
INTERNET USAGE AMONG ENGLISH DEPARTMENT PUPILS AND LECTURERS IN LEARNING ENGLISH AT STKIP KRISTEN WAMENA

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ABSTRACT

The internet has been utilized across various fields, including English education. It offers both benefits and drawbacks. As the time goes by, there are many improvement for internet coverage in many places, students and teachers can effectively leverage it for studying. However, in Wamena, Papua Pegunungan poor internet connectivity poses challenges for English teachers and students in the teaching and learning process. Therefore, the aim of this research is to examine and demonstrate how students and lecturers at one school, namely STKIP Kristen Wamena, use the internet, from applications to classroom use. The research utilizes qualitative methods and interviews as the primary instrument. Ultimately, the findings will shed light on the current state of English education in Wamena.

Keywords: Internet, English Learning, STKIP Kristen Wamena, Papua Pegunungan

ABSTRAK

Internet sudah digunakan sejak lama disegalah bidang termasuk dunia pendidikan bahasa Inggris. faktanya internet ini memberi keuntungan dan kerugian dalam menggunakannya. Seiring berjalannya waktu, banyak tempat tempat yang sudah terjangkau jaringan internet dengan baik sehingga siswa dan guru dapat mengaksesnya untuk belajar. Namun, hal ini berbanding terbalik dengan keadaan di Wamena, Papua Pegunungan, dimana jaringan internet sangatlah buruk, sehingga guru dan siswa di sekolah sekolah tertentu mengalami kesulitan didalam belajar Bahasa Inggris. Sehingga, tujuan dari penelitian ini adalah mengecek dan memperlihatkan bagaimana siswa dan dosen di salah satu sekolah, yaitu di STKIP Kristen Wamena, menggunakan internet, mulai dari aplikasi sampai penggunaan dikelas. Dan penelitian ini menggunakan metode kualitatif dan interview adalah sebagai instrumennya. akhirnya hasil dari penelitian ini dapat menjadi gambaran bagaimana keadaan yang terjadi didunia pendidikan bahasa Inggris di Wamena.

Kata Kunci: Internet, Belajar Bahasa Inggris, STKIP Kristen Wamena, Papua Pegunungan

INTRODUCTION

In the early 1980s, the use of technology in the practice of English language teaching improved, particularly through the use of computer-based materials for language teaching, often referred to as CALL (Computer Assisted Language Learning). English has become one of the dominant languages spoken worldwide. According to Hossain (2013), over 350 million people speak English as their native language, and 250 million speak it as a foreign language.

The internet provides various advantages for English language learners, with abundant resources available at their fingertips. Websites,

online courses, videos, podcasts, and interactive exercises cover different aspects of language learning, including grammar, vocabulary, pronunciation, and cultural nuances. These resources can be tailored to the learner's proficiency level, learning style, and specific areas of improvement, thus personalizing their learning experience.

Additionally, the internet facilitates real-world application of language skills through authentic communication channels such as email, messaging apps, and social networking sites. Learners can engage in meaningful interactions with native speakers, exchange ideas, and receive

feedback on their language usage. Virtual language immersion programs offer simulated environments where learners can practice English in realistic scenarios, such as ordering food in a restaurant or negotiating a business deal, bridging the gap between classroom learning and real-life communication.

It should be noted that since the 21st century, the internet has been present and has had a very significant influence on the world of language learning. This is also acknowledged by other researchers. In the 21st century, the internet provides new forms of literacy that make learning language easier and more meaningful, as noted by Sudartini (2010). Furthermore, since the use of the internet in the English language field, it has become a tool that facilitates learning to acquire information, literature, or resources in the education field (Syawal, Patahuddin, & Nasrullah, 2017). It also allows language learners to engage in real-life communication, as Jamalifar and Chalak (2014) mentioned, where students can access real-time information through the internet, thus indirectly engaging with the outside world. For language teaching, the internet plays an important role in helping students develop their aural-oral skills, according to Salama (2020). In short, since the inception of the internet and its usage in the field of education, it has already had significant impacts. This includes acquiring information, developing technological skills, training students' oral skills, and serving as a platform for exchanging knowledge and information among individuals within the educational community.

The internet is an extremely helpful learning resource for English native speakers, as emphasized by Wang, Yasmin, & Akbar (2023). Finally, the internet provides English learners the opportunity to extract knowledge through expressing the language, assessing, evaluating, comparing, and reflecting on their own study and others as explained by Warschauer (1997) in Aydin (2007). In summary, English learners can use the internet to build communication with English native speakers to practice their specific skills and as a platform to help them write essays, stories, or tasks, as mentioned by Aydin (2007) and Kamal (2012).

Based on the importance and effects of using the internet in learning English, this study aims to investigate how English department learners at STKIP Kristen Wamena use the internet to enhance their English abilities, such as the applications or websites they use and how the English lecturers use the internet for teaching English in classrooms. Despite the lack of WiFi or internet connection provided by the school, the students and the teachers still push themselves to find teaching materials. The study's findings could serve as motivation for other students and English lecturers across Papua Highlands if it finds that students and English lecturers are still trying to find ways to bring new information from the internet.

METHOD

The participants in this study are eight people from an English-speaking class at an intermediate high level. The data was collected at STKIP Kristen Wamena on Wednesday, May 16th, 2024, using a semi-structured interview. The students were asked six different questions designed to understand whether they use certain apps to help with learning English, as well as how students and English lecturers use the internet. The study uses the semi-structured interview as the instrument for data collection and the findings and students' answers will be analyzed and discussed using a qualitative method. This method allows the researcher to succinctly describe the findings. Additionally, the results will be used to provide suggestions to the English lecturers in the English Department at STKIP Kristen Wamena.

RESULT AND DISCUSSION

Applications or Websites Used for Learning English

In the students' answers, it is evident that the participants have been using applications to support their English learning. This is particularly clear in response to interview question number two. Several apps have been identified as being especially effective for improving students' pronunciation skills, speaking, vocabulary retention, listening, and reading. These apps are

likely to be familiar to all English students. Below is a list of these applications.

1. Duolingo (it is an app)
Some students use this app to improve their speaking skills and pronunciation skills
2. Instagram (an app and a website)
Some quotes and videos in English and students access both things. They gain some knowledge like grammar and new vocabularies.
3. YouTube (an app and a website)
Students watch tons of English videos. It helps students to improve their listening, gain new vocabularies, and train their speaking ability.
4. Dictionary (e-dictionary)
This one is a common app which most English learners use it to find vocabularies and meaning of words they do not know or familiar.
5. Pinterest (an app and a website)
There are a lot english learners
6. Google scholar (it is a search engine)
7. Facebook (an app and a website)

Those applications and websites above are the proof that students already know about the use of internet. This information is crucial to be known by the english lecturers. When the lecturers know what applications students are familiar with, they can design the materials which students know they can get from those apps and websites. Moreover, by knowing this information, the teacher may ask students to additional materials to support their English learning. In other way, lecturers help the students to access the materials and it is the easy way for the students to learn English.

Using the Internet to Improve English-speaking Ability

Students in the English department at STKIP Kristen Wamena are using the internet to learn English, which is a significant discovery. They utilize the internet through their phones and laptops, and it appears that they not only need it but also enjoy using it to study English. When asked in an interview whether they use the

internet to learn how to speak English, some students confirmed that they do.

“I do use internet and I was watching YouTube how to pronounce anand another voice from listening music other.” (Wes Kogoya)

“Yes, I do! Because I offer search about how to speak fluently and how to pronounce the words, learn the grammar, etc. I search for English song with lyrics and learn”. (Elia Wamu)

“Yes, I do. Because sometimes I used the YouTube application to found, a person teaching, example I always found Vanessa’s videos or short conversation to improve my English when I hear from the video”. (Alina Kogoya)

The ability to use the internet to improve English-speaking skills is valuable knowledge gained from this study. In a place like Wamena, the internet connection is not reliable enough for studying. However, we are in an era where fast and reliable internet connections are crucial for accessing the latest educational information from around the world. Despite these challenges, the students of English in this area are motivated to learn. As English lecturers in this school, it is our responsibility to sustain and nurture this motivation in our students.

Interesting finding right in these answers that students use internet, even though sometimes internet might not work as fast as we expect. This idea builds the hope for English teachers that the students still want to study and improve their English. As English lecturers and teachers around Papua Pegunungan, this is a sign of motivation in learning English. We can improve students English-speaking ability through the use of internet such as using familiar apps they mentioned above.

English Lecturer's Activities in Using Internet: Students' point of view

The internet has significant effects on communication, teaching, and learning, especially if instructors can effectively incorporate it into the classroom. According to this research, English educators are adept at using the internet to find teaching materials and to instruct students in the classroom, thus aiding student comprehension of the material. In interviews, some students acknowledged that their English instructors genuinely use the internet to support their learning.

"Yes my teacher in listening 4 class, Miss Chunk used internet to found the many vocabularies for us to memorize them. Then, we have memorize them all in class, because we learned word in the listening class." (Alina Kogoya)

"Yes, same like the lecturer in CCU (Cross Cultural Understanding), Miss Ice use the internet for teach us in class, she usually give us video for learn individual/groups and we can share what we get the material in class CCU." (Yigibalom Fanny)

"When the teacher teaches in the classroom bring materials is that we can look in the internet because its all no but it on the internet and that helpful." (Silvia a Wandik)

"Yes, my lecturer use the internet and get the material from internet such as ppt, or other material articles." (Pilatus)

"CCU class / Speaking class often. My teacher search new method for teaching. They They got the article, video, and new sing song for students. I think teacher has method really good." (Nince Wenda)

English lecturers can do more to support their teaching and help students in the classroom

by finding materials such as articles, videos, music, and new teaching methods. This finding also serves as evidence that despite the challenges of poor internet connection, English lecturers in Papua Mountains are committed to improving English education.

The idea of knowing that the English lecturers can use the internet to support their teaching is magnificent. However, there are many ways that the English lecturers can use internet, not only for finding articles and so on. This finding also can motivate other teachers in STKIP Kristen Wamena to start using internet in their classes. By doing that the students can improve their knowledge on how to use english broadly.

The Importance of Using Internet in Learning English

The internet helps English lecturers find learning resources, and it also assists English students. English learners at STKIP Kristen Wamena utilize the internet to support their English-speaking ability. This study proves that the internet is beneficial in helping students improve their English-speaking ability. Here are the participants' thoughts on the use of the internet.

"I think internet help me for my speaking. When I confused in the speak I will search in YouTube for I listening the pronoun. And when I listen I know that pronoun and I use the vocab for speaking. So I think internet is important." (Nince Wenda)

"I used to interner for hearing the podcast as speechess by motivator that make me understand and get the vocabularies from there. Using by facebook, youtube, and instagram." (Pilatus)

"I will know what I don't know to learn in the internet, help me to searching what I want and internet will given me more information about english speaking, english writing, english listening, specially

used the great grammar for the human life. This is very important to me.” (Yigibalom Fanny)

“If I learn alone didn’t help me with I learn used application so help me and very helpful for me, looking for steps, everything.” (Silvia Wandik)

“It is important for me. Because if I don’t understand I can search by google, translate, watching movies on YouTube.” (Elia Wamu)

Internet is very important for me because I was always learned from the internet and I after watching I will try to pronounce and I got the article.” (Wes Kogoya)

“Very important for me because internet it’s help me to found sometime I want. SO, when I have pulsa internet I will push my weekness to study used the internet. When I have opportunity to learn in many application I thought I always get new words and good conversation.” (Alina Kogoya)

“It’s important for me because it specific for pronoun because my pronoun it’s not good and when listening something I just ability to get a little for listen and also my grammar, speaking, and writing.” (Arina)

All the participants are on the same side, believing that the internet really helps them learn English. They just need to learn how to express their ideas in proper grammar. From students’ view, we know that the students are engage with the internet such as technology and information out there. This finding emphasizes the schools and institutes across Papua Pegunungan must fix the internet connection, thus students can both access materials and information about education and they can improve their English capacity.

Suggestion for English Learners and Lecturers

This research provides an opportunity for the participants to give suggestions to their friends and lecturers in the English department at STKIP Kristen Wamena.

a. To English Learners

Participants are suggesting to their friends in the English department to study more and to access additional materials from the internet. Some are reminding others that the internet is a powerful tool that can be used to enhance English language skills such as speaking, writing, listening, and reading. It's important for students to use it responsibly and for educational purposes, not for anything negative.

b. To English Lecturers

Take a look at the participants' responses on giving suggestions to the lecturers. There are some important points given. First, the English lecturers need to update their materials and teaching methods. Second, English lecturers can introduce interesting speaking materials and more English speaking games. Lastly, students are still confused about how to use certain applications and the internet to learn and find related English materials. Therefore, English lecturers can take the time to teach students how to use these applications and the internet effectively.

CONCLUSION

The benefits of using the internet in education are undeniable. The internet provides numerous advantages to both students and teachers, particularly in the context of learning English. This research has addressed concerns about the school's internet network and its impact on accessing learning resources from external sources. Despite some challenges, the study demonstrates that teachers and students are persevering in utilizing the internet to support English language learning in the classroom.

However, it's essential to recognize that the internet also poses negative aspects in the educational realm, such as the presence of unreliable sources leading to plagiarism. Students may resort to directly copying information from untrustworthy sources for their assignments and studies. Therefore, it is crucial for English instructors to educate students on evaluating and utilizing credible internet sources for learning English. In conclusion, this research points to the need for further exploration into the use of the internet by both English lecturers and students, especially in identifying academically reliable sources.

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