

CHAPTER II

LITERATURE REVIEW

This chapter discusses some theories and previous studies related to the problems of the study. They have a big deal in this research because the theories will help the researcher to analyze the problem and make easier to the researcher using such a good and complete literature.

A. The Nature of Internet

In order to understand how the internet became an integral part of our lives, it is crucial to examine its basis and the developments from lowest thing until its giant improvements. The fast growing of internet comes from the sites that provided for internet users to share the information, journals, photos, hobbies and personal aim with networks of mutual friends and colleagues depends on the commercial interests. Since the internet users use the internet for identifying, sharing information, carrying on ideas, exchanging graphics, videos, sounds and animation to hundreds of millions of internet users around the world, the internet comes to transform into a daily network that the users always increase year by year.¹ Nowadays, internet has a big influence for all aspects in people's daily life. In order to develop people's quality of life, they follow the new era of technology such as the internet. Furthermore, the internet provides unlimited access to

¹ Raphael Cohen-Almagor, "Internet History" *International Journal of Technoethics*, Vol. 2 No. 2, (2011), 46.

information so the internet users easy to find the information or sources from internet.

The history of the internet begins with the development of electronic computers in the 1950s. The early concepts of packet networking is in several science laboratories' computer in the United States, United Kingdom, and France. In 1990, the computer networks develop faster in the United. Then, in few years, extended globally in impressive pace and start to influence any parts of people's daily life.² According to Zakon in 1999, internet development begins from Department of Defense and required hosts at academic institutions including University of California at Los Angeles (UCLA) and the Universities of Utah, Harvard and Stanford. Some first registered domains were linked in 1985 to Carnegie-Mellon (cmu.edu), Purdue (purdue.edu), Rice (rice.edu) and UCLA (ucla.edu).³ Nowadays, in 21st century, the students use the internet not only for education, but also for entertain themselves. Internet allows the students to develop their development in personal such as in abilities and qualities.⁴

B. Types of Internet Tool

In the developments of technologies in the world, internet tools also develop in many aspects. The internet tools have many features can be upgraded as the developments of internet itself. The service also can change

² Ibid, 46.

³ Salih Usun, "Undergraduate Students Attitudes towards Educational Uses of Internet", *Interactive Educational Multimedia*, No. 7, (2003), 47.

⁴ Azat Khannanov, *Internet in Education*, (Moscow: UNESCO Institute for Information Technologies in Education, 2003) 55.

and enhance according to the need of the users. As a study of Selwyn in 2008, the internet tools can be identified as (1) expressive tools for editing, sharing, re-purposing videos, audios, and animation for example YouTube, Flickr and Slide share; (2) reflective tools as like blogging, wikis, googling, and social networking. It can be used for educational purposes to support the writing skill through blog and non-educational purposes such as Facebook, twitter, etc.; (3) exploratory tools such as RSS, atom, social bookmarking, etc. It can be tools for reference management services and news feed; (4) playful tools for online or offline gaming. It can be seen that many games appear with games based learning for young learners. The users are interested in the features of the games so that they can reinforce their learning through fun ways.⁵

On the other hand, the internet tools can be classified as (1) electronic mail also known as E-mail tool was one of the original uses of the internet; (2) HyperText Transfer Protocol (HTTP) is a tool for transferring file or information for the users through the internet; (2) World Wide Web (WWW) is an application tool for transferring the text, graphic, sound files through HTTP to the WWW clients called as Web browser that can be used according to their need.⁶ It can be concluded that internet tools are many and varied and it is appropriate for the need of the users.

⁵ "Types of Web Tools" *Centre for Enhancing Learning through Technology*, <http://celt.our.dmu.ac.uk/support-using-technology/using-non-dmu-core-elt/types-of-web-tools/> accessed on 1 Jan 2017, 8.15 A.M.

⁶ "The Internet Tools" <http://www.chebucto.ns.ca/Government/IndustryCanada/tools.html> accessed on April 4, 2017.

C. Internet and Learning

Internet, the most important tool that influence our life and has become one of the tool that brings many advantages in education. The internet helps to transfer information from the websites to the users for their needed. People in different age groups and jobs, students and academicians who do scientific research and prepare projects prefer using the internet because it is the easiest, fastest, and cheapest ways of accessing necessary information. Nevertheless, some researchers for example Resnick in 2002 believe that fairly new technologies for example the internet is different from older ones such as blackboards, books in that they have become more powerful, faster, and more user-friendly, not to mention the fact that the internet allows students and teachers to access a large amount of potentially useful information whenever and wherever the internet is available.⁷

According to Collins in 1991, the students that use the internet may get the advanced such as students are more actively engaged, students learn different things instead of all students learning the same thing, and an integration of both visual and verbal thinking instead of the primacy of verbal thinking.⁸ The students use the internet as their resources in academic and non- academic purposes. Although the internet can be accessed by the students, but they also need to limit themselves for using the internet. Sometimes, the internet cannot be trusted because of many factors such as

⁷ Abdallah Ahmad Baniabdelrahman, Ruba Fahmi Bataineh, & Rula Fahmi Bataineh, "An Exploratory Study of Jordanian EFL Students' Perceptions of Their Use of the Internet", *Teaching English with Technology*, Vol. 7, No. 3 (2007), 4.

⁸ Allan Collins, "The Role of Computer Technology in Restructuring Schools", *Document Resume*, 33.

less trustworthy website, lack of real information, abuse of internet, etc. So that, the students as the users of internet should be aware of their use of internet.

On the other hand, Vigotsky linked the internet and learning. He states that the internet enlarges the possibilities to acquire unlimited new knowledges. The learning process depends on the dialogic device, cyberspace, hypertexts that the internet owns.⁹ The consideration of the internet as a suitable instrument for learning also stated in his constructive theory. Constructivism is a view that emphasizes the active role of students in building understanding and making sense of the information.¹⁰ The constructivism in the design of learning style of the students, it matches with the internet is a learning instrument. It is because the process of learning with internet are from replacing, substituting and accumulating knowledge. From these processes, the students try to classify and learn the new knowledge from the internet. If the students elaborate the information that they get from the internet, they constructed of the meanings for themselves.¹¹

D. Students' Perception of Using Internet

In recent years, there has been evident support for using technologies in learning such as using the internet. Increasingly, the university students

⁹ Azat Khannanov, *Internet in Education*, (Moscow: UNESCO Institute for Information Technologies in Education, 2003), 50.

¹⁰ Thakur Kalpana, "A Constructivist Perspective on Teaching and Learning: A Conceptual Framework", *International Research Journal of Social Sciences*, Vol. 3 No. 1, (2014), 27.

¹¹ Khannanov, *Internet in Education.*, 49.

are using the internet for academic and non-academic purposes. There are so many researches that discussed about the students' perception of internet use. Moreover, this phenomenon was showed in D'Esposito and Gardner's study in 1999. They identified university students' perception of the internet. The findings showed the students thought that the internet is a vast source of information, a large network and communication system where they could access for information almost on anything. In their spare time, they use the internet for communicating with friends and relatives because they thought that internet has variety of functions.¹² This previous study of D'Esposito and Gardner reinforce the fact that students use the internet in academic and entertainment activities as mentioned in their study. In their study, all participants those are university students are used the internet to complete at least one course assignment in five months. When D'Esposito and Gardner are conducting their research about the students' perception of internet use, they found that the participants usually use yahoo, WebCrawler, and information seeking for their course assignments such as history, philosophy, music appreciation, popular culture, social issues, corporate reports, law, and biomedical issues.

On the other hand, the study of Rana Najjari & Gholam Reza Abbasian in Iran, also stated about EFL students' perceptions and attitudes towards integrating internet in EFL instruction was probed through frequency and percentages. Most of the participants have chosen the

¹² Joann E. D'Esposito and Rachel M. Gardner, "University Students' Perception of the Internet: An Exploratory Study", *The Journal of Academic Librarianship*, Vol. 25, No. 6, (1999), 458.

occasionally, others frequently and the last very frequently. The result found that EFL students had positive perception towards integrating internet in EFL instruction.¹³ Besides, there is also a study that discussed about the perception of students which explored the role that university students' perceptions of the internet may play in their internet attitudes and self-efficacy that identified by H. Peng. Et al. This study examined 1417 university students and the findings showed that the students demonstrate positive attitudes and adequate internet self-efficacy and that these students are more inclined to view the internet as a functional tool and a functional technology.¹⁴

The previous study of students' perception also discussed in the questionnaire study of Abdallah Et. Al in 2007. They investigated 210 Jordanian EFL students' perception of their use of internet for general purposes and EFL learning purposes. General purposes such as e-mail, chat, aimless browsing, games, and music. Whereas for EFL learning purposes such as practicing various language skills, vocabulary, and structure through instructional software. The findings showed that major of the respondents frequently or always use browsers to view documents and others use the internet for personal purposes, mailing lists and discussion groups, and use electronic mail. Smaller percentages were reported for the use the World

¹³ Najjari & Abbasian, Perceptions and Attitudes towards., 81.

¹⁴ H. Peng. Et al. "University Students' Self-Efficacy and Their Attitudes Toward the Internet: The Role of Students' Perceptions of the Internet", *Educational Studies*, Vol. 32, No. 1, (2006), 79.

Wide Web (WWW), File Transfer Protocol (FTP), Web Course Tools (Web CTs), and remote computing, respectively.¹⁵

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

In a survey study of internet use behavior and attitude of college students in 2010, Safdar, Mahmood, and Qutab examined 800 college students from 4 campuses. They found that most college students use the internet about 2-3 days in a week and use the internet for communicating with friends, relatives, and teachers or for making online friends. Other participants use the internet for updating their knowledge. They stated that internet easy to communicate with others so that they can upgrade their knowledge through the internet.¹⁶ It is similar with the study of Stanciu and Tinca in 2014, they investigated about a critical look on the student's internet use. Their participants are about 119 students that consisted of 84 bachelor students and 35 master students. The findings of the study showed that almost all participants use the internet several times every day, and almost of them spend more than two hours on using the internet. The most favored 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.¹⁷

¹⁵ Baniabdelrahman, Bataineh, & Bataineh, An Exploratory Study., 9.

¹⁶ Muhammad Safdar, Khalid Mahmood, & Saima Qutab, "Internet Use Behavior and Attitude of College Students: A Survey of Leadership Colleges' Network", *Library Philosophy and Practice (e-journal)*, paper 366, (2010), 4.

¹⁷ Victoria Stanciu & Andrei Tinca, "A Critical Look On the Student's Internet Use – An Empirical Study", *Accounting and Management Information Systems*, Vol. 13, No. 4, (2014), 746.

Besides, there is a study that discussed about time spent for using internet such as the study of Ahmad Fauzi, Wan Hamzari, and Mokhtar Nawawi in 2014. In this study, the durations spent on the internet for academic and non-academic purposes were investigated based on a survey on 1675 students randomly selected from five different fields of study (social sciences, sciences, engineering, agriculture and computer sciences). The findings showed that the overall mean for time spent using the internet was 5.61 hours per day, the smallest time on the internet time was 3.85 hours per day.¹⁸

F. Advantages and Disadvantages of Using Internet

In the developments of the technologies in the world, the internet brings many advantages for the users especially for the students. Many researches discussed about the advantages of the internet, such as the study of Abdallah Ahmad Baniabdelrahman Et. Al stated that internet gives occasions for everyone who wants to learn English in general and in particular with a variety resources available. Also the World Wide Web allows English learners with a large authentic information and knowledge which enables them to find the materials for reading, listening, and speaking with native speaker or other English learners through internet.¹⁹

¹⁸ Ahmad Fauzi, Wan Hamzari, & Mokhtar Nawawi, "Use of Internet for Academic Purposes Among Students in Malaysian Institutions of Higher Education", *The Turkish Online Journal of Educational Technology*, vol. 13 No. 1, (2014), 235.

¹⁹ Abdallah Ahmad Baniabdelrahman, Ruba Fahmi Bataineh, & Rula Fahmi Bataineh, "An Exploratory Study of Jordanian EFL Students' Perceptions of Their Use of the Internet", *Teaching English with Technology*, Vol. 7, No. 3 (2007), 5.

In the other study of Mahmoud Mohammad Sayed Abdallah in 2007 argues that the use of internet in education because it facilitates learning, teaching and communication. The internet provides a huge source of course or subject information online. Specifically, he mentions that students can study independently in English online, and they can also find many activities on the internet to use in order to improve their proficiency.²⁰ Another advantage of using internet is the English learners can improve their English skill through the internet-based activities that provides in internet such as surfing in the internet, using e-mail, doing research and making a class web site. Another advantages for non-educational purposes are reading online magazines and newspapers, online shopping, online gaming, and looking for related pages on the WWW.²¹

Besides, there are a lot of potential advantages of using the internet in education and non-education, there has been disadvantages of using internet, such as lack of knowledge and experience in the use of instructional technology, lack of access to computers, and lack of training.²² Another disadvantages are when lines are busy because too many users, it may take time to access information. Also the content that provides in internet sometimes it is not suitable for children. So that, the parents should be aware about the information or contents that their children looking for. Cheating

²⁰ Mahmoud Mohammad Sayed Abdallah. "Exploring the Process of Integrating the Internet into English Language Teaching", Paper presented at the Academic Conference for Young Researchers in Asyut, Egypt on Apr. 24 2007, 6.

²¹ Ibid, 4

²² Abdallah Ahmad Baniabdelrahman, Ruba Fahmi Bataineh, & Rula Fahmi Bataineh. "An Exploratory Study of Jordanian EFL Students' Perceptions of Their Use of the Internet", *Teaching English with Technology*, Vol. 7, No. 3 (2007), 4.

or plagiarism is the common activity that the students do. Sometimes, they are just copy paste online materials from the internet, so that the students can be lazy because they do not read a whole information carefully but they just copying for their projects.²³

²³, Meena Singhal “The Internet and Foreign Language Education: Benefits and Challenges”. *The Internet TESL Journal*, 3 (1997), 6.