Indonesian EFL Learners' Perception on the Internet Use in Language Learning

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Abstract
This study aims at 1) scrutinizing Indonesian EFL learners' perception on the use of internet in their learning process and 2) uncovering how long they spent their time with internet for academic and non-academic purposes. To obtain the required data, the adapted version of Shin & Son's (2007) questionnaire was distributed to 100 Indonesian EFL college learners. The results indicate that most of the participants have positive perceptions and good responses toward the use of internet either in academic and non-academic purposes. They asserted that internet facilitated them with various types of information and stated that internet makes them easier to access varied and up to date information. However, they admitted that internet contributes to plagiarism practice among students and, due to the convenience offered by internet, it makes them addicted in internet use for information searching and in turn they pay less attention to the written resources. In relation to time they spent for internet use, most students reported that they used it very frequently for their academic purpose in which googling is their most favorable activity, but more surprisingly, they spent a greater time in going online for non-academic purposes, between 5 to 10 hours a day.
Keywords: EFL learners' perception, internet use, online activity

1. Introduction

Internet supplies a great number of information and it has been one of essential parts of students' life. Najjari & Abbasian (2015) assert that, since the early of 1990s, the growth of the internet penetrated to several different subjects such as science, business, etc. For the students, it has a great impact on their academic and non-academic target. In the last two decades, internet has been growing quickly and bring the crucial role in English language learning. It has come into use by students to improve their English skill as well as to entertain themselves and it may result in positive value. It cannot be denied that most university students around the globe also use internet for educational purposes (Usun, 2003).

Internet is also utilized by the learners to develop and support either their academic and non-academic purposes. They might make use of internet for doing their assignment, searching local or international scholarship information, or for others educational purposes. Dryli & Kinnaman (1996) affirmed that internet enable the students to find out the information, make them think critically and creatively, being cooperative and collaborative and solve problems. In their study, they confirmed that internet in education has some functions: as a warehouse of information, a valuable tool of limitless communication, the platform of online interactive learning, electronic or online research platform, a dissemination spot of new world innovation, a media to improve learning's interest, a spot for global education, and information catalogues.

The use of internet in English language instruction is inevitable and, therefore, a lot of research focusing on learners' perception toward internet use in language learning is pivotal to conduct. Issues on internet and language education have been investigated across the globe, such as in Botswana (Tella, 2007), Jordania (Baniabdelrahman, Bataineh, & Bataineh, 2007), Iran (Najjari & Abbasian, 2015), Taiwan (Peng, Tsui, & Wu, 2006), Pakistan (Safdar, Mahmood, & Qutab, 2010), and Romania (Stanciu & Tinca, 2014). This data indicate that in Indonesia context, studies in this topic receive limited attention among Indonesian ELT scholars. To fill this void, this study is intended to scrutinize the Indonesian EFL learners' perceptions on the use of internet in language learning and to depict how they spent their time in internet use for academic and non-academic purposes.

2. Literature Review

Internet has been not only an important tool that highly affect human life but also influential and gainful in education realm. The role of it in English as Second or Foreign Language teaching has become more and more critical due to its ability in assisting the learners to acquire the target language. Richard (2015) stated that today the internet, technology and the media, and the use of English in face-to-face as well as virtual social networks provide greater opportunities for meaningful and authentic language use than are available in the classroom. Research by Berg (2003) indicates that access to the internet facilitates language instructors and students with plenty of English learning resources and activities for classroom use. Furthermore, internet assisted learning exposes learners to profusion input of English used in real life situation, assists students to interconnect with native speakers at any time, and

stimulates their learning enthusiasm through various online undertakings (Gitsaki and Taylor, 2001).

In recent years, studies on internet use by the students have been conducted by a number of researchers across the globe (D'Esposito and Gardner, 1999; Peng, Tsui, & Wu, 2006; Najjari & Abbasian, 2015). D'Esposito and Gardner's (1999) study revealed that the research subjects thought internet as a vast source of information, a large network, and a communication system where they could access any kind of information. In addition to use the internet to seek information on their course assignments such as history, philosophy, music appreciation, popular culture, social issues, corporate reports, law, and biomedical issues, they utilize internet for communication with friends and relatives. This result demonstrates that students use the internet not only for academic purposes but also for non-academic ones. This result is supported by the findings of Peng, Tsui, & Wu's (2006) study who examine 1417 Taiwanese university students. Their study demonstrates that the students show positive attitudes, have adequate internet self-efficacy, and are more inclined to view the internet as a functional tool and a functional technology. Another study by Najjari & Abbasian (2015) in Iranian setting confirms that EFL students had positive perception towards the integration of internet in EFL instruction.

Regarding the frequency of and time spent for internet use, studies have been conducted by several researchers (Baniabdelrahman, Bataineh, & Bataineh, 2007; Safdar, Mahmood, and Qutab, 2010; Stanciu and Tinca, 2014; Fauzi, Hamzari, & Nawawi, 2014). Baniabdelrahman, Bataineh, & Bataineh (2007) investigated internet use by 210 Jordanian EFL students for general and EFL learning purposes. The findings indicate that only a few of the sample use the internet for personal purposes and the majority of the respondents reported that they never or rarely use internet for EFL learning purpose. Safdar, Mahmood, and Qutab's (2010) study examining 800 college students found that most college students use the internet about 2-3 days in a week and use it for communicating with friends, relatives, and teachers or for making online friends. Similarly, Stanciu and Tinca's (2014) study investigating 84 bachelor students and 35 master students showed that nearly all participants use the internet every day and spend more than two hours daily. The most favorable activities while on-line were E-mail, downloads, chat, social media and news. The purposes of their use of internet are for social interaction, for personal interest, for research for school, and for job purposes. In Malaysian context, a survey 1675 students by Fauzi, Hamzari, and Nawawi (2014) revealed that the overall mean for time spent using the internet was 5.61 hours per day.

3. Method

Taking into account the characteristics of the research questions, this study employed descriptive quantitative survey. The researchers tried to depict the students' perception in using internet for their course assignments and to obtain the data on how long they spend their time in internet for academic and non-academic purposes. The study took place in a State Islamic Institute in East Java Indonesia and a total of 100 sixth semester students (26 males and 74 females) aged between 21 to 23 participated in this study.

In order to obtain the required data, the adapted version of Shin & Son's (2007) questionnaire which consist of three sections was exercised. Section 1 of the questionnaire comprises 13 items and, through this section, the researchers attempted to gain the data on respondents' demographic information such as gender, age, etc. In addition, this section correspondingly helped the researchers to answer the second research question. Section 2 is an open-ended question section which consist of 4 questions. Meanwhile, the last section is a four-point likert scale from 1 (strongly disagree) to 4 (strongly agree) which consist of 15 statements that are utilized to find their perceptions on using the internet in EFL learning, that is doing course assignments.

In collecting the data, the researchers came to the classrooms and distributed the questionnaire. It took 30 minutes for the participants to complete the questionnaire and during this process the researchers stood by accompanying them to anticipate if they encounter problems in responding the questionnaire. The data related to students' demographic information and time spent for internet use obtained through section 1 were then calculated and analyzed manually. The data attained from open-ended question in section 2 were classified based on the key ideas. Subsequently, the data on students' perception on internet use acquired from four-point Likert scale in section 3 were presented in simple percentage.

4. Findings

4.1. Students' Perception on the Use of Internet

The findings on students' perception are divided into two categories; perception on the advantages of internet in language learning and their perception on the disadvantages of internet language learning.

Students' Perception on the Advantages of Internet in EFL Learning

Through the data obtained from open-ended questionnaire, it can be inferred that the students procured several benefits from the accessibility of internet. More detailed data are presented in table 4.1.

Table 4.1 students' perception on the advantages of internet in language learning obtained from open-ended questionnaire

Statements	%
Internet helps the students to obtain learning materials or sources easily	40
Learning process is easier since internet can be accessed everywhere and every time	15
Internet provides learners with up to date information	16
Internet can save time and energy	5
Various sources are accessible in internet	6
Others	18

The table revealed that 40% of the respondents stated that internet helps them to find out learning resources more easily. As one of the respondents said, '*I can use internet for free and it makes me easier to get information and sources. I do not need to go somewhere when I want to know about something.*' Likewise, 15% of them reported that internet highly assists their learning process since it can be accessed everywhere and whenever. Several students (16%) stated that internet provides them up-to-date information. In addition, internet offers them the practical knowledge, as affirmed by one of the respondents '*there are some tutorial videos which make me understand me about the practicable lesson of some materials easily.*' It means that through the internet, they can upgrade not only their educational knowledge but also the functional ones. They can, for instance, watch videos in YouTube channel for learning media as well as stay up to date with the latest technologies across the world. Furthermore, the respondents proclaim that the availability of internet can save their time and energy (5%) and that various sources are accessible in internet (6%).

Table 4.2 students' perception on the advantages of internet use in EFL learning obtained from four-point Likert scale

Statements	%			
	SD	D	A	SA
The Internet provides non-native speakers of English with a rich learning resources.	1	10	61	28
It is easy to find ESL/EFL materials on the Webs.	0	0	56	44
ESL/EFL Web sites are useful for learning English.	0	4	54	42
I can be motivated by the use of the internet in learning English	0	5	54	41
I can improve my English skills through the use of the Internet.	1	2	57	40
I can improve my communication skills by e-mailing or chatting with native speakers of English online.	0	7	57	36

Table 4.2 reveals the data concerning students' perception on the advantages of internet for EFL learning obtained from four-point Likert scale. The table demonstrates that most of the respondents (61%) agree that internet provides EFL learners with a rich learning environment. It also indicates that the majority of the students, 56% and 44%, respectively agree and strongly agree that the internet makes them easier in gaining ESL/EFL materials from the webs. In relation to the statement '*ESL/EFL Web sites are useful for learning English,*' 54% and 42% of them agree and strongly agree respectively with it. They (54% and 41%) feel motivated by the use of the internet in learning English. Additionally, most of them (57% and 40%) coincide that the use of the Internet can improve their English skills and the great part of the respondents (57% and 36%) acknowledge that emailing or chatting with native speakers of English online can improve their communication

skill. In conclusion, the data provide information that mostly the students perceive positively toward the availability of the internet in EFL learning.

Students' Perception on the Disadvantages of Internet in EFL Learning

Despite the fact that internet is advantageous for language learning, it also has several drawbacks for EFL learners. Regarding this issue, the researchers attained the data through open-ended questionnaire. The respondents asserted that the negative effect of internet may range from the practice of plagiarism to the lethargy in reading printed books. In more detail, the data are presented in table 4.3.

Table 4.3 students' perception on the disadvantages of internet use in EFL learning

Statements	%
It provides a chance for the students to do plagiarism practice	25
Sources are frequently unreliable	20
Using internet makes the students addicted	15
Doing online is time-consuming	15
Internet makes the students lazy to read the books offline	15
Other	10

Table 4.3 indicates that a number of students (25%) perceive internet as the root of plagiarism practice. It entails that some of the students did it when they work on course assignment. The respondents (20%) opine that not all information provided in internet are valid. In addition, the data reveal that using internet may make the students addicted, it is time consuming, and it makes them idle to read the books offline. These perceptions are respectively testified by 15% 0f the respondents.

4.2. Time Spent by the Students in Using Internet for Academic and Non-academic Purposes

Data obtained through questionnaire suggest that all respondents use the internet for academic purposes. As shown in table 4.4, they go online for academic purpose in different amount of time, ranging from very frequent (58%), often (28%), sometimes (12%), and rarely (2%).

Table 4.4 Time Spent in Using Internet in Academic Purposes

Option	%
Very frequent (more than three times a week)	58
Often (once to twice a week)	28
Sometimes (once to twice a month)	12
Rarely (once to twice a semester)	2

The data also show that googling is the most favorable internet activity that the respondents use for doing course assignments in which it is practiced by 93% of the respondents. Other online activities are using online dictionaries (39%), using wikipedia (35%), web surfing (34%), chatting (34%), emailing (24%), using encyclopedia (19%), using voice chatting (16%), using video conference (13%), using quizzes (4%), and using puzzles (1%).

In spite of going online for academic purposes, the respondents also reported their time spent for non-academic purposes. Table 4.5 revealed that 97% of the respondents use the internet for non-academic purposes, in which each week they spent over 15 hours (29%), 10 to 15 hours (19%), 5 to 10 hours (40%), and under 5 hours (only 9%). The types of online activities they usually have are online gaming (17% respondents), online shopping (26%), chatting (75%), text chatting (30%), video calling (29%), and voice chatting (23%).

Table 4.5 Time Spent by the students in Using Internet in Non-Academic Purposes

Option	%
Very frequent (over 15 hours)	29
Often (10 to 15 hours)	19
Sometimes (5 to 10 hours)	40
Rarely (under 5 hours)	9

5. Discussion

The findings showed the respondents' perception on the advantages and the disadvantages of internet in doing course assignments and the time they spent in going online for academic and non-academic purposes.

The respondents reported that they find many advantages of internet in doing course assignments such as they can obtain voluminous materials or sources easily and it is highly helpful for them in finishing their work. This finding is in line with the study of Ogedebe (2012), Safdar, Mahmood, and Qutab (2010), and Ugwulebo and Okoro (2016). In Ogedebe's (2012) study, it was found that the students may use the internet to search relevant academic information and the respondents clearly stated that they use the internet to obtain the relevant academic materials for their courses as well as to support their study. Additionally, they argue that the information and materials from internet is varied, up to date, and easy to access. Umam (2015) asserted that in this digital era, internet is the most suggested source to obtain informal articles which are pivotal for extensive reading activities. The students may find a lot of texts suitable with their topics of interest. However, the internet should be used to improve the academic performance of the students. The findings in line with the study of Safdar, Mahmood, and Qutab (2010) reporting that the students use the internet to upgrade their knowledge and to build rapport. According to the respondents, they use the internet in doing course assignments because it made their quick access to knowledge and information is easier. Furthermore, Ugwulebo and Okoro (2016) found that in the future the learners may use the internet to finish their

assignments since it is highly beneficial in their academic purposes. Their study also revealed that internet can improve students' skill in English in which the respondents use the internet to communicate with their peers or lecturers to solve their problems related to their college assignments.

This finding is in line with the theory of D'Esposito and Gardner (1999) stating that internet is a vast source of information, a large network and communication system where students could access nearly any kinds of information. Yang & Chen (2007) added that internet technology has a global reach and provides extensive international resources. It enables English learners to access useful language resources and communicate directly with native English speakers. In the first case, learners can practice applying information, while in the second case, they can overcome the decontextualized predicament of English learning. Students can learn listening, speaking, reading and writing English integratively via real worlds situations. Students can also broaden their international perspectives, learn diverse knowledge forms, and appreciate and accept different cultures.

Considering the fact that the learners have positive perception toward the internet use in language learning, the decision makers of education should prepare their institution with supporting internet facilities. Things such as internet connection, hot spot area, free wi-fi service, etc. should be taken into account. Slow internet connection has to be avoided and technical difficulties which usually dealt with upgrading and maintaining of technical equipment such as server should be finished (Banditvilai, 2016). In short, to support EFL instruction, the learners should be corroborated with a trouble-free internet access.

Regarding students' perception on the disadvantages of the internet use in doing course assignments, they reported that internet may provide the learners to do plagiarism practice. The findings are in line with the study of Brandstorm (2011) showing that internet use may lead to some drawbacks. The shortcomings among others are cheating in academic realm, and it is not surprisingly easy to occur since the learning sources from internet are easy to copy and to paste. In relation to the students' response that the information gained from internet is frequently biased or unreliable, Singhal (1997) and Brandstorm (2011) suggest that the learners should clarify the information they attain from the internet and to be suspicious when they make use of internet in finishing their projects. In addition, language learners need to develop a host of information management strategies: how to find texts online, evaluate those texts, distinguish genuine from fake websites, and so on (Hafner, Chik, & Jones, 2015).

In line with the time spent by the learners in utilizing internet for academic purposes, all students or 100% of the respondents admitted that they ever made use of it. Most of them (58%) reported that they use it more than three times a week, not stated the number of hours. This finding is slightly different with research result of Safdar, Mahmood, and Qutab (2010). They found that most participants use the internet in academic purposes about 2-3 days in a week. It was pointed out that students spend many times in using internet for academic purposes. Respondents stated that they use internet activities for academic purpose such as googling, Wikipedia, YouTube and online dictionaries. They indicated that they spend many times for searching

information or sources through webs, watching English learning video on YouTube, and translate new words through online dictionaries. The data also uncovered that 97% of the respondents made use of internet for non-academic purposes in which most of them use it from 5 to10 hours per day. This finding in line with the study of Fauzi, Hamzari, and Nawawi (2014) in Malaysian context demonstrating that the students spend 5.61 hours per day mostly for entertaining themselves and for communicating with friends and lecturers.

The data is surprising since the majority of the respondents spent or allocated more time for non-academic purposes (from 5 to10 hours per day) rather than for academic ones (three times a week). Pertaining to this case, Hao, Y. (2016) proposes that teachers may find it beneficial to give direction on how to exploit online learning materials and provide their students with learning activities to refurbish the habit of using them. This may benefit learners who lack of academic provision at home and enrich their learning experience. Efforts could also be made to make more attractive, profound, and educational resources accessible to all students to avoid them using the internet only for enjoyment. Furthermore, to compensate for the shortcomings associated with handphones and digital devices, educators could provide learners with supplementary opportunities to converse with both their peers and teachers, attend to their communicative imperfection, and provide guidance on how to communicate face-to-face with people. At last, teachers could individually check and help learners with a lower learning achievement in the process of doing reviews.

6. Conclusion

The availability of internet for language learning was perceived positively and negatively by the learners. In other words, they admit that internet is advantageous for them in accomplishing course assignments, but on the other hand, it has several shortcomings as well. It is advantageous since they think that internet provides them with the learning resources, it makes them easier to procure English learning materials, it motivates them in learning English, it helps them improving their English skill, and it provides them changes in communicating with the native speakers of English. Meanwhile, the flaws of internet, in their perceptions, among others are that it is easier for the learners to do plagiarism practice, the learning resources in internet are frequently unreliable, going online makes them addicted and is time consuming, and internet makes the learners idler to read printed books.

The data also revealed that the majority of the respondents spent or allocated more time for non-academic purposes (from 5 to10 hours per day) rather than for academic ones (three times a week). This case obviously requires serious intervention. It is suggested that the teachers could offer stimulating direction on how to exploit online learning materials and provide their students with exciting learning activities to refurbish the habit of using it.

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