

## CHAPTER I

### INTRODUCTION

This chapter presents a comprehensive description of the research. It comprises the background of the study, formulation of the problem, operational definitions, aim of the study, and significance of the study.

#### 1.1 Background of the Study

Technology has a significant role in human life. It affects various fields, including education. Technology has the potential to aid the educational process. Technology usage provides many resources to English language learners (Ahmadi, 2018). Therefore, the students can use technological advances to support the learning process effectively. In addition, technology also gives students rapid access to knowledge and relevant materials (Ahmadi, 2018). The internet is one of the most common technologies used today to deliver and rapidly access information. In line with this, Sirakaya (2015) stated, “one of the most frequently used technologies is the internet”. Richards (2015) noted that the internet and other technological tools allow students to access various language learning resources, applications, and programs that can assist them in developing their language skills. In addition, it offers many authentic materials for learners, and they can be motivated to learn the language. Thus, students can utilize existing websites and digital tools as a rich source of linguistic input to improve their language skills.

Using the internet in English learning helps students improve their language skills and support their learning process. The role of technology and internet usage has grown significantly, especially during and after the COVID-19 pandemic, when students heavily relied on online platforms for education. Dealing with the use of the internet in English learning, in one of the universities in Tasikmalaya learning was shifted to online learning during the COVID-19 pandemic. Online learning took place synchronously and asynchronously using various internet platforms and digital media, such as

Canvas, Google Classroom, Zoom, Skype, Edmodo, WhatsApp, Google Drive, and Quizizz, to deliver material and carry out learning interactions between teachers and students without being constrained by location (Singh & Thurman, 2019). Even after the pandemic subsided, online learning continues in the form of blended learning, primarily conducted asynchronously via platforms like Google Classroom and Zoom. Synchronous learning involves real-time interactions between teachers and students using platforms like Zoom, Skype, or Google Meet, enabling immediate feedback and collaboration. In contrast, asynchronous learning allows students to access materials and complete assignments, within a set timeframe, using platforms such as WhatsApp, Canvas, Google Classroom, and Google Drive. Both approaches demand students to adapt to technology-rich environments and rely on their internet self-efficacy. Internet self-efficacy is defined as their belief and ability to navigate the internet and use digital tools effectively. Students with high internet self-efficacy are more adept at utilizing the internet to access resources, participate in interactive activities, and achieve their learning objectives. In contrast, those with lower self-efficacy may face challenges in adapting to digital learning environments. Thus, understanding and fostering students' internet self-efficacy is crucial for enhancing their language learning experiences in the digital age.

There are several studies about students' internet self-efficacy, and one of the most relevant to this present study is the research conducted by Chang et al. (2014), which focuses on how Internet self-efficacy helps students transform motivation into learning action and its influence on learning performance. This study used social cognitive theory to explore how internet self-efficacy affected online college students' motivation and academic performance. On the final exam, students with high internet self-efficacy did better than those with low internet self-efficacy, and they also felt more confident about their capacity to complete an online course. The result shows learners' internet self-efficacy is essential to learning performance and motivation.

Since the previous study investigated the effect of internet self-efficacy on college students' learning motivation and performance using a quantitative research design with a questionnaire as an instrument. However, the present study investigates the internet self-efficacy of students in English learning, especially in improving their language skills, with a qualitative research design by conducting semi-structured interviews. This study is important to investigate because students conduct many activities on the internet, such as learning, searching for information, communicating, and entertaining themselves. The internet has become an inseparable part of their daily lives, making it crucial to understand how students' self-efficacy in using the internet influences their learning. In the context of English learning, the internet provides unparalleled linguistic input resources, enabling students to access a wealth of information and opportunities to learn and practice independently. This aligns with the principles of student-centered learning, where students take an active role in their education. Additionally, 21<sup>st</sup> century learning emphasizes higher-order thinking skills, requiring students not only to understand concepts but also to think critically, communicate effectively, and innovate creatively (Wulandari, 2021). By examining their ability to utilize the internet effectively, this study aims to provide valuable insights into how internet self-efficacy enhances language learning outcomes and prepares students for the demands of 21<sup>st</sup> century education.

## **1.2 Formulation of the Problem**

A formulation of the problem addressed in this present study is formulated in the following question:

“How is EFL students' internet self-efficacy in English learning?”

## **1.3 Operational Definitions**

To avoid misunderstanding the terms in this research, the researcher provides definitions related to the study.

- 1.3.1 Internet self-efficacy** : A person's belief in his/her ability to use the internet effectively is seen from seven factors namely usage, sharing, communication, verification, metacognition, application, and learning. In this context, it is EFL students' belief to use the internet effectively.
- 1.3.2 English language learning** : The students learn English as a foreign language to enhance their language skills, namely listening, speaking, reading, and writing, using the internet.
- 1.3.3 Online learning** : A teaching and learning process both synchronously and asynchronously using internet and digital media platforms, such as Canvas, Google Classroom, Zoom, Skype, Edmodo, WhatsApp, and Quizizz, to deliver materials and conduct learning interactions without being constrained by location during a pandemic in English learning.

#### **1.4 Aims of the Research**

This research aims to determine EFL students' internet self-efficacy in their English learning.

#### **1.5 Significance of the Study**

The writer expects this research can give advantages for the readers; they are as follows:

##### **1.5.1 Theoretical Uses**

This research provides literature related to internet self-efficacy. This research is more specific about EFL students with internet self-efficacy in their English learning.

## **1.5.2 Practical Uses**

### **1.5.2.1 For teachers**

This research can provide information about how effective internet technology is in supporting learning. Therefore, teachers can implement technology into their teaching style. In other words, teachers should use more technological tools in their courses than before.

### **1.5.2.2 For students**

This research can be helpful for students to use the internet effectively in learning English.

## **1.5.3 Empirical Uses**

This research provides empirical insight into EFL students' internet self-efficacy in their English learning. It is also beneficial for the researcher as a reference for further study.