TEACHERS' CONSIDERATION TO SELECT INTERNET RESOURCES IN ENGLISH TEACHING

Wardatul Qolbi

English Departement of STKIP PGRI Bangkalan

STKIP PGRI Bangkalan

Wardah0419@gmail.com

ABSTRAK

Di era sekarang ini, sumber internet merupakan sumber interaktif dalam bidang pendidikan. Dalam pengajaran bahasa Inggris, hal ini sangat membantu guru untuk meningkatkan keterampilan dan pengetahuan siswa. Oleh karena itu, guru dapat mempertimbangkan beberapa pertimbangan dalam memilih sumber internet, agar tujuan belajar mengajarnya tercapai. Penelitian ini dimaksudkan untuk mengetahui pertimbangan guru berusia 20-40 tahun dalam memilih sumber internet dalam pengajaran bahasa Inggris. Desain penelitian ini adalah deskriptif kualitatif. Penelitian ini melibatkan tiga orang guru bahasa Inggris berusia 20-40 tahun. Pengumpulan data dilakukan melalui wawancara. Hasil penelitian menunjukkan bahwa guru bahasa Inggris berusia 20-40 tahun menggunakan sumber internet selama beberapa tahun, seperti: Kahoot, Quizizz, ESL World Games, VOA, English Central, BBC English, Google Classroom, dan Schoolology Pemilihan sumber daya internet didasarkan pada beberapa pertimbangan, yaitu: menu yang disediakan untuk sumber tersebut, kemudahan penggunaan sumber internet, dan kesesuaian sumber internet dengan kebutuhan guru, dan kesesuaian kurikulum. Hal yang perlu ditonjolkan dalam penelitian ini adalah guru berusia 20-40 tahun yang mampu memilih sumber internet yang tepat sehingga kegiatan belajar mengajar akan berjalan dengan menyenangkan.

Kata kunci: Pertimbangan Guru, Sumber Daya Internet, Pengajaran Bahasa Inggris

ABSTRACT

In today's era, internet sources are interactive sources in the field of education. In teaching English, this greatly helps teachers to improve student skills and knowledge. Therefore, teachers can consider some considerations in choosing internet sources, so that their teaching and learning goals are achieved. This research is intended to determine the consideration of 20-40 years old teachers in choosing internet sources in English teaching. The design of this research is descriptive qualitative. This study involved three English teachers aged 20-40 years. Data collection is done through interviews. The results showed that the 20-40-year-old English teacher used internet sources for several years, such as: Kahoot, Quizizz, ESL World Games, VOA, English Central, BBC English, Google Classroom, and Schoolology The selection of internet resources is based on several considerations, namely: menus provided for these resources, the ease of use of internet sources, and the suitability of internet sources with teacher needs, and curriculum suitability. The thing that needs to be highlighted in this study is a 20-40-year-old teacher who is able to choose the appropriate internet sources so that teaching and learning activities will run pleasantly.

Keywords: *Teacher Consideration, Internet Resources, English Teaching*

INTRODUCTION

The Internet is one of the most influential and useful inventions of all time. With the internet people can access information from various servers around the world. The internet has also become an interactive tool that provides extensive resources in any field, including education. According to (Nasution, 2006), the internet provides benefits in all fields of business, academia (education), government, organizations and so on. Some of the benefits obtained from the internet include: interactive communication, access to experts, access to libraries, assisting in scientific research and development, data exchange, and collaboration. Meanwhile, Internet innovation in education is unstoppable; every minute even in second extensive resources can be increased and available for teachers to get a variety of authentic materials. They can use the materials in the same way they use other print-based materials to create worksheets and exercises.

Study by (Erly Wahyuni and et all 2018) has proven that using internet resources can build teacher awareness in teaching English. They tend to use creative internet resources such as websites, social media, and e-books to improve students' grammar and language skills. In addition, this material has greatly benefited teachers and students to communicate and exchange information. As (Tapscottl, 1997) states, the Internet has great potential to improve education, so that it will make everything in teaching and learning more efficient. It can be concluded that using Internet resources is good in assisting teachers in teaching. Language is very important for human life. Without a language people cannot communicate with others. English as a global language is very needed in this era. It has important role in the international interaction on many aspects and it means that English has become one of communication tools around the world (Christine, 1996). In Indonesia, English has been becoming one of the languages that should be learned. It is proved that all of educational levels in Indonesia always put English as a subject that have to be given to the students. All around the globe, English is learned by hundreds of millions of people in all countries, simply because it is so useful. English is viewed as the most used in the language of the world. It is showed that the quality of text in English has been increased. Learning English as an international language has a great importance in different levels of education in Indonesia, as stated in Indonesian curriculum, one of the English learning objectives is understanding and producing speech or written texts which are realized in four skills namely listening, speaking, reading, and writing.

Among the four skills, reading is still hard to be accustomed in the teaching learning process. Reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading (Alyousef, 2005). Reading is ability that has essential role for students. Because, reading is become a part of our daily activity and of course, reading include one of skill that students' have to learn in English foreign language. Besides, through this activity, students' can improve their own language, experience, develop their reading skill and changed their mind. They will get information and ideas from what they read and what they need to know. In order to achieve the goal, the comprehension ability in reading is needed. A reading skill can be described as a cognitive ability which a person is able to use when interacting with texts. Reading as one of the language skills has a very important role. Reading cannot be separated from daily activities. Students read many kinds of written materials such as newspapers, magazines, novels, academic books and so on. Through reading, students can get a lot of information, knowledge, enjoyment and even problem solving. Reading can be seen as an interactive process between a reader and a text which leads to automatically or reading fluency. Reading requires a set of thinking skills that grow out of the spoken and written use of the English language (Alyousef, 2005).

Therefore, teacher plays important role in teaching reading. It means teacher have to up to date, have to using the best strategy and have a great knowledge in teaching learning. Teachers' knowledge of the use of appropriate technology in the learning process is one of the variations that can be done by the teacher. This will certainly increase interest, achievement of learning outcomes and new atmosphere in learning English. Besides, with the incorporation of the right strategy will be fun activity for students. In teaching reading, there are some teachers that just say "Please open page 115, Read the passage and answer the questions." The teachers who start the lesson in this way are less likely to motivate students to read. It can make students just read the text, do not comprehend the text. To comprehend the text, the

students need some motivation, background knowledge, and some strategies and skills. Students may fail to comprehend the texts while researching text. Reading is one of the language skills that is quite fun for some students. However, there are some students assume that reading is a language skill that is boring. Especially if the text is long, they will be lazy to read. Most students prefer to read text that interests them, like reading the text that in which are images, short text, or certain texts that are indeed trendy or interesting to read. To help students improve their reading comprehension, it is arguable to say that the English teachers have an important role. For example, the teachers must take on the responsibility for adjusting tasks and topics that related to the students interest and can try to using technology as variation in learning English to improve students' interest in reading (Supitri, 2019).

However, some problems exist in Indonesia, especially in rural areas where teachers do not really apply the internet due to a lack of knowledge in operating computer networks5. In addition, teachers only focus on textbooks rather than looking for material from the internet. Some schools still have not facilitated this technology and still apply ancient teaching methods such as learning and memorizing by students. (Hargreaves, 1997) & (Beare, 2001) emphasized that in 2000 there were many problems and school-based policies for changes in the traditional roles of education, schools and teaching. The problems faced by Indonesian teachers are very inconsistent with Permendikbud No.38 which emphasizes that it is important to use technology in teaching and learning activities.

One example is a study from Turkey by (Yasar Guneri, 2015)on the use of internet resources. The main focus of this study is for the accessibility, diversity, and internet resources used by inexperienced universities. The study that took this research revealed that the use of internet resources is very accessible and provides fast results, but the reliability of these results cannot be ascertained. The negative effect of accessibility can be mitigated by using university library databases. Based on the above statement, we can find out that Internet resources help students engage and develop their knowledge. However, the study only investigated several problems, such as the lack of student elicitation writing projects, lack of student language skills, and teacher perceptions of student learning outcomes.

In addition to the main competencies above, physical ability teacher is also one important part that determines quality teacher performance. Wrong one decisive factor a person's physical ability is age. Age is a unit of time measuring the existence of a creature which starts with the birth measured by year. according to Huclok is getting old enough, level one's maturity and strength will be more mature in thinking and work This proves that relationship between age and performance is a very urgent. Even though there is no evidence strong, but what trust widespread that performance is decreasing according to increasing age. Age is often the cause of mental and psychomotor decline, increasing age is followed by a decrease in some physiological abilities and that's it usually starts from the age of 30-45 year. It is assumed that this can influence interests and abilities teachers in maximizing quality the quality of learning using media-based Information Technology and Communication.

And another study from (Niken Kusumaning Palupi, Holillulloh, Hermi Yanzi , 2018) with the tittle Influence Of Age Factors On The Interest and Ability Of English Teachers In The Use Of ICT here explains that there is a significant effect, with a strong category of closeness between the age factor on the interest of Civics teachers in the use of ICT. Information and Communication Technology, there is a significant effect, with a moderate closeness category between the age factor on the ability of English teachers in the use of Information and Communication Technology.

Based on the above statement, we can know that Internet resources help students engage and develop their knowledge. However, (Yasar Guneri, 2015) research only investigated a few problems, such as the lack of student elicitation writing projects, the lack of students' language skills, and teachers' perceptions of student learning outcomes. And researchers from (Niken Kusumaning Palupi, Holillulloh, Hermi Yanzi , 2018) about the influence of the age factor on the interest and ability of teachers to use technology.

Unfortunately, there is very little discussion about teacher considerations in choosing internet resources. Therefore, researchers agree that internet resources are one of the teaching resources that can be used by teachers in teaching activities, especially in teaching English. For this reason, the researcher wants

to examine teachers aged around 20-40 years who teach English to consider choosing internet resources in teaching English. The reason the researcher chooses teachers who are 20-40 years old is because in developmental psychology Yudrik Jahja (2011:253) explains that there are stages in vulnerable life, namely: The prenatal period (conception birth), baby (birth until the second week) infancy (end of the week second to the end of the year second), early childhood – children (two to six years), end of childhood – child (6 – 10 or 12 years), puberty (10 – 12 up to 13 or 14 years), adolescence (13 or 14 up to 18 years), early adulthood (18 – 40 years), middle age/middle adulthood (40 –60 years), old age or elderly (60 to die). From the stages in the vulnerable life have developmental tasks focus interests, barriers and Different considerations at every stage. In the world education average age for become a teacher enter into the early stages of adulthood (18–40 years) and middle age (41–60 years). In the early stages nowadays every individual belongs to a phase that is still very productive.

REVIEW OF LITERATURE

Definition of Teacher Consideration

Teachers are people who become role models, information providers, planners, assessors, and facilitators for their students. Consideration is the ability to make calculations and considerations before doing a job. Teacher considerations in this study are when the teacher thinks carefully in deciding which internet resources will be used and suitable for teaching English. The teaching and learning process is basically the process of delivering material from the teacher to students so that students are able to understand learning material in accordance with predetermined learning objectives. The teacher is obliged to provide material that is in accordance with the learning objectives to be achieved, if the teacher provides the wrong or inappropriate material it will result in not achieving the learning objectives. If this is the case, the learning carried out is threatened with failure which has an impact on the poor quality of education.

Definition of Internet Resources

Internet Resources is all Domain Names, electronic addresses, databases, uniform resource locators (URLs), websites, mobile apps, Internet blogs, social media sites (eg, Facebook, YouTube, Twitter), DSPs, SSPs, data brokers, adtech platforms, and similar online resources. In this era, the internet plays an important role in all aspects of human life. The internet is a medium that is widely used by students to fulfill their information needs to support their study needs and to support their activities. This happens because basically the needs of each individual are very diverse, so that the need is what gives rise to a motive for finding information in a media that is most considered appropriate. As a result, various ways and strategies emerged to obtain this information. In this case the internet is widely used because it offers various facilities to be able to access various literature and scientific references according to the needs of academics.

Definition of English Teaching

Along with technological developments, learning media in schools is not only available in the form of books and teaching aids but is one step further forward, namely in the form of cyber or the internet. The internet provides many opportunities and has internal search engines and social networks. (Olomo, 2011) stated that the Internet is an international computer network that connects other networks throughout the globe. In today's technology-driven world, the advent of the internet has become very useful in the teaching and learning process. This idea is also supported by (Warschauer M, 2002) which is that the Internet can be used for various types of teaching. Given this view of the relationship between

the internet and teaching, it is clear that in teaching teachers must prepare materials with unrestricted access to all kinds of information. Meanwhile, (Komalasari, 2010) emphasized that the internet is one of the categories in teaching and learning resources that provide good material and provide varied reading sources.

Many of studies have investigated the use of internet resources for teaching in language learning. One of them is (Olowolanyemo, 2020), Febisola Olowolanyemo tested teacher awareness in Azare higher education with teacher participation in Nigerian schools. Using descriptive research methodology, Febisola Olowolanyemo found that English teachers are encouraged and encouraged to have positive attitudes towards internet resources and also encourage their students to do the same. These teachers use Web searches to potentially engage students in practicing all language skills. In short, in this case it can be said that technology can be trusted by teachers as a medium that plays an important role in helping the teaching and learning process to be effective and efficient.

RESEARCH METHOD

This study took a qualitative study to determine the various types of internet resources used by teachers and their considerations in choosing internet resources in teaching English. To answer these problems, researchers will interview the English teacher. (Creswell J. , 2012)states that qualitative studies are data collection focused on participants developing data in the study process. It can be seen that in this qualitative research we can explore the perspectives, considerations, or views of participants in the real conditions using data sources.

Qualitative design taken in the form is descriptive qualitative. The reason researchers choose qualitative descriptive research design because researchers want to describe the situation to be observed in the field more specific, transparent, and deep. The study explores the consideration of teachers in choosing Internet resources in teaching English and the types of internet resources carried out by teachers aged around 20-40 years. English teachers can present their consideration based on their experience in using internet resources when teaching English.

RESULT AND DISCUSSION

In this section is focused on answer the two research question mentioned previously in first chapter. The researcher gave questions to the informants to find out the types of internet resources in English and the teacher's considerations in choosing internet resources. Based on the first chapter, Dorde Pedrovic explains that internet resources are one of the resources that are needed for interaction tools that complement classroom instruction and facilitate learning. So that internet resources are needed in the teaching and learning process. From these definitions, researchers can explain that internet resources are resources that are needed in the teaching and learning process to increase students' knowledge and understanding. Based on the results of interviews with informants, researchers can explain that:

All the teachers interviewed have used internet resources over the years. One of the teachers has been using Internet resources the longest for 7 years and two of them no more than 7 years. They also give the opinion that the 21st century is a new era of education. So, every teacher needs to use Internet resources to help them with their English teaching. They illustrate that internet resources are one of the sources of information that are easily available and are not provided in textbooks which are very helpful for teachers in engaging students in their learning activities.

Researchers agree that the Internet is one of the resources in teaching that is useful in providing broad information because it is evidenced by the observation that the situation in teaching and learning activities using internet resources is going well. For example, Ms. Wilda tells of a time when she asked students to play a game and find text or video stories on the Internet. All the students were very involved in the activity even though at that time some of them needed to take turns because some of them did not carry cell phones. Meanwhile, it is also related to (Komalasari, 2010) opinion, which says that the Internet is a learning and learning resource that provides good and varied materials for teachers and

students. Furthermore, the teachers also explained that Internet resources have several benefits for them and also their students in teaching English such as improving the quality of their teaching, making it easier to explain and reviewing students' understanding, making English activities fun and interesting in the classroom.

On the other hand also Mr. Tono explained when Mr. Tono used Kahoot to review students' understanding. He said that the class atmosphere became crowded because the students felt it was fun even students who were usually passive became active because they got good scores when they joined to use the Kahoot Quiz. These benefits are also related to Rusman's opinion, that using Internet resources in teaching and learning activities helps teachers to create teaching and learning activities.

The teachers explained that the reason they used several internet resources was to assist them in reviewing students' understanding and abilities in English lessons. Researchers agree that Internet resources can be used in various types of classroom activities because each internet resource has its own utility and benefits. It is related to Warschauer, Shetzer and Meloni that internet resources can be used for various types of teaching. The following are the types of Internet resources used by teachers aged 20-40 years:

Based on the results of the interview, the researcher found that the teacher wore kahoots and students had fun when playing Kahoot in class because Kahoot provided interesting sounds, creative images and diagrams. It is related to Gagne & Driscoll that a necessary element for teaching is the attention of students. Researchers found that teachers also used Quizizz to identify students' strengths and weaknesses. Other resources used by the teacher are ESL World Games and ESL Galaxy. The reason they use these resources is because in ESL World Games and ESL Galaxy there are so many interesting things such as printable board games, providing power point games, interactive games suitable for classrooms, grammar games, vocabulary games for learning. English. As previously stated by Saripah and Sandra, Internet Resources can be used to play games to add new vocabulary to students and make students feel happy. In addition, games can be used as a tool so that students can understand the material in a fun way.

The other resources used by the teacher are ESL World Games and ESL Galaxy. The reason they use these resources is because in ESL World Games and ESL Galaxy there are so many interesting things such as printable board games, providing power point games, interactive games suitable for classrooms, grammar games, vocabulary games for learning. English. As previously stated by Saripah and Sandra, Internet Resources can be used to play games to add new vocabulary to students and make students feel happy. In addition, games can be used as a tool so that students can understand the material in a fun way.

Other resources for teaching and learning activities to improve student skills are classified as types of audio and video tools, namely: VOA, BBC English, and Youtube. The teacher shows that VOA is good at improving students' speaking and listening skills because VOA itself provides a variety of videos with levels from basic to advanced. Meanwhile, the use of VOA is related to previous research, namely Petrovic said that students can improve their speaking performance by watching several videos. So, researchers believe that the habit of using VOA continuously will later improve students' skills in English, especially speaking and listening. For Middle English, he provides hundreds of videos related to English materials. Not unlike VOA, BBC and Youtube also have hundreds of videos that can influence students to improve their speaking and listening skills.

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 students. In this light, English central is used as a distributor to input the students in order to become better speaker.

The teachers explained that before they chose an internet resource they had several considerations. Based on the results of the interview the considerations are: Researchers agree that Internet resources that have a good and attractive menu for teaching and learning are one of the reasons for choosing an internet resource. For example, the menus provided in ESL Galaxy and ESL Games World include grammar, games, vocabulary, video, audio, and others. If menus can meet teachers' needs and goals in teaching, they will undoubtedly use these Internet resources. Lisa Janicke emphasizes that the standard selection for resources is based on the content or resource menu. (Hinchliffe, 2004)

Free being one of the teachers' considerations in choosing internet resources shows that learning resources need not be expensive. If the resources are easy to use, this makes it easier for teachers and students to operate and students will also understand the material more easily. This is related to an earlier study by Chalak that inexpensive Internet resources can provide teachers with the opportunity to post assignments and other relevant information.

Teachers' considerations in choosing Internet resources are then based on curriculum competencies, topics, and also teacher needs. If the internet resources do not match the above standards then the goals that will be achieved by the teachers will not be achieved. Meanwhile, James Duplass in his article describes the criteria for a viable Internet resource for teaching and learning activities that must have credible content and achieve teacher teaching goals.

Ages 24 – 40 Years (early adulthood) is the age at which digging abilities for practice all intellectual potential, talent, interests, knowledge, and skills that have been obtained. The findings of this study indicate that teachers aged 20-40 years have used internet resources that are useful for their needs and the ways in which teachers are considered in choosing internet resources. Previously, (Rahayu, 2016) in Student Teachers Consideration In Developing Teaching Material During Teaching Practicum In Vocational School explained the problem of teacher considerations in choosing materials in teaching practicum in vocational school. Which is one of the challenges for teachers in designing materials to be explained to their students.

CONCLUSIONS

        Based on the observation, interview, and documentation the researcher can be concluded that English teachers who are around 20-40 years old use internet resources in the teaching and learning process of English such as: ESL Games Dunia, ESL Galaxy, Quizizz, and Kahoot as an assessment tool to review students' understanding and improve their knowledge. Then, VOA, English Central, BBC English and Youtube as video and audio tools in teaching English to improve students' speaking and listening skills. Before choosing internet resources teachers aged 20-40 years have several considerations, namely, their first consideration is the appearance of the menu, the second because using internet resources does not require a lot of money (free), the third consideration is the ease of use of internet resources and Finally, internet resources that match curriculum competencies, topics and also teacher needs.

        .

Refrences

Chalak, G. J. (2015). The Use of Internet In English Language Learning: Practices, Attitudes and Challenges og the learners.

Olowolanyemo, F. (2020). *Private International Law in Nigeria* . Bloomsbury Publishing.

Petrovic, D. (2016). Use of Internet Resources and It Tools and Characteristics of Higher Education

Rahayuningsih, D. (2016). Student Teachers Consideration In Developing Teaching Material During Teaching Practicum In Vocational School . *journal of English and Education* ,

Sinas Saripah, &. P. (2016). Usage of English Materials from the Internet to Improve Students' Language Performance.

Tomlinson, B. (2011). *Tomlinson, Brian. 2 Development in Language Teaching. Second Edition.* U.K:Cambridge University Press.

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

Yasar Guneri, S. B. (2015). The Use of Internet Resources by University Students During Their Course Projects Elicitation. *A case study, Turkey.* Elliott, C. (2016). *MBA Professional Ethics and Social Responsibility: Accounting & Finance OERs* .

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

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

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

Huibang, C. (2006). *An Interactive Whiteboard Into The Status of Classroom Teaching and Thinking.* Taipei: Taipei Host.

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

Kamenetz, A. (2009). *How Web-Savvy edpunks are transforming American Higher Education.* Fast Company.

Kasim, Mellani. (2008). Kasim, Mellani. (2008). Macam-macamModel Pembelajaran untuk Mengatasi Masalah Pendidikan. *Meilanikasim.wordpress.com.*

Komalasari, K. (2010). *Pembelajaran Konstektual: Konsep dan Aplikas.* Bandung: Refika Aditama.

Kruk, M. (2015). Helping Students to Learn The English Second Conditional by Blending Internet Resources With Virtual Worlds: The Results of a Study.

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