

Chapter Four

Findings and Discussion

In this chapter, the researcher provides some findings and discussion from the data that the researcher has obtained from the interview. There were four participants in this research and those participants have been asked seven open ended questions related to this research. The findings and discussion are about three important things which answer the research questions. The findings are about kind or sites of English online resources that the students mostly used, the advantages on the use of English online resources toward the students' reading skills, and the disadvantage on the use of English online resources. Furthermore, additional information such as the definition of English online resources and frequency on the use of English online resources are also included in this chapter. The participants are not mentioned by their real name to keep their privacy, but the researcher uses P1 to name participant 1, P2 to name participant 2, P3 to name participant 3, and P4 to name participant 4.

Kinds of English Online Resources

English Online resources are tools or sites which contain a lot of information such as four skills in English, update the newest information about what happens in the world, and interact with others using social media. Online resources is one of resources which the students can easily access in the internet. Furthermore, the students can choose their own resources

There are many kinds of online resources that the students can access. It could be an academic website which provides many academic content such as news site (BBC, CNN, Daily Mali, and VOA) that give the reader a lot of news, social media (Facebook, Instagram, Twitter, Blog, and You Tube) that have a lot of facilities to engage the students in learning, and search engine (Google Scholar, Proquest, and Indonesian library) which provide many academic journals or articles to help the students when they are looking for some resources related to journals or articles.

Before the researcher asked the participants about kinds of English online resources, the researcher asked the definition of English online resources. That question was asked to make sure whether the participants know what English online resources is. All their answers are almost the same when it comes to the definition of English online resources.

From the interview, all participants revealed the same opinion about English online resources. P1, P2, P3, and P4 mentioned that, “English online resources are websites that provides many contents using English language that we can access through online with an internet connection by our laptop and smartphone” (P1.1, P2.1, P3.1, and P4.1). They mentioned, “English online resources is materials that we can access through online with an internet connection by using our laptop and smartphone” (P1.1). Similarly, P2 mentioned, “English online resources is sites providing texts in a form of English language” (P2.1). P3 also has the same opinion by mentioning, “English online resources is a website that provides many contents using English language” (P3.1). P4 also

mentioned, “English online resources is a sources using English language which we can access it through online” (P4.1).

The participants said similar definition of English online resources. They explained that English online resources are websites providing many English contents. This is similar to Carman and Knoblock (2007) who revealed that internet contains very large number of information sources providing many types of data. It means that online resources become the one of a world library which provides a lot of information. Hence, what they said about English online resources is actually similar with what expert explained.

Finding 1. Learning Media. The findings for this category have variation. For learning media, there are more than one websites which the students use as their online resources in learning English. Learning media is a site that facilitates the students to learn something especially about English.

It can be seen from the transcript that P1, P3, and P4 have various statements. P1 said, “English online resources that I mostly used for finding an education materials is British Council” (P1.3); P3 said, “I usually open ESL Gold because it provides many materials for teaching, especially teaching English for kids” (P3.5), and P4 said, “I forget the sites’ name, but that sites provide materials for my teaching” (P4.5). Three participants explained the types of English online resources that they use such as British Council, ESL Gold, and educational websites.

Constantin (2015) explained his preferences for kinds of online resources that are used for learning English. For online media, he uses *bbc.co.uk/podcast* and Ted conference for learning listening. There are many types of listening exercises in *bbc.co.uk/podcast* such as *6 minute English*, *6 minute Grammar* or *6 minute vocabulary*. For learning grammar and vocabulary, games and jokes, or professional materials, he uses *bbc.co.uk/learningenglish* and *learningenglish.britishcouncil.org/en/*. In addition, there is also mobile application called Duolingo for learning more than 12 languages that the students can easily download in their smartphone. Therefore, it is proven by the transcript of the interview and the theory from Constantin (2015) that one of online media which the students use as their media for learning English are same with what Constantin suggests to use.

Finding 2. Tools or Search Engines. The participants also use kind of tools or search engines. It can be seen from the transcript in which P2 said, “I usually look for article in Google Scholar and Proquest” (P2.7). P3 said, “I usually open English online resources such as Google Translate, Thesaurus and Vocabulary.com” (P3.5). P4 said, “I often access Google Scholar as my online resources for my thesis” (P4.6).

Griffiths and Brophy (2005) used EDNER (Evaluation of the Distributed Nation Electronic Resources) as their instrument to find how students discover and locate information, how services (and aspect of services) rate in student evaluation, and what criteria are most important to them. In the result, they found that 45 percent of students used Google as their first port of call when locating

information. The second most highly used was the university OPAC, used by 10 percent of the sample. Next comes to Yahoo, used by 9 percent of the students.

Among all the tools or search engine which Griffiths and Brophy found, the participant of this research showed that Google and all types of Google such as Google Translate and Google Scholar becomes one of on tools or search engine that students use to find information. The second mostly used is more likely vocabulary websites such as Thesaurus and Vocabulary.com.

Finding 3. News Sites. The following is about news sites. The participants mentioned their kind of news sites equally. It can be seen from the interview transcript, in which P1 said, “And then if I want to read news, I usually access BBC, CNN, and Daily Mail” (P1.4). That statement is supported by P2 who said, “When it comes to the name of sites that I always access, I access Magazine, CNN, and BBC. P3 who said, “In the morning, I open Jakarta Post to read the latest news” (P3.3), and P4 who said, “If it is about news, I usually access BBC, Jakarta Post, and CNN” (P4.3).

All the participants’ statements are supported by Dodge (1997) who states that in the online sources the students can find specific information that they want. English resources / websites such as BBC, Podcast, VOA, and British Council provide many contents for learning English. When it comes to news sites, all participants revealed that they access BBC, Jakarta Post, CNN, and Daily Mail for reading news.

Finding 4. Social Media. In this era, the development of technology makes a difference especially for the usage of social media. Nowadays, social media are used not only for sharing personal status or uploading some pictures but also for sharing important information.

Based on the interviews, the participants explained different kinds of social media that they usually use in their daily lives. P2 said, “When it comes to the kinds of social media that I usually find English contents are Twitter, Instagram, and Facebook” (P2.4). That statement is supported by P4 who said, “Then I open Facebook because there are many information that uses English language and I always share it to my veranda. Moreover, I also access Instagram because there are many English contents such as the captions or some quotes” (P4.8). Participant 2 and 4 have explained that they use Facebook, Twitter, and Instagram because those social media contain information using English language. Differently, participant 3, opens YouTube to watch the latest video clips. It is proved by the transcript of P3’s interview, “If it is about entertainment, I usually open YouTube to see the latest video clips and also I enter Instagram because there are not only pictures but also an English contents” (P3.6). In addition, participant 4 said that she opens photography blogs that use English language. It is proved by the transcript of P4’s interview, “I access Photography Blogs which contains English language” (P4.8).

There are many kinds of social media, but the mostly used ones by the participants are Facebook, Twitter, YouTube, and Instagram. Mary Madden (2013) showed the percentages of kind of social media which teens and adults

used in 2012. The first is Facebook (96%), Twitter (26%), Instagram (11%), MySpace (7%), You Tube (7%), Tumblr (5%), Google Plus (3%), and Yahoo (2%). So that, what the participants said about kind of social media that they use is also found by Mary Madden and others in their research. In example, Facebook still be the one of social media that have widely used not only for sharing but also for learning.

Advantages of English online resources toward reading skills.

The second questions of this current research is about the advantages of English online resources toward the students' reading skills. Here the researcher asked four participants what the advantages of English online resources toward their reading skills are. They answered that by accessing English online resources, it can increase their skimming skill, vocabulary mastery, reading comprehension, and increasing knowledge.

Finding 1. Improving skimming and scanning skill. Improving skimming and scanning skill is the first finding for this category. Skimming is a skill or technique to get the general idea of reading. This technique is used to find information that interest the reader. Meanwhile, scanning is a technique which requires the reader to read the text quickly in order to find specific information.

Three participants stated that English online resources contribute to improve their reading skills especially for their skimming skill. P1 said, "What I feel about my reading skills from English online resources is skimming. When I read a news, I can understand what the news is about" (P1.8). Moreover, in line with participant 1, participant 2 and 3 also said the same statement. P2 said, "My

skimming skill also improves. I can easily conclude a text or a paragraph” (P2.11), and P3 who said, “eee... for my reading skills, I think skimming. There is usually a text that has main idea and then I can take a conclusion from that text” (P3.10). Skimming is a skill or technique to get general idea of the reading. By accessing English online resources, the students improve their skill to evaluate and to understand the message of the text by looking at the main aspect.

Schmer Dobler (2003) concluded that while reading hypertext printed text, people adopt such reading strategies as skimming, scanning, evaluating, predicting, and rereading. Previous study, from Zhang & Duke (2008), has investigated strategies for internet reading with different reading purposes. Because of dozen information in internet, indirectly, the reader apply skimming and scanning skills as their reading strategies for their reading purposes. For example, internet reader may use the internet to locate specific such as recipe or to locate specific information. At other times, internet readers want to know general knowledge about a topic such as learning more about health. Thus, from that examples, they indirectly apply scanning and skimming skills for their purposes. Therefore, after they access online resources, their reading skills especially scanning and skimming may improve.

Finding 2. Increasing vocabulary. The second findings is increasing vocabulary. English online resources give an impact to the students’ vocabulary mastery. Looking for some information in the internet gives the opportunity for students to read all the information and critically evaluate the information.

All participants revealed that English online resources can help them to increase their vocabulary mastery. P1 said, “It also increases my vocabulary” (P1.6). It is supported by P2 who said, “My vocabulary mastery also increases because of my reading frequency” (P2.10). In line with P1 and P2, P3 also said the same statement about the increasing of vocabulary. P3 said, “Besides in vocabulary.com there are some quizzes and there is also an explanation from that quiz. From the explanation, it can improve my vocabulary” (P3.8), and that is supported by P4 who said, “That is clearly increases my vocabulary. Because when I don’t know a word, I will directly look to the dictionary and it can improve my vocabulary” (P4.11).

From those statements, the researcher concludes that English online resources can help increase the student’s vocabulary mastery. It can create the opportunity for them to diverse knowledge (Coiro, 2003). It makes their skill in reading improve especially for the vocabulary. The situation requires them to read and comprehend the text in order to evaluate the necessary information. This is also supported by Ebner and Ehri (2013) who stated that the online resources facilitate the learners’ vocabulary when they effectively construct meaning from various online resources. Again, all the participants said that after they use English online resources, their vocabulary mastery is getting improved.

Finding 3. Improving reading comprehension skill. The next findings is the improvement of reading comprehension after the participant access English online resources. Reading comprehension can be described as a process of constructing process and meaning. Reading comprehension differs from one

reader to another reader in understanding the text and creating representative of text in the reader's mind. In addition, reading comprehension is understanding a text that is read or the process of constructing meaning from a text.

Here, two participants said that their reading comprehension skill improves after they read texts provided by English online resources. It can be seen from the transcript of their interview, in which, P2 said that, "if it is about the advantages of English online resources toward my reading skills, it improves my reading skills especially for the reading comprehension. I can understand the topic of the text very fast. The thing is about the improvement of my reading comprehension skill" (P2.9). And then P4 who said, "Reading comprehension, because I feel the benefit of that skill when I do the TOEFL test" (P4.10). English online resources provide learning environment that students are free to access anything and everything they want. English online resources provide an online environment that enable learners to develop their cognitive flexibility. With the freedom of accessing various website, it can develop their reading comprehension (Bradl, 2002).

Finding 4. Increasing knowledge. The next findings for the advantages of English online resources toward reading skills is increasing knowledge. This categorize has been mention only by one participant who said he get much knowledge. The participant explained that there are a lot of information provided by internet for example, news site, which provides information about the current issue or affairs helps the participant to increase his knowledge. P1 who said that, "It increases my knowledge about what is the latest information that happens from

the news sites” (P1.7). Only one participants who said there is much information provided by English online resources, especially for the latest news or information.

Beyond its use as a communication and entertainment hub or platform, internet access connects users to find many information. Amanda Lenhart (2010), in their research, found that teens and adults use internet to look for health information. Older teens are more likely than younger teens to look for health information (38% of teens ages 14-17 vs. 13% of teens ages 12-13). A December 2008 Pew Internet survey of adults 18 and older indicates that overall, six in ten adults are online health information seekers. Both teens and adults look for information on health topic that are hard to talk about, like drug use, sexual health or depression. There are vary information that we may find in internet so it may increase our knowledge or understanding about something that we might want to know. One of the advantages of online resources toward reading skills is broadened scope of information seeking. The students can choose to learn using various types of online resources. There are a wide systems of information that the students can access. It can give an effect toward their skills in English especially for their reading skill. The students are flexible to choose their learning because of various kinds of website.

Disadvantages of English online resources

There are several disadvantages of English online resources. After the researcher asked the participants about the disadvantages of English online

resources, they explained that there were some disadvantages of English online resources. Those were high cost for internet connection, addiction to web surfing, misinformation or unappropriated information, and dangerous viruses.

Finding 1. High cost for internet connection. The first finding for this categorize is that English online resources need high cost. Almost all participants explained that issue. It can be seen from each transcript of the interview. P1 said, “And the cost is sometimes expensive” (P1.10). That statement is supported by P3 who said, “Because English online resources is provided by internet it needs good internet connection which sometimes the cost is expensive” (P3,11), and P4 who said, “I lost so much money for the cost” (P4.12).

The participants found that internet connection cost too much. Some implied that the costs would make life even more difficult than the internet addiction. Poorly designed pages and advertisement take time to load, slow down programs and data transfer, thus increasing users’ cost.

Finding 2. Addiction to online resources. The second finding for the disadvantages of English online resources is get addiction to web surfing. Three participants revealed that they got addicted to web surfing because of interesting contents provided by English online resources.

It can be seen from the transcript, in which, P1 said, “We always surf on the internet because the contents are very interesting. So, we can get addicted to online resources” (P1.11), and it is supported by P2 who said, “That is also makes me addicted because we always access and open our smartphone” (P2.15), and P3

who said, “Emm... it makes me loss of time. When I want to do other thing, I feel like I get addicted because of interesting content provided by online resources” (P3.12). Most of the participants get addicted to online resources or internet because of the contents. The participants are free to access anything and everything they want. Sometimes, they worried about their addiction to internet.

Internet addiction is pointed out by uncontrolled desired, urges or behaviours about computers and internet usage that bring to the impairment or distress (Shaw and Black, 2008). Shaw and Black (2008) explained that there are five categories of internet addiction. Those are *Cyber sexual addiction* which is described as individuals who are typically engaged in viewing, downloading, and trading online pornography or are involved in adult fantasy role play chat room; *Cyber relation addiction* which is described as people who become overly involved in online relationships and it becomes more important than the real life; *Net Compulsions* which is described as category of behaviours such as online gambling, shopping, or stock trading; *Information Overload* which has created a new kind of compulsive behaviour that involves excessive web surfing and database searches; *Computer Addiction* that most computers come equipped with pre-programmed games and people become addicted to play them at the cost of work performance or family obligations.

Finding 3. Misinformation and inappropriate information in online resources. The last finding is about misinformation or unappropriated information. Among four participants, there are two participants who said about misinformation or unappropriated information.

It can be seen from the transcript, in which P2 said, “Eee... Sometimes there are non-evident news” (P2.14). P4 who said, “When I download a book or journal articles, the link for the file is fake. So, I just waste my time to download different file” (P4.13). It may be difficult to find relevant and reliable information without having adequate skills. The students can easily find unappropriated sites such as pornography sites, sites which contain a propaganda, promotion of drug abuse, and etc. The reason of all misinformation or unappropriated information is because almost everyone can set up the websites.

Internet is a tool which is used by an approximately 130 million people in 171 countries for communication and information sharing task (Flanagin & Metzger, 2000). Indeed, the growth of internet has seen an attendant growth of online fraud and misinformation. Flanagin & Metzger found that the internet was used to get information more than books, magazine, television, newspaper, telephone, email, or face to face communication. However, the internet differs from other technologies used for finding information that can affect its reliability, credibility, and verity as an information source. The internet structure was not designed to be centrally controlled to the error or failure of any specific part. Moreover, on the internet anyone can be an author.

Finding 4. Viruses in online resources. The last disadvantages of English online resources that researcher is found by asking the participants is there is a dangerous viruses.

It can be seen from the P2 statement that, “For the technical problem is because we access internet, sometimes there are many viruses on certain websites.

So, it makes me lose” (P2.14). Only one participant stated about dangerous viruses on the internet. Downloading any software may also bring viruses which usually slow down the operating speed of computer or laptop and it may erase the data of the computer or laptop.

Today, mobile phone or smart phone have become powerful and sophisticated than desktop computer. Threats against mobile device such as phones and PDAs are more dangerous than traditional malware (Dagan, Martin, & Starner, 2004). People often attack mobile devices to obtain information. There are two kinds of threat. The first is *attack against transient information* such as phone’s location, its power usage, and other data the device doesn’t normally record and *attack static information* such as information that cellular devices store or send over the network. All those attack try to get data such as contact information, phone number, and programs stored on smartphones and people usually call those problems as danger viruses or danger threats.

In the summary, the researcher compares the result of this current research with the previous studies. To begin with, the first study is from Moyle, Wijngaards, and Owen (2012) explained the information about the way young learners deal with the use of technology. This study revealed the students’ perception of learning using technology. Since the development of technology in learning and teaching, many countries have already develop their facilities in learning and teaching. Besides, a study from Al-Said (2015) is about students’ perception of Edmodo and M-learning and the barriers that students experienced. He only asks about Edmodo and Mobile learning. The findings of the current research provide

not only kinds of online resources but also their advantages to improve reading skills and disadvantages of online resources in general. Comparing with two previous study, this current study provides more comprehensive result from the students' perception about technology or online resources.