform thousands of activities. Such as searching information, send or read email, get news, research for school or training, download a podcast, take a class online, participate in an online discussion, take materials online and etc. Those activities are activities that the teacher can use for teaching and learning in the classroom.

b. Materials should help the students to feel at ease

In fact, in teaching and learning process the learners are tend to feel uncomfortable, anxious, bored and uninterested. According to Hakim, boredom in learning is an emergence of a lack of enthusiasm in doing learning activities²². Therefore, the teacher should provide

²⁰ Tomlinson, (1998). *Materials development in Language teaching*. Second Edition. U.K:Cambridge University Press.

²¹ ibid

²² Hakim, T. (2004). Belajar Secara Efektif. Jakarta: Pustaka Pembangunan Swadaya Nusantara.

interactive materials to help the students feel at ease when they are producing language.

c. Materials should help the students to develop confidence.

Many students with low levels of confidence are difficult to understand the materials, that's why the teachers should give them some materials which can build their confidence. For example, by doing a role play or by giving them some materials from the internet such as, showing videos, games, or easy quizzes to makes them more enjoy and fell confidence while they take the language lesson.

d. Materials should give benefits to the students

The material being taught by the teachers will help the students to practice their target language not only in classroom but also in a reallife. Moreover, by presenting good materials from the internet, story book, video tape, and radio. The students could achieve some benefits such as improving their ability, skills or even a new skill.

e. Materials should facilitate media specification

The activities in the classroom allow the teachers to use some media that obtained from the materials. Arsyad asserts that media is aimed at something that deliver some messages of information between sender and receiver²³. The teachers could use some media such as Visual media (pictures, graphics), Audio media (radio, tape recorder), Projected media (showing power point), and Projected

²³ Arsyad, Azhar. 2009. *Media Pembelajaran*. Jakarta:Rajawali Pers.

motion media (showing film or video)²⁴. So that, teaching using media can help the students in their learning process more effective and efficient.

2. Types of Resources in English Teaching

As States by Tomlinson, resource of the materials has been divided into three sections, they are The Old, the New and the Newest²⁵. Some of the sections may look more "Teacher-centered" and other may be appropriate for "Learner-centered". However, those can be used by the teacher purposefully, critically and creatively.

a. The Old

The old one means the materials that still use traditional elements in language learning. The teachers are commonly use whiteboard, textbook and hand-made in presenting the language learning. Chen, mentions kinds of activity which can be done using whiteboard, few of them are: Class story, Cross word, Draw and describe, Hangman, Sentence game, Word change and Anagrams²⁶. From those activities it can concluded that this section is still "Teacher centered category" because the teachers play a full role in teaching and learning activities. Teachers will give explanation and doing presentation in front of the class and the students do not have opportunity to develop their knowledge by finding some materials to

²⁴ Sahid. 2010. Pengembangan Media Pembelajaran Berbasis ICT. UNY

²⁵ Tomlinson, Brian. 2011. *Materials Development in Language Teaching*. Second Edition. U.K:Cambridge University Press.

²⁶ Chen Huibang. 2006. An Interactive whiteboard into the status of classroom teaching and *Thinking*. Taipei Host.

support their own knowledge. The problems while teaching and learning will be solved by the teacher.

b. The New

The new one mans the materials use electrical and electronic appliances in the classroom. The items that the teachers tend to use are projector, video player, and audio player. Those items have been labeled as "New Technologies" that provides the lesson with effective, quick interaction from both teacher and learners.

c. The Newest

The newest mans the materials use technology in the classroom, including internet resources, using appropriate software, and website. According to Walsh, there are so many different tools and technologies available on the Internet today with so many associated terms and concepts: Video and Podcasting, Presentation Tools, Collaboration and Brainstorming Tools, Wikis, Social Networking, IM, Twitter, Virtual Worlds, RSS Feeds. This section is categorized as a "Learner Centered" because the students are able to search some information from the website by themselves. Also, the students are given the opportunity to solve the problem.

3. The Internet Resources in Teaching English

The Internet provides lot of opportunities and has in-built search engines and social networks. Olomo stated that Internet is an international computer network that connects other networks across the globe²⁷. In today's technology-driven world, the emergence of the internet has become more and more useful in teaching and learning. This idea is also supported by Warschauer, Shetzer, & Meloni that the Internet can be used for various types of teaching²⁸. Given this view of the relationship between internet and teaching, it is clarifying that in teaching teachers should prepare the materials with infinite access to all types of information's. Meanwhile, Komalasari asserts that internet is one of the categories in a teaching and learning source which provides good materials and provides varied reading sources²⁹.

A number of studies have investigated the use of internet resources for teaching in language learning. Febisola Olowolanyemo examined teachers' awareness in Azare higher education with the participation of teachers in Nigerian school. Using descriptive research methodology, Febisola Olowolanyemo found that the teachers of English are advised and encouraged to have a positive attitude to the internet resources and it also encourage their students to do the same. These teachers used Web quest which potentially involves the learners in practice of all the language skill. In short, the use of internet resources has been trusted by teachers that can improve their teaching

²⁷ Olomo, A.B. (2011, November 4). *Misuse of the Internet by Students*. Retrieved from http://www.tribune.com.ng/

²⁸ Warschauer M, Shetzer H, & Meloni (2002). *Language Teaching: Concepts and practice*.

²⁹ Komalasari, Kokom. 2010. *Pembelajaran Konstektual*: Konsep dan Aplikasi. Refika Aditama. Bandung.

and gives an UpToDate supplement materials to the students, Rusman³⁰.

4. Types of Internet Resources

Nowadays, people are familiar with an Internet. Even elementary age children are spending their time to surf the internet rather than reading some printed books. According to Kamenetz, the availability of online resources serves more quicker, less expensive, and more efficient manner than ever before for all the students³¹. Therefore, a quick search from the internet will express something that you want to know, and it is available for free. The internet resources manifest themselves in numerous categories, such as:

a. Online Courseware

The web-based educational tutorials are online courses that offer courses in various subjects online. Carliner defined, online learning is an educational material that presented via computer and it takes place over the internet³². Meanwhile, the online course provides a distance learning irrespective, it also provides a higher degree of interactivity and flexibility. Online course is the best part of technological multimedia and instructional innovation that has designed for the students and the teachers. The online course which available on the internet are:

³⁰ Dr. Rusman M.Pd, (2017). Belajar dan Pembelajaran. Jakarta: Rineka Cipta.

³¹ Kamenetz, A. (2009 Septeber 1). *How Web-Savvy edpunks are transforming American Higher Education*. Fast Company. Retriver November,7,2009.

³² Carliner, S. (2004). *An Overview of Online Learning (2nd ed)*. Amherst, MA: Human Resource Development Press.

1) MIT Open Course Ware

MIT Open Course Ware is an initiative of the Massachusetts Institute of Technology (MIT) to publish all the materials from undergraduate and graduate level courses online³³. MIT course opens courses with various subject, such as science, computer, engineering, history, literacy, and literature. The students could view, read and download all materials provided by MIT in the form of lecture notes, exams and some videos.

2) Coursera

Coursera is a platform that has collaborated with many best institutions and universities such as Stanford University, University of Michigan, University of Pennsylvania that provide course programs³⁴. Coursera is focused on the students who wants to learn English. Learning English in Coursera is comprehensive and interactive because the materials which consist videos, quizzes and exercises. Interestingly, the students can learn together if they could not do the exercise.

b. The Design Tools

Design tools are media, objects or computer programs which can be used to design something. As jones elaborates, Design is the world for building new things. In the field of education, some of

³³ MIT Open Course Ware. 2019. https://ocw.mit.edu/help/get-started-with-ocw/. Accessed on December, 13 at 11.07.

³⁴ Definition Net. 2019. https:// www.definitions.net/definition/COURSERA. Accessed on December 13 at 12.00

resources for design are helping the students to develop their creativities and help them to create something new³⁵. However, the term *creating* (design) is the label chosen as the top level of Bloom's taxonomy. It refers to the act of planning, problem solving and making an improvement, Anderson and Krathwohl³⁶. Here are some design tool resources that are available for students and teacher in the internet:

1) Toondoo

Kirchoff and Cook point out that Toondoo is a comic creation that offers many options and it is free and user-friendly interface³⁷. As the newest technology in the internet, teachers can simply create a cartoon using Toondoo by choosing characters, backgrounds and clipart's. However, it is different with some cartoons on the book, because the students could make their own comic plot creatively. Besides, this tool is helping to build different settings and experiences for the students which can increase their motivation to learn. Gonzalez

³⁵ Jones, David. (2008). FASTTrack: *Pharmaceutics – Dosage Form and Design*. Pharmaceutical Press: London.

³⁶ Anderson, L.W., and Krathwohl, D.R. (2001). *A taxonomy for Learning, Teaching, and Assessing; A revision of Bloom's Taxonomy of Education Objectives*. New York: Addison Wesley Longman Inc.

³⁷ Kirchoff, and Cook. (2015). Overviewing software Applications for Graphic Novel creation in the post- secondary and secondary classroom. SANE journal: Sequential Art Narrative in Education,2.

has found that Toondoo is a good visual literacy resource for the teachers in motivating the students³⁸.

2) Canva

Canva can be used in learning activities. Smaldino stated that Canva is one of visual classroom which serve six multiple purposes, such as: 1) To develop ideas concretely, 2) To motivate the students, 3) To engage the students attentions, 4) To repeat the information, 5) to recall the knowledge that have been learned, 6) To make the learning activity more simple and easy³⁹. Those purposes have believed could create a positive learning environment.

3) PowToon

PowToon offers a wide series of graphics, cartoons, and animated images. PowToon presentation could be shared to other programs including YouTube and PowerPoint. Therefore, it also provides a good feature in learning. PowToon could be used by the teacher to teach in any subject and any type of class which the students are required to improve their 4C skill

 ³⁸ Gonzalez, A. M. V. (2016). Comic in Toondoo and Collaborative Learning: A visual literacy resource to evidence vocabulary learning with emphasis in action verbs in an EFL group of seventh graders in a Cajica School. Unpublished Thesis. Universidad Santo Tomas.
³⁹ Smaldino, S. E., Lowther, D. L., Mims, C., & russel, J. D., (2015). Instructional technology and media for learning. NY: Pearson.

(communication, collaborative, critical thinking and creativity), Tracy Weber⁴⁰.

c. Assessment Tool

Assessment of learning is the process of gathering information that the teachers use to identify the learners' needs, determine their prior knowledge, strengths and weaknesses, Lidz⁴¹. Nowadays the teachers are easier to assess the student's knowledge because there are plenty of online assessments that provide in the internet. The use of online assessment saves a lot of time and money. However, the students also can take the assessment during class or at home using their own devices. There are some internet resources of online assessment, such as:

1) Quizizz

Quizizz is a tool for creating interactive quiz that is used in the learning activity⁴². The quiz is in the form of multiple choices and true false, the students need to enter the codes before starting the quiz. Every student will have the different question. In addition, this tool is easy to use for all teachers and students. For the teachers it helps them to view students report and view the most difficult question that the students cannot answer. For the students, it helps them to improve their knowledge.

⁴⁰ Weber, T. (2014). *Tools for Teachers and Students. Techniques: Connecting Education and Careers.* 98(3), 8.

⁴¹ Lidz, Carol S. 2003. *Early Childhood Assessment*. John Wiley & Sons, New Jersey.

⁴² Quizizz. 2019. https://quizizz.zendesk.com/hc/en-us/articles/203610052-what-is-quizizz/. Accessed on December, 17 at 01.00.

2) Kahoot

Kahoot is one of the internet resources which elaborates the multiple-choice questions with the images, music, videos, and diagrams that make the design more attractive for students. An instructional expert Gagne & Driscoll explain that the first element needed learning is to gain the students' attention⁴³. Thus, it can encourage students focus and can excite in the classroom.

d. Audio and Video Tool

In teaching and learning there will be an activity called listening. Listening is an ability to identify and comprehend the sound of what we hear from an audio or what others saying, Nunan⁴⁴. In listening activity, the teachers should provide some interesting audios that are familiar meaningful and various for the students. So, it can help them to understand more easily. According to Ur, there are two characteristics of listening exercise that effective practice in the classroom such as, the suitability level of the students and using recordings ⁴⁵. Meanwhile, the students also can improve their listening and speaking by watching some videos on the internet. Harmer, reveals that video helps to make media more realistic which

⁴³ Gagne, R. and Driscoll, M. (1998). Essentials of Learning for Instruction (2nd Ed.), Englewood Cliffs, NJ: Prentice Hall.

⁴⁴ Nunan, D. (2003) Listen In: *A three-level listening series. Second edition.* Boston: Heinle / Thomson Learning

⁴⁵ Ur, P. (1984). *Teaching Listening Comprehension*. London: Longman, p.21

can evaluate student's performance⁴⁶. In addition, video is one of the alternative ways that can be used in teaching and learning because it contains dialogues from highly proficient English speakers, so that the students could easily imitate and understand the pronunciation. Therefore, Krashen asserts that for input to be comprehensible, it must be suited to the level of the students⁴⁷. In light with this statement, the video needs to present different levels of fluency which suitable for each student, so that they know their respective level. Here are the internet resources for video and audio in teaching and learning activity:

1) Elllo

This resource is available on the internet which offers free listening activity for students who wants to learn English or other language. The teachers and the students can access the listening lessons for beginner, intermediate or advance. Also, there are many different activities on the site such as, Views, Videos, Mixer, New center, Games, Scenes and Audio notes.

⁴⁶ Harmer, Jeremy. (2001). *How to teach English (An Introduction to the Practice of English Language Teaching)*. Edinburg Gate: Longman.

⁴⁷ Krashen, Stephen P. (1981). Second Language Acquisition and Second Language Learning. Pergamon Press.

2) English Central

This internet resources is intended to be used by the students, though the teachers will certainly find it useful as well⁴⁸. The teachers can design the goals for the students by choosing appropriate videos to fit the needs of a given course. Moreover, it helps the teachers to improve the students speaking and listening skill.

3) VOA News

This internet resources can use by teachers in English teaching. it produces TV, and radio content in more than 40 languages. The teachers can use this resource as an audio and video tools to improve the students speaking and listening skill.

4) YouTube

YouTube is an American video sharing. It offers many popular videos including cooking, tutorial, movie clip, music video, and educational videos. This source also can use by the teachers in improving students skills.

e. Online Dictionaries

This resource can translate various kind of languages around the world. Such as Albanian, Arabic, Japan, Chinese, Dutch, Filipino, Greek, Thailand, Indonesia and etc. therefore, it helps the teacher

⁴⁸ English Central. 2019. https://www.englishcentral.com/about/. Accessed on December 18 at 08.00.

and the students to translate an English words or sentences while teaching and learning activities.

1) Thesaurus

Thesaurus is a web site which focused on synonyms, antonyms, and also definitions. It is free for all users and it helps them in improving their writing with creative synonym.

2) Longman Dictionary

Longman dictionary is a leading dictionary for students of English of all levels and ages who want to learn more about English. It is useful dictionary which have sufficient words. The words have been used in a different type of sentences to clarify different meanings.

- f. Online Books
 - 1) Manybooks

Manybooks is a free e-book which has many genres, such as adventure, biography, classics, drama, fiction, fantasy, horror, travel and etc. Those genres are available for all teachers or students who want to read online or download the books.

2) Project Gutenberg

Project Gutenberg is a free e-book site. This source offers 33,000 books and documents. All books in Gutenberg Project are free, legal, and its available in the format of ePub, Kindle, HTML, and text documents.

5. The Teachers' Consideration in the Selection of Resources

There are many types of resources for teachers available in internet. Some can be used to introduced new lesson, quizzes, games or worksheets. Therefore, to select appropriate resources in the classroom teachers should know their learners well. The teacher must always bear in mind that every learner is defined by different physical and psychological qualities, interest, abilities and different styles of learning. As stated by Howard & Major the first and the most important thing that the teachers must be considered is the learners, and they must ensure they know their learner's personality⁴⁹. By knowing the learners, it would be easier for them to carry out effective resource that is suitable for all learners in the classroom.

Furthermore, the appropriate selection of resources by the teacher for learners can provide them with engaging experience when performing tasks, adding more knowledge, and also helping to foster positive interactions. According to Scarino & Liddicoat, good selection of resources could help teacher teach effectively and that will support language learning program⁵⁰. Meanwhile, Lisa Janicke proposed seven standards for the selection of internet resources such as format, content, relation with other information, authority, suitable audience, arrangement,

⁴⁹ Howard & Major, (2005). Guidelines for Designing Effective English Language Teaching.

⁵⁰ Scarino, Angela and Antony J Liddicoat. (2009) *Teaching and Learning Languages: A guide*. Australia: Australia Government, Department of Education, Employment, and Workplace Relation.

and price⁵¹. From those standards the teacher could determine good criteria for selecting internet resources in English teaching, James Duplass⁵². They are:

a. The validity of the format and content of the resources.

Some websites are inaccurate and purposefully misleading. Therefore, the teachers could choose a website which have sponsored by recognized and reputable institutions because it can minimize the risks of invalid or inaccurate information in teaching and learning process.

b. The suitability of design and use

The design of the internet resources should make the students feels fun and interest. Meanwhile, it also free access and easy to use for all the teachers and the students for teaching and learning.

c. Achieved the learning Objectives

The content of the internet resources should be focused on teachers' objectives. So, the contents should have some benefits and its capable to increase the student's ability.

In addition, the importance of resources selection is necessity for developing criteria for effective teaching and learning. Moreover, those theories above used to help the teachers in determining the standard of a good internet resources in English teaching, also it used

⁵¹ Hinchliffe, L.J. (2004). *Technology and The Concept of Information Literacy for Pre-service Teachers*. Behavioral & Social Sciences Librarian, 22(1), 7-18.

⁵² Duplass, James. A. (2008). *Teaching Elementary Social Studies: Strategies, Standards, and Internet Resources (Third Edition)*. Cengage Learning.

to support their consideration while using internet resources in the classroom.

6. Review of Previous Studies

The researcher got an inspiration to make a research script untitled "The Use of Internet Resources: Teachers' Consideration in Selecting Internet Resources" because some previous studies are discussed about it. The first one is A study from Nigeria by Olowolayemo ⁵³ entitled "Improving the teaching of English Language through Internet Resources in Nigerian Schools". The purpose of this study is to identify the various internet resources which could aid the teaching and learning of English language more interesting. The finding of the study revealed that internet resources can be utilized to improve English teaching in the following ways such as, E-mail which gives the teacher an opportunity to send assignments, electronic text books and other relevant information. Then, YouTube videos which can be used in the classroom for various aspects of English language to improve accents, pronunciations, vocabularies, and fluency. Then, useful websites and Facebook social network which contains many sites for teaching English.

Besides, there is also study which discuss about Internet resources. This study is a study from Poland by Kruk⁵⁴ entitled "The Use of Internet Resources and Browser-Base Virtual Worlds in Teaching Grammar". The

 ⁵³ Febisola Olowolayemo Bright, M. (2014). Improving the Teaching of English Language through Internet Resources in Nigerian Schools . *International Journal of English and Education* ⁵⁴ Kruk, M. (n.d.). *The use of Internet Resourcesand Browser Based Virtual Worlds in Teaching Grammar*. Journal of teaching English with Technology.

aim of this study was to investigate the effectiveness of using online activities and a browser-based virtual world in teaching second conditional in English. The participants of this study were 27 polish students which divided into two groups (treatment group and control group). The data gained by means of the student's test and were analyzed quantitatively. The result indicated that the use of internet resources and virtual world proved to be effective in assisting the treatment students over the grammar not only after the treatment but also four weeks later. The theories of that used by this study will be also used in this study as the guideline to answer the first research questions.

Then, a study from Serbia by Dorde Petrovic entitled "Use of Internet Resources and IT Tools and Characteristics of Higher Education Institutions in Serbia"⁵⁵. The aim of this study is to determine the significant influence of higher education institutions on use of internet resources and IT tools. The data collected from 196 higher education from Serbia by a survey questionnaire. The result showed that there is a statically significant influence on use of internet resources and IT tools. Moreover, the study programs on higher education solely devoted to use create the content and services for the internet.

Last, a study by Saripah and Sandra discuss about the use of internet resources to improve students' language performance⁵⁶. This

⁵⁵ Petrovic, Dorde. (2016). Use of Internet Resources and It Tools and Characteristics of Higher Education Institution in Serbia. Vol. 13, No 1, 2016:293-304.

⁵⁶ Sinas S, & Phek SS (2013). Usage of English Materials from the internet to Improve Students' Language Performance.

study was designed to investigate the factors that motivate students to read English materials. This quantitative study reveals that the factors that motivate the students to read English language materials from the internet include the varieties of materials that the internet offers, selfmotivation, self-interest and encouragement from the teachers.

Additionally, the similarity of the previous studies above is all of the previous studies discuss about the use of internet resources. Meanwhile, each of the previous studies have different focus, subject and object of the research. However, the difference between those studies and this study is that this study focused on kinds of internet resources in English teaching and the teachers' consideration in selecting it. In conclusion, the researcher can compare those previous studies to support this research.

CHAPTER III RESEARCH METHOD

This third section discuss the research methodology of this study and how the way the researcher collects the data. There are eight points which presented on this chapter, they are: research design, research location, data and source of data, data collection technique, research instrument, data analysis technique, research stages and checking validity of findings.

A. Research Design

This research used qualitative study to investigate kinds of internet resources used by the teachers and their considerations in selecting internet resources in English teaching. To answer the issues, this study interviewed 4 English teachers and observed them in teaching English. Creswell stated that qualitative study is collecting the data which focused on participants to develop the data in a study process⁵⁷. This highlights that qualitative research may explore the perspectives, considerations, or views of participants in their real condition using source of data.

This research explored teachers' consideration in selecting internet resources in English teaching and kinds of internet resources which conducted at MAN 1 Gresik, East java Indonesia. The English teachers presented their considerations based on their real experience using internet resources while teaching English.

⁵⁷ John Creswell. 2012. *Educational Research: Planning, Conducting, and evaluating quantitative and qualitative Research*. Pearson. 4th Edition.

B. Research Location

This research takes place at MAN 1 Gresik. It is located at Jl. Raya Bungah No.46, Gresik. This school is an Islamic boarding school which has A accreditation from the educational government. This school has four programs course such as, Science program, Social program, Language program and Islamic program. Meanwhile this school also has some skill classes for their students. They are computer repair, furniture, clothing and makeup class.

This school is categorized as a good school which have a good teachers' quality. Because, most of the teachers in MAN 1 Gresik already use internet resources while they are teaching. It is supported with 3 computer laboratories which make the process of teaching and learning easier, and also with a good internet connection of each laboratories. From the information above, the researcher believes that this school is the most appropriate school for implementing the study entitled "The Use of Internet Resources in English Teaching: Teachers' consideration in Selecting Internet Resources" because this school categorized as a technology standard school and the teachers have mastering the technology. So, all the teachers in this school already use internet resources for their teaching sources.

C. Data and Source of Data

1. Data

The aim of this research is to get the data, the data is the important tools in the research which in the form of phenomenon. From the data, the researcher will know the result of the research. The data of this research are the information about kinds of internet resources that the teacher used and their considerations in selecting it. The first data of this research is the kinds of internet resources used by the teachers, this data was collected from the interview and observation. Moreover, the second data of this research is the teachers' consideration in selecting internet resources. This data was collected from the interview.

2. Source of Data

In taking data of the research, the researcher also needs sources to get the available data. According to Arikunto, source of data is a subject of the research from the main method in obtaining the data⁵⁸. Thus, data source is the important thing where the researcher will get the required information. In this study, the source of data are the teachers of MAN 1 Gresik who are teaching English. Moreover, the data of this research collected from the result of the interview and observation.

⁵⁸ Arikunto, S. 2010. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Reineka Cipta.

D. Data Collection Technique

Data collection is the most important step because the main goal of the research is to get data. Without knowing the data collection techniques, the researcher could not get the data and its specified standard. According to Creswell, there are some types of qualitative data collection, they are observation, interview, documentation and Audio-visual⁵⁹. In this research, the data collection conducted Interview and Observation. The detail processes of collecting the data are as follow:

- The researcher chose 4 teachers who are teaching English in MAN 1 Gresik.
- 2. The researcher had an interview with them and recorded it.
- 3. After that, the researcher did an observation while the teachers teaching English used internet resources in the classroom to make the data richer and more credible.
 - a. Interview

The interview used to collect the information about what are the internet resources used by the teachers in English teaching and also their consideration in selecting the internet resources. The researcher had Face to face interview with each of the English teachers. While interviewing, the researcher recorded all the conversation. The interview guideline consists of 10 questions, these questions mainly ask about kinds of internet resources and teacher's consideration.

⁵⁹ John Creswell. 2012. *Educational Research: Planning, Conducting, and evaluating quantitative and qualitative Research.* Pearson. 4th Edition.

b. Observation

The observation used to establish the data about kinds of internet resources that is used by the teacher in teaching English. In doing observation, the researcher immediately observed the activities of the participants. The researcher took a note concerning kinds of internet resources in English teaching in the classroom.

E. Research Instrument

In any scientific research, instrument for collecting data is important, because the accuracy and reliability of the result of the research is depend on how accurate the instrument used. Therefore, the instrument should be well prepared before collecting the data of the research.

Related to the research problems, this study used open-ended question for interview as the instrument and observation (field notes) to collect the data. As defined by Creswell Interview is collecting information tool that is done by asking some questions by face to face conversation to discover the meaning structures that the respondents use to organize their experiences and make sense of their world⁶⁰. The interview guideline used to investigate the teacher's consideration of MAN 1 Gresik in using internet resources in teaching English. The questions are adopted from the previous study and added additional questions to get deep, clear and detail information. It adopted from Kesh Bahadur Rana and Dendy Iqbal which

⁶⁰ Creswell, John W. 2013. *Qualitative Inquiry and Research Design Choosing among five approaches. Third edition*. United States of America: SAGE Publication Ltd.

discuss about the use of online resources in English teaching⁶¹. Moreover, the observation used to investigate kinds of internet resources that is used by the teachers in teaching English in the classroom.

F. Data Analysis Technique

The data which collected by in-depth interview analyzed descriptively since the research design is descriptive qualitative. The technique that is used in this research is Creswell's theory by doing following steps⁶²:

1. Structuring the ordered data

In this step, the researcher transcribed the interviews and transcribed the recording of the conversation with English teachers. The data transcribed of the interview into the script described below:

Interviewed with Mr. A

Date: April, 03 2020

("A" Participant agreed to let me interview her/him for my thesis, she/he is an English teacher of MAN 1 Gresik).

Me: What are the internet resources that you used?

A: I use.....

M: Ok, its good. Then what is your consideration to select it?

⁶¹ Rana, KB. 2017. Use of Educational Technologies in Teaching and Learning Activities: Strategies and Challenges. <u>http://www.duo.uio.no/</u>.

⁶² Creswell, John W. 2013. *Qualitative Inquiry and Research Design Choosing among five approaches.* Third edition. United States of America: SAGE Publication Ltd.

A: Emm, my consideration in selecting those internet resources is.....

2. Reading and understanding the data

This step used to obtain a general sense of the information and to reflect on its overall meaning.

3. Coding and Classifying the Data

Coding is a process of labelling the data into chunks or segments before giving meaning to the information⁶³. In this step, the researcher highlighted the important things from the interview, then categorized main information that already highlighted.

4. Analyzing the Data

In this step, the researcher analyzed the data which had categorized.

5. Interpreting the structured data.

In this step, the researcher explained and gave meaning to the data. When the data had analyzed, the researcher started to describe the findings and presented the data descriptively. Then, the researcher analyzed the data in specific and clear description.

G. Research Stages

In implementing the research, the researcher used some steps which proposed by qualitative Expert. The steps are, identified a research problem, reviewed the related literature, specified a purpose for the research, collected

⁶³ Ibid

the data, analyzed and interpreted the data, and last is reported and evaluated the data of the research.

H. Checking Validity of Findings

Checking validity is an examination of the accuracy of research results by applying procedures. In order to check the validity of the findings, the findings are confirmed with the theories used in this study and some experts of this topic namely the supervisor or the teachers who understand well about teaching English using internet resources. In this research, triangulation technique is used to check the validity of findings. Creswell asserts that triangulation is the process of collecting evidences, from different individuals, types of data, data collection in qualitative research themes and member checking that determines the findings are accurate or not with participants in the study by reviewing their interview transcripts⁶⁴. Denzin identified four basic types of triangulation; they are as follow⁶⁵:

1. Data Triangulation

Data triangulation is data which have done by comparing some information or data in a different way which has known in a qualitative research. To obtain the reliability information, the researcher could use some methods such as doing interview, observation and giving a

⁶⁴ Ibid

⁶⁵ Denzin, N, K. Lincoln, Y, S. (2005). The Discipline and practice of Qualitative research. *In the Sage Handbook of Qualitative Research*. (Denzin, N. and Lincoln, Y. eds). Thousand Oaks CA: Sage Publication.

questioner. In addition, this triangulation is also used to compare the different perspective or theories towards the similar research.

2. Investigator Triangulation

Investigator triangulation is a triangulation which involved more than one researcher in doing a research. Mostly, the researcher who joined in doing the research are expert researchers, so it helps to avoid bias in analyzing the data.

3. Theory Triangulation

Theory triangulation is a triangulation which use more than one theoretical framework in the interpretation of the data. It is used to avoid bias over the findings and used to increase depth understanding of the researcher on the result of the data analysis.

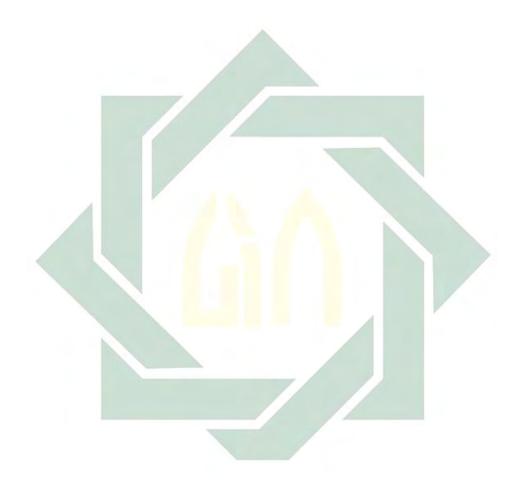
4. Methodological Triangulation

Methodological Triangulation is a triangulation which explore of a certain information through various methods and sources of data, it is similar to the mixed method. It is usually used by the researcher to produce different insight of the evidence or the data. So, the result of one method is used for another method.

Based on the types of triangulation above, the researcher used data triangulation to analyze the data of this research. The researcher analyzed and examined the data from the result of the interview and observation. And last, data triangulation was used to know the related

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theories or perspectives that had been used in this research towards the data of the research.



CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the research findings as the answer to the problems of the study. The first one is what are the internet resources used by the teacher in English teaching? and the second is, what are the teachers' consideration in selecting the internet resources? There are two points that will be discussed in this chapter, the first point is kinds of internet resources in English teaching, the second is teachers' consideration in selecting internet resources. The presenting data is based on the interview with the English teachers of MAN 1 Gresik and an observation.

A. Research Findings

1. Kinds of internet resources in English Teaching

Teacher is an educator. It means that they educate the students with all their capabilities, change the students' mindset, give them inspiration, and the most important thing is to make the students enthusiastic, enjoy and fun in teaching and learning activities. Therefore, teachers need to well-prepared before coming to the classroom. Well prepared in this case is about presenting the materials to the students. The teachers must completely use easy and creative sources which could reach a high achieving in teaching process. Internet resources is the best option for the teachers, because the internet resources provide extensive information from all around the world. So, using internet resources is extremely gratifying about imparting information to the students and working with them to ensure their understanding. The English teachers of MAN 1 Gresik have been satisfactory using some of the internet resources in their teaching activities.

Based on the interview with four English teachers, the researcher found that all the English teachers already used internet resources for years. One of the teachers reveals that he uses internet resources for about 12th years, and three of them are no more than 7th years. Mr. A said that:

Yes, of course I use internet resources. I used it for about 12^{th} years. I think, it started at the beginning of 2009.

Besides, Mrs. B, C and D said that:

Yes mbak, I use Internet resources. I taught at MAN 1 Gresik in the beginning of 2006 mbak. But this past 4th years I just knew how to use internet and of course it is because today is a 21st era, so as a teacher I need to use internet to help me in English teaching.

Yes, I used internet resources around 6^{th} years. Yaaa.. as a source to help me get some information.

Yes, of course I use it. I used internet resources since 2016 mbak, so it is around 5th years lah.

Meanwhile, there was a result of the interview with them about their understanding regarding internet resources in teaching. The researcher found that internet resources is a source of information which is not provided on the textbook that can help the teachers to engage the students in leaning activities. Mrs. C gives some definition concerning internet resources, she said that:

> To me personally, the definition of internet resources is a free teaching resource. I mean internet is a source of teaching and

learning from the internet and its free for the students and for teachers. And also, it could be said that internet resource is an UpToDate source for teachers to make a fun activity.

Therefore, the use of internet resources is believed to have some benefits in teaching and learning activities. But it also has some obstacles in using it. Based on the interview with English teachers of MAN 1 Gresik, the researcher indicates that the use of internet resources has helped the teachers in teaching, and it has some impacts for the students in learning English. Mr. A, Mrs. C and Mrs. D said that:

Significantly, it helps me to improve my quality as a teacher. Because we don't present materials in front of the class a usual, but we implement several games for English teaching and learning. so, the students can respond to us, and the students can feel fun and enjoy in learning. the benefits of using internet resources for me personally is that I can give variety of method in teaching so I can easily engage my students in learning activities.

Yes, of course using internet resources for teachers is extremely good to improve our quality, it also makes everything is easier. For example, preparing the supplementary materials for the students and easier to give assignment for the students because we don't need to printed the paper but we just share it on the google classroom. and also, it helps me a lot to engage my students in learning. using internet resources make my students feel happy, enjoy and fun.

Yes mbak, sure it helps me a lot. The students could improve their creativity by using some internet resources such as Toondoo and Make belief comix. And also, it helps the students to understand English easily. And, for me using internet resources help to improve my quality in teaching and sure it helps me to become an UpToDate teachers. UpToDate teachers means that I can give easier explanation to my students and give variety of learning activities in the classroom. Mrs. C also agreed that using internet resources assist her to find new things in English teaching and it also assist her to gain some materials in teaching rapidly. However, she appointed that sometimes the use of internet resources couldn't make some of the students feel fun or happy because of a reason. Moreover, there are also other obstacles which found by the researcher on the result of the field notes of observation. There were the activities of the classroom observations details:

a. Classroom Observation I

The observation was conducted at 10 Social Grade of MAN 1 Gresik. The teacher teaches English lesson at the end of the schedule. The researcher comes to the classroom as an observer, so the researcher sits down in the corner of the classroom and write some important things while the teacher teaches in the class.

1) The opening (Pre-activity)

The teacher comes to the classroom, say salaam and asks the students to pray before starting the English lesson. Then, in the apperception she greeted the students "How are you?" and the students answer "I'm good mam, and how about you". After that, the teacher asks the students to prepare their mobile phone because there will be a quiz related to the last materials that they have learnt on the previous week. The quiz is used to review the students understanding.

2) While activity

The teacher asks the students to prepare the LCD and the sound. Then, the teacher connects her laptop to the LCD and asks the students to connect their phone to the LCD because they will do a quiz in Kahoot. First, the teacher explains how to use it to the students. "So, you need to type Kahoot on Google, then choose the first source, Play Kahoot!! enter game pin. And now, please connect your phone". Unfortunately, some of the students are having trouble in connecting to the Wi-Fi. So, it takes 15 minutes to prepare everything. After that, when everything is ready the teacher starts the quiz. Some of the students looks so confused about the answer of the quiz and some of them are laughing because the time is up and they still don't choose anything. The atmosphere of the classroom suddenly changes when the LCD shows the score. The students fell fun and cheer up. It takes 20 minutes to finish the quiz. Then, the teacher continues the next materials. She explains the material using PPT and the students listen to her.

3) The Closing (Post activity)

At the end of the lesson, the teacher give conclusion to the students and reviews the material that have learnt by the students. After that, she asks the students to pray and close the lesson. b. Classroom Observation II

The observation was conducted at 11 Social Grade of MAN 1 Gresik. The researcher comes to the classroom as an observer, so the researcher sits down in the corner of the classroom and write some important things while the teacher teaches in the class.

1) The opening (Pre-activity)

The teacher comes to the classroom and say Salam and asks the students to pray before starting the English lesson. Then, in the apperception he greeted the students "How are you students?" and the students answer "I'm good Sir, and how about you". After that he asks the students to prepare the LCD and the sound. Then, he divides the students into 6 groups. Then, the students move their seat with their group.

2) While activity

The teacher opens ESL Games world on the LCD. They will do a game which provided on the ESL Games world, and it's called **Past Simple, Irregular Verbs ESL Grammar interactive.** Before they play the game, the teacher explains the rule of the game and play the tutorial how to play it. "okay, the rules of this game are: every group should have a leader and his/her job is to raise their hands, the second rule is the fastest group who can answer the question correctly will get the point. So, please pay attention to the LCD". The atmosphere of the classroom suddenly changes when the teacher plays the game. The students look so interest and cheerful. Some of them are scream because they got the point. Then, the game is finished. It takes 35 minutes to play it. after that the teacher asks the students to search some videos or story about fable, legend, or fiction story on YouTube. But, some of the students said they don't bring mobile phone because they live on boarding house. Because the administrator doesn't allow them to bring mobile phone to the Islamic boarding house. Then, the teacher tells them to use their laptop. After that, the teacher asks them about the story that they have found on YouTube and explain the materials to them.

3) The Closing (Post-Activity)

At the end of the lesson, the teacher give conclusion to the students and reviews the material that have learnt by the students. After that, she asks the students to pray and close the lesson.

Furthermore, the researcher found that there are many internet resources that is used by them in English teaching. Those internet resources usually used to explain materials or to evaluate the students understanding. Meanwhile, some of the teachers appointed that there is a best internet resources in English teaching which also used by many teachers in teaching. Mr. A and Mrs. B and Mrs. C said that:

For games I used ESL Galaxy and ESL Games World. I used it because there are many printable, like bingo and etc. for speaking I usually use VOA because it provides free videos starting from the beginner level until advance level. Even, it provides lesson plan for English teaching. So, I think VOA is good for teaching speaking skill and also listening skill. for online class, I prefer to use google classroom rather than Schoology because emm... I just a bit confused to operate it. For evaluating the students understanding, I use CBT Candy. From CBT Candy the students could analyze each of questions. I think it really helps them in understanding materials that they don't know. On the other hand, I also use Google form for the students. So sometimes I give 10 multiple choices before we end the classroom activity. I think that's all the internet resources that I used. And ohh I almost forgot; I also use Quizizz.

I use Schoology mbak for online class,, and sure for giving the students materials and some questions. And yaa...Google classroom, but I often to use Schoology. The other internet resource is YouTube for improving the students listening skill and Pixtoon for the students to make an English comic. Because ya as you know Pixtoon is help the students to express their ideas and of course improving their writing and creativity.

I don't really use many internet resources mbak, because yaa.. I just love to use internet resources randomly. So, it's not specific. But I use Quizizz for evaluating the students because so many teachers already used it. And sometimes I use English Central. From those resources, I could review the students understanding. But mostly I like English central because the students could improve their skill, and it provides some videos from the beginner level until advance.

From those statements, the researcher found that there are many internet resources which help the teacher in English teaching in improving students' skill. On the other hand, one of the teachers in MAN 1 Gresik said that: I use Kahoot and Schoology for evaluating the students. but the students prefer to use Kahoot because the sounds of that Kahoot is make them happy and its fun. Next, emm... sometimes is use other sources like BBC English and Make belief comix or Toondoo mbak. And I think all the resources that I have mentioned have a good quality and also it has deficiency. So, in sort, I could say that internet resource is good depending on how the teachers use it in English teaching.

2. Teachers' Consideration in Selecting Internet Resources

Teachers' consideration in selecting internet resources is an action or things that the teachers do before they select and implement a good internet resources in the teaching and learning activities. Based on the indepth interview with English teachers of MAN 1 Gresik, the researcher found that that are many considerations why the teachers select the internet resources. One of them is because its free and the option/menu of that resources. They said that:

Mr. A

Emm yaa.. actually, it because the menu that provides on that resource. So, if the menu fulfills my goals in teaching of course I will use that internet resources. And the other consideration is just because the internet resources is free and it's easy to use for everyone. I mean like I will search on google about some information or some reviews about those internet resources is that easy to use or is it takes a lot of time to be implemented in teaching, or is it a good one in teaching English?? I think those are my consideration in selecting internet resources mbak.

Mrs. B

My consideration is based on the use of the internet resources. I mean, it easy to use so I will use it in English teaching. And the other one is based on the discussion with other teachers. We have a program it's called MGMP (Musyawarah Guru Mata Pelajaran) on that program usually we discuss about a good exercise or a good assignment for the students. But sometimes we discuss what are the internet resources which are the best in English teaching. So, from that program all teachers can improve their teaching.

Mrs. C

My consideration in selecting internet resources is based on the materials of that day. For example, the material is about song so I will use YouTube for listening section and the give an assignment for the students I will ask them to upload their video on YouTube. And of course, the internet resources which are easy to use and doesn't cost money to use it.

Mrs. D

My consideration is based on the materials, the curriculum competence and it is based on my own needs. If the internet resources don't match with those things, I will not use it mbak. Or I will search the other internet resources which more suitable in English teaching.

From all those statements, the researcher indicates that all teachers in

MAN 1 Gresik already used good internet resources in English teaching.

B. Discussion

1. Kinds of internet resources in English Teaching

The teachers of MAN 1 Gresik already used Internet resources for years. one of the teachers already used internet resources for 12th years and three of them are not more that 7th years. They clarified that 21st century is the new era of education. So, every teacher needs to use internet resources to help them in English teaching. They described that internet resource is a

source of information which is not provided on the textbook that can help the teachers to engage the students in leaning activities. The researcher agreed that internet is one the resources in teaching which provide extensive information because it is proven by the result of observation that the situation in teaching and learning activities run well. For example, when Mr. A asked the students to play a game and find a text story or videos on the internet. So, all the students participated it even though some of them need to take turns because some of them are not bring mobile phone. Meanwhile, it also related with Komalasari, that internet is a teaching and learning resource which provide good materials and varied reading for the teachers and the students⁶⁶. Furthermore, The teachers explained that there are some benefits for them and the students in using internet resources in English teaching such as, improving their quality in teaching, easier to explain and review the students understanding, make a fun and interesting English activity in the classroom, engage the students in learning, and make the passive students become active one.

Based on the result of observation, it showed that the atmosphere of the classroom is quite crowded because the students feel fun and interest when Mrs. D use Kahoot to review the students understanding. On the other hand, it showed that the passive students become active because they got a good score while they joining Kahoot quiz. Those benefits also related with Rusman, using internet resources in teaching and learning activity are

⁶⁶ Komalasari, Kokom. 2010. *Pembelajaran Konstektual*: Konsep dan Aplikasi. Refika Aditama. Bandung.

helping the teachers to make fun teaching and learning activities⁶⁷. However, there are some obstacles in using internet resources in English Teaching. The teachers explained that those obstacles are because of network connection, lack of student's understanding regarding the important of using internet resources in learning and some of the students are not bring mobile phone to the classroom.

Those students who doesn't bring mobile phone to the classroom is because they lived in the Islamic boarding house, and the administrator doesn't allow them to bring it. The researcher did not agree with the rule of the administrator because nowadays is a 21^{st} era, so all students need to use their mobile phone to search some information from the internet. Meanwhile, it also doesn't appropriate with Permendikbud No. 38 that technology is the important thing in teaching and learning activities. In addition, Supriyanto stated that the obstacles that usually faced in using internet in the class is a network connection⁶⁸.

Moreover, the researcher indicated that there are many kinds of internet resources that the teachers used in teaching and learning activities. The teachers explained that they use some resources to help them in reviewing the students understanding and their ability in English lesson. The researcher agreed that internet resources are used for various types activities in the classroom because each of internet resources have their own utility and benefits. It is related with Warschauer, Shetzer and Meloni

⁶⁷ Dr. Rusman M.Pd, (2017). Belajar dan Pembelajaran. Jakarta: Rineka Cipta.

⁶⁸ Aji Supriyatno. (2005). "Pengantar Teknologi Informasi". Edisi Pertama. Penerbit Salemba Empat. Jakarta.

that internet resources can be used for various types of teaching⁶⁹. Here are the types of Internet resources used by the teachers of MAN 1 Gresik:

a. Assessment Tool

Based on the result of the observation the researcher found that the students are having a great time playing Kahoot in the classroom because Kahoot provides attractive sounds, creative images and diagrams. It is related with Gagne & Driscoll that the elements needed for teaching is student's attention⁷⁰. So, using Kahoot for teaching activities could encourage the students focus in the classroom. Therefore, based on the interview with English teachers, the researcher found that the teachers also used Quizizz for the students to identify the students' strength and weakness, review their understanding and improving their knowledge. It is related with previous study by Rahayu and Purnawarman that the students were able to do self-assessment practice in improving their grammar while the teacher using Quizizz in the classroom⁷¹.

The other resources that used by teachers are ESL World Games and ESL Galaxy. Those resources provide power point games, printable board games, interactive games for classroom, grammar games, vocabulary games for English teaching and learning. Based on the result of the observation the researcher found that the use of ESL games

⁶⁹ Warschauer M, Shetzer H, & Meloni (2002). Language Teaching: Concepts and Practice

⁷⁰ Gagne, R. and Driscoll, M. (1998). Essentials of Learning for Instruction (2nd Ed.), Englewood Cliffs, NJ: Prentice Hall

⁷¹ Rahayu Intan S, D, Purnawarman P. (2018). The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment.

in the classroom can make the students feel fun and excited. It is showed when they got a point they screamed and asked the teacher to continue the next questions passionately. Therefore, it also assists the students in increasing vocabularies, it showed when they tried to find the V2 (Past tense) of some words on ESL World Games. It is related with a previous study by Saripah and Sandra that internet resources can be used to play a game to enrich students' vocabularies and make the students feel fun⁷². In addition, games could use to assess the students understanding in a fun way.

b. Audio and Video Tools

The other resources for teaching activities in improving the students' skills are classified as a type of Audio and Video Tools, they are: VOA, English Central, and BBC English. The teacher pointed out that VOA is good for improving the students speaking and listening skill from the basic until the advance level. Meanwhile, the use of VOA is related with Harmer that students can improve their speaking performance by watching some videos⁷³. Furthermore, there is a previous study by Sofia that VOA has many advantages for the students in improving their listening skill⁷⁴. So, the researcher believed that the

⁷² Sinas, S., & Phek lin, S. S. (2013). Usage of English Materials from the internet to Improve Students' Language Performance. ELSEVIER, 8

⁷³ Harmer, Jeremy. (2001). *How to teach English (An Introduction to the Practice of English Language Teaching)*. Edinburg Gate: Longman.

⁷⁴ Sofia, D. (2018). The Use of VOA "Learning English APP in Teaching English Language to Improve the Students' Listening Skill". Academia.

habit of using VOA continuously can influence the skills of the students in English, especially speaking and listening.

For English central, it provides hundreds of videos related to the English materials. This source is almost the same with VOA and BBC English, but this source provides a menu to record the student's pronunciation. If the students don't pronounce a word correctly, they will get a bad score and they cannot continue to the next level. So, the researcher agreed that English central is good for the students. Because by using it the students know their level of fluency and they can practice their pronunciation to upgrade their level of fluency. It is related with Krashen that for input to be comprehensible, it must be suited to the level of the students⁷⁵. In this light, English central is used as a distributor to input the students in order to become better speaker.

c. The Design Tool

Last, there are the design tool which used by the teacher. They explained that they used Toondoo, Pixtoon, and Make Beliefs Comix for improving student's creativity. The researcher agreed because creating is the label chosen as the top level of Blooms' taxonomy so that the students need to design something to develop their creativity while they are learning English. it is related with Jones that some design

⁷⁵ Krashen, Stephen P. (1981). Second Language Acquisition and Second Language Learning. Pergamon Press.

resources in the internet are helped the students to develop their creativity⁷⁶.

In conclusion, the teachers of MAN 1 Gresik are generally used some of internet resources for helping them is assessing students, improving students' skills, and improving students' creativity.

2. Teachers' Consideration in Selecting Internet Resources

The teachers explained that there are some considerations that they have in selecting internet resources. Based on the result of the in-depth interview, the considerations are:

a. The menu which provide on the resources

The researcher agreed that the resource need to have many good menus for English teaching and learning. For instance, the menu which provided on the ESL Games World and ESL Galaxy such as printable, game, grammar, video, audio, vocabularies, and etc. So, if the menu fulfills the teachers' need and goals in teaching, they will use those internet resources. It is related with Lisa Janicke that the standard for resources selection is based on the content or menu of the resources⁷⁷.

b. Its free and easy to use

Its free means that the teachers don't need to pay before they use those internet resources. Therefore, if the resource is free access and easy to operate, the students will understand the materials easily. It is related

⁷⁶ Jones, David. (2008). FASTTrack: *Pharmaceutics – Dosage Form and Design*. Pharmaceutical Press: London

⁷⁷ Hinchliffe, L.J. (2004). *Technology and The Concept of Information Literacy for Pre-service Teachers*. Behavioral & Social Sciences Librarian, 22(1), 7-18.

with the previous study by Olowolayemo that internet resources are inexpensive which give the teacher an opportunity to send assignment and other relevant information⁷⁸.

c. Discussion with other teachers (MGMP)

MGMP (Musyawarah Guru Mata Pelajaran) is a group of teacher's discussions from another schools. This is program that held 3 times in a semester. This program is a forum for the teachers to solve the problem, to develop new ideas, to prepare new resources or materials, to improve the teachers' quality in teaching. Budi Sutrisno stated that the purpose of MGMP is to develop the teachers' creativity and innovation in developing their quality⁷⁹. Therefore, by joining MGMP (Musyawarah Guru Mata Pelajaran) the teachers could have a good materials and resources preparation before they are coming to the classroom. It is related with Brown that materials and resource preparation are the first steps for the teachers in teaching and learning activity to satisfy the students' needs⁸⁰.

d. Curriculum competence, Teachers' need and Materials

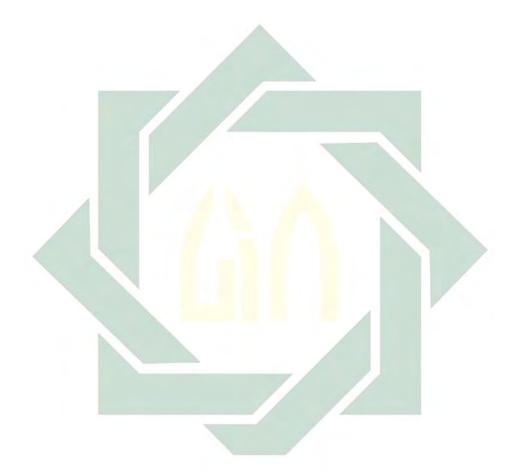
The teachers' consideration in selecting internet resources is based on the curriculum competence, teachers need and the topics. Because if the internet resource is not match with those standard, the teachers learning

⁷⁸Febisola Olowolayemo Bright, M. (2014). Improving the Teaching of English Language through Internet Resources in Nigerian Schools . *International Journal of English and Education*

⁷⁹ Budi Sutrisno. (2010). Hubungan Antara Efektivitas Manajemen Pembelajaran dan Etos Kerja Anggota Musyawarah Guru Mata Pelajaran (MGMP) dengan Profesionalitas Guru. Ejournal.upi.edu. Volume 12 No. 2:1-5.

⁸⁰ Brown, J. D, (1995). Elements of Language Curriculum: A Systematic Approach to Program Development.

objectives would not be achieved. Meanwhile, it is related with James Duplass about the criteria of feasible internet resources for teaching and learning activities should have credible contents and achieved the teachers' teaching objectives⁸¹.



⁸¹ Duplass, James. A. (2008). *Teaching Elementary Social Studies: Strategies, Standards, and Internet Resources (Third Edition)*. Cengage Learning.

CHAPTER V CONCLUSION AND SUGGESTION

This section presents the conclusion and the suggestion of this study. The conclusion is related to the results of the study which based on the findings. Therefore, the researcher also provides some suggestions for field.

A. Conclusion

There are two main points that can be concluded from this research as follows:

1. Kinds of Internet Resources in English Teaching

The English teachers of MAN 1 Gresik used kind of internet resources in English teaching and learning process such as: ESL Games World, ESL Galaxy, Quizizz, and Kahoot as an assessment tool for reviewing the students understanding and improving their knowledge. Then, VOA, English Central, and BBC English as a video and audio tool in teaching English for improving the students speaking and listening skill. Last, Tondoo, Pixtoon and Make Beliefs comix as a design tool for students in improving their creativity. They used those resources for a different purpose, for instance reviewing students understanding, explaining materials or improving students' skills and ability. Meanwhile, based on the observation that have done by the researcher indicated that the use of internet resources is making the passive students become the active one. They become active because Kahoot provides interactive sound, pictures or diagrams so it makes them feel interest and pay attention to the teacher and they got a good score.

However, there are some obstacles in using internet resources in the classroom, such as the connection, and the students who doesn't bring mobile phone to the class because of a reason. The reason is because some of the students are lived in the Islamic boarding house, and they did not allow to use or bring mobile phone. So, the use of internet resources activity in the classroom is hampered. Last, it could be concluded that all the English teachers of MAN 1 Gresik has been satisfactory using internet resources because it can help their students feel fun and enjoy while they are teaching English in the classroom.

2. The Teachers' Consideration in Selecting Internet Resources

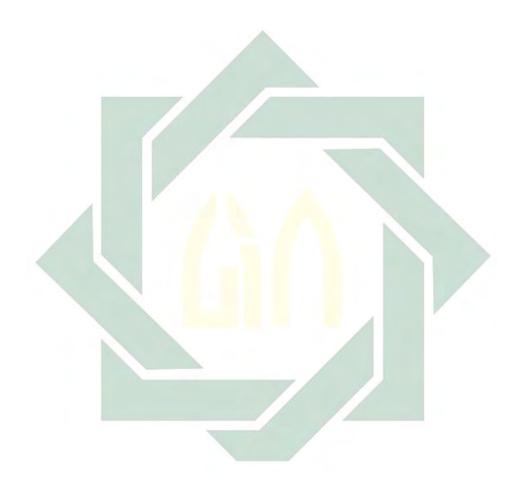
The English Teachers selected those internet resources are based on some considerations, the first consideration is the menus, the second is based on the discussion with other teachers from a different school which called MGMP (Musyawarah Guru Mata Pelajaran), the third is ease of use of internet resources, the last is the suitability of the internet resources with the curriculum competence set, teachers' need and topics. From those considerations the teachers have selected good internet resources for their English teaching activities. Meanwhile, there are some benefits of using internet resources for the teachers, such as: improving the teacher's quality in teaching, and easier for them in explaining materials to the students.

B. Suggestion

Based on the result of the research about the use of internet resources in MAN 1 Gresik, the researcher will present some suggestions to the teachers and other researchers to deal with the use of internet resources and consideration in selecting it.

- 1. For the teachers
 - a. The teachers should ask the administrator of the Islamic Boarding House to let the students to bring their mobile phone, in order to make all of the students contribute to the use of internet resources in the classroom.
 - b. The teachers should ask the headmaster or the committee of the school to provide equitable internet access for each room in the school, so that the process of teaching and learning is not obstructed.
- 2. For Other Researcher

This study was about the use of internet resources in English teaching. It is expected that the results of this study can be used as additional reference for future researcher. The researcher realized that there were still many weaknesses dealing with the theory of the method, therefore the future researcher expected to examine more sources and theories related to the use of internet resources in English teaching. Furthermore, the researcher hopes that the future researcher could start to investigate the topic about use of internet resources more clearly and comprehensively.



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