

THE USE OF INTERNET FOR INDEPENDENT ENGLISH LEARNING

Mohd. Haidir, Urai Salam, Syarif Husin

English Education Study Program, Languages and Arts Education Department
Teacher Training and Education Faculty of Tanjungpura University, Pontianak
Email: haidir_mckhay@gmail.com

Abstrak: Penelitian ini bertujuan untuk meneliti dan mendeskripsikan bagaimana siswa SMP menggunakan ketersediaan internet dalam menciptakan peluang untuk *belajar* bahasa Inggris dengan *mandiri*. Dalam upaya membuat penelitian ini benar-benar dapat dipercaya, peneliti menggunakan metode studi kasus dan menerapkan observasi langsung dan wawancara kepada 5 siswa SMP yaitu sebagai *pengguna internet* di area Sungai Raya Dalam, Kabupaten Kubu Raya, yang kemudian didukung dengan *screen capture* sebagai bukti konkret dari kegiatan siswa. Data menunjukkan bahwa siswa yang menggunakan internet untuk belajar adalah dalam jumlah yang sangat sedikit. Menariknya, para siswa tersebut memiliki pandangan yang positif terhadap *internet* dan menggunakannya sesuai kebutuhan belajar. Temuan data dari hasil wawancara menunjukkan bahwa para siswa telah menerapkan *pembeajaran yang mandiri* dalam 3 aspek penting: *pengarahan diri, motivasi dan usaha* dalam belajar bahasa Inggris. Para siswa akhirnya dapat menciptakan kemandirian belajar dan melakukan cara yang positif serta sesuai dengan mereka sebagai siswa SMP dalam melatih keterampilan utama dalam bahasa Inggris: mendengar, berbicara, membaca dan menulis serta pemerolehan kosakata.

Keywords: Internet, belajar mandiri, pengguna internet.

Abstract: The purpose of this research is to investigate and describe how the students of Junior High School utilize the available internet to make the opportunity in *independent* English learning. In an attempt to make this research credible, the researcher used case study method and applied the direct observation and interview to 5 students of Junior High Schools namely internet users in area of Sungai Raya Dalam, Kubu Raya, which were then supported with screen captures as the concrete evidence of students' activities. The data revealed that students who used the internet for learning was slightly in number. Interestingly, the students held the positive view towards the internet and used it properly for learning. The finding data of interview showed that the students applied their independent learning in three significant *aspects: self-direction, motivation and efforts* in learning English. Ultimately, the students have made independent learning and done the positive and appropriate ways for them as the Junior High School students in practicing the major skills of English learning: listening, speaking, reading, and writing as well as vocabulary acquiring.

Keywords: Internet, independent learning, internet users.

Nowadays, the internet emerged as the most utilized technology in all over the world. Internet played the important role in modern English teaching and learning process, even so it became a huge topic in research. The internet is considered as the valuable resource for English language learning which offered the students myriad ways to learn English and practice their knowledge. Furthermore, English is one of the most used languages on the internet. The application on internet technology has developed a new point of view for independent English learning, which became more popular in Indonesia and abroad. That is a reason why the writer was very interested to point out this research because internet has many sites where student can practice reading, writing and listening as well as speaking English. The students can independently learn through the internet while they are accessing the useful websites, blogs, and probably they can learn when they are playing certain online puzzles, quizzes, and games, which are helpful for learning a language and keeping the learning process interesting.

Certainly, in learning through the internet the students should be responsible for their own learning by managing their own learning plans according to their own needs, as Holec (1981) introduced the concept of autonomous learning (cited in Gardner 2011). Holec's book is often seen as a starting point for the definition of Autonomy in language learning. In previous research by Islam (2011), he stated that autonomous learning is a modern learning theory of constructivism, which means the students take charge their own learning by caring out their learning plans according to their own needs. In a new learning theory, the learners are viewed as the center of learning, which is active not passive. The learners will possibly construct the knowledge, contextualize the information, and interpret the knowledge which is gained from beyond the classrooms. The implications of theory constructivism on independent learning through the internet is considered to bring out the learning as an active process, facilitate the learners to construct the learning or knowledge by themselves, enable the learners to determine their own learning goals, enable the learners to reflect and internalize the information.

In this research, the use of internet for independent English learning, the resercher focused on how the students of Junior High School use the internet which was situated in SK Cybercafé Sungai Raya Dalam, Kubu Raya. In other words, the research was conducted to find whether the internet are really accessed for learning such as a major source for students to help them with schoolwork, download the study aids, help them learn new things, perhaps simply for entertainment source like chatting, social networking and online gaming and other activities. The writer intended to find the interactive pattern of relation between students and internet in the case of independent English learning in line with Self-Direction in order to become meaningful. The researcher had an eye to describe the case of the use of internet for independent English learning in the contexts of learning reality.

Additionally, in the present days, the internet became more popular in many societies as a smart media. The technology improved and advanced to connect the people in everywhere with the network. The use of internet was well known by people not only by adult but also by children or students of school ages.

Therefore, as the concept of the research, the researcher took the opportunity to investigate the Students' independent English learning through the internet.

Based on the first observation in pre-research, the writer found that the consideration of students to learn English through the internet is in the lower level. The writer counted it up in percentage from 20 users, the result was in round numbers that is 60% (12 of 20 users) is for online gaming, 30% (6 of 20 users) is for social networking, and the rest, 10% (2 of 20 users) is for learning. This fact has motivated the writer to investigate the participants or users of internet in learning English as they are only in a small number.

In conducting the research, the writer agreed with the theory of Independent Learning as defined by Jeffries (1990) that is learning in which a learner in individual or group study on their own beyond the school time. The learners learn a course or more without direct intervention from teacher or educator. This learning involves learners in taking greater responsibility for what they have learned, how they learn, and when they learn. Independent learning is likely to be most effective when at least some support is available, such as internet. The internet provides an online learning for students to learn independently based on their own needs of learning. As the writer believed in online learning theory defined by Facer and Kennewell (2003) that young people use ICT more at home than at school (Facer et al., 2003 and Kennewell, 2003). Here, there are differences between their approaches to learning and the resources available to them, at home and at school. Home is characterized by play-like, unpressured and autonomous experiences with technology and school by a more directed or systematic approach. The writer believed that online learning was viewed as the use of the Internet to access learning materials that lead the students interact with the content of course. The internet helps the students to obtain support during the learning process, acquire knowledge, construct personal meaning, and to grow from the learning experience which leads the students to self-directed learning.

In line with Independent learning, self-directed learning is extended beyond the school context where the learners require independence as a life skill, to assist them in preparing for new situations and experiences. Brockett and Hiemstra (1991) defined self-directed learning as the process that a learner assumes primary responsibility for planning, implementing, and evaluating learning process. The writer believed that self-directed can assist students in acquiring the knowledge, abilities, skills, values and motivation that enable them to analyze learning situations and develop appropriate strategy for action. Independent learning requires that students take responsibility for their own learning in English. Individual responsibility is rooted from the belief that learning English can be affected by efforts. An important motivating factor in independent learning is the encouragement of students' own interests and their desire to learn. Therefore, the writer believed that the students will be motivated to learn if the learning activity is meaningful and if the knowledge is useful and provides a means of achieving a desired goal.

The nature of learning and independent learning is a huge topic, which there is a great deal of research into how it is properly defined and how the people learn. Kofman and Senge (1993) stated that learning arises through practice and

performance. A practice field is where learners acquire know-what and know-how to concepts of a discipline and practice problem-solving skills. A performance field is a workspace supporting people to apply their knowledge and skills on the job to enhance work performance and accumulate know-how and know-why knowledge. Thus, knowledge acquisition occurs by continuous movement between a practice field and a performance field through an ongoing cycle of reflection, experiment and action.

In principle, learning is an internal change that occurs in individual experience. Moreover, all activities either physically or mentally cause the change of different behavior in experience of before and after learning. The development of new knowledge, skills, and attitudes of are not only gained from inside the school but also from outside the school environment. The learning environment includes instructional technology, media and methods which the children can learn by walking down the streets, watching TV, surfing the net, conversing with others, and just by observing what goes on around us.

Jeffries (1990) defined the independent learning as “learning in which an individual or group of learners study on their own, possibly for a part of parts of a course, without direct intervention from tutor. This can involve learners in taking greater responsibility for what they learn, how they learn, and when they learn. It can also lead to learners being more involved in their own assessment. Independent learning is likely to be most effective when at least some support is available.” Recognising this and using the definition of independent learning, independent learning can be seen quite broadly to encompass a variety of situations and contexts where students interpret new knowledge and skills independently from those around them. However, this may include situations of group learning where activity may be collaborative and individual learning outcomes similar or different but each reached independently. Furthermore, Independent learning does not need to be seen only in terms of learning in isolation but also within a community of learners.

In the present days, as high technology age, independent learning can be done not only by the students of higher education but also the learners of lower education namely students of Junior High School. It leads the youth age students of Junior High School to learn critically as well as independently. Furthermore, the significant aspects of independent learning should be explained and taught in order to make the independent learning works effectively. It is reasonable for students to learn about how to direct, motivate themselves, and make learning efforts for themselves.

Kocak (2003) mentioned the self-directed learning as “the concept which concerned with teaching students how to think, how to learn, and to take control of their learning with the help of critical thinking skills, problem solving skills and learning strategies”. The idea from the statements above that self-directed learning viewed the learners as the manager of the responsibility from their learning process, as they plan and choose the strategies and evaluate the learning outcomes. In this case, the role of will, consciousness and motivation in learning are very significant in starting and keeping the effort of learners.

In studies, Gardner and Tremblay (1994) explored four other motivational orientations: (a) reason for learning, (b) desire to attain the learning goal, (c) positive attitude toward the learning situation, and (d) effortful behavior. Briefly, motivation in which the writer believed is the energy to study, to learn and achieve and to maintain these positive behaviours over time. Motivation is what stimulates students to acquire, transform and use knowledge. It can be inferred that without motivation, the achievement will be difficult to reach.

A high effort indicates high motivation (Pintrich & Schunk, 2002) (as cited in Başer 2007). This is particularly important in independent learning for students are expected to manage their learning. Although they are normally free to choose from a lot of issues, they are constantly challenged and they expend a reasonable amount of effort. An important concept in this aspect is that learner effort is at the center of success in learning in any area.

METHOD

The appropriate form dealing with the problem is case study which the writer believed this form of research was appropriate to find out the truth and answer the question on the use of internet for independent English learning. The first step in case study research is to establish a research focus which the researcher referred over the course of study of a complex phenomenon or object. The writer established the focus of the study by forming questions about the situation or problem to be studied and determining a purpose for the study.

According to (Bromley 1990) case study is a “systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest”. Guba and Lincoln (1981) cited in Zucker (2009) described case study as “types”. These types are factual, interpretative and evaluative. Each case study must outline the purpose, then depending on the type of case study and the actions proposed by the researcher, the researcher could determine the possible products of the study. For example, research undertaken to describe the learners activities in the internet shop in using the internet technology or services was placed in both factual and interpretative categories.

Focusing on the case study to the Junior High school students, the researcher conducted the research in the SK Cybercafé in Sungai Raya sub district, Kubu Raya region. The participants were five students of junior high school in the same area. Most of data were gathered in the internet or cybercafé, the place where the students accessed the internet. Purposefully, the writer intended to gather the data beyond the school time to investigate the independent activities of students in learning English. Prior to the research conducting, the researcher determined the participant of internet users that was junior high school students. The total number of participants was taken is about 5 students to be observed and interviewed from SK Cybercafé. From the observation, the researcher determined students of each to be closed attention with criteria of learning English through internet.

The specific criterion for the subject was from the websites the student accessed in learning. The participants who frequently use the internet for English learning were selected to go on interview. The writer believed that direct

observation led the students to be respondents for interview. In this section, the writer only chose five participants. Shenton (2004) explained that to ensure the informants give honest responses; a researcher should involve only those who are genuinely willing to participate and give data freely. The writer believed that those five students gave the trusted and critical answer for the writer in order to make it credible to be analyzed. Moreover, the researcher verified and gave evidence from the result of interview to what this research was concerned about, the use of internet for independent English learning. In expectation, the writer needed the students' answer which indicated the element of independent learning.

Procedures for data analysis include:

- a) Observed the participants in the trusted SK Cybercafé or internet shop: taking notes and make the description account the activity and taking pictures of the situation.
- b) Determined the participants to interview.
- c) Interviewed and taking pictures of participants during the interview: recording by using audio recorder.
- d) Took screen capture or print screen from the participants.
- e) Analyzed the observation notes or description accounts.
- f) Analyzed the interview data.
- g) Transcribed the interview result from the recording.
- h) Translated the interview which was recorded in Indonesian language to English language.
- i) Checked off the print screen result to the certain questions in interview.
- j) Analyzed all data with three steps as a process of a qualitative research (Miles & Huberman, 1992 in Sugiyono 2010):
 - 1) Made an orientation or description of three aspects in interview.
 - 2) Reduced the unrelated data findings and focused on the related data findings.
 - 3) Selected the depth information that related to the themes or aspects.

FINDINGS AND DISCUSSION

Findings

Descriptively, in this part, the writer presents the research findings and discussions. In explaining the findings and ensuring the participants' confidentiality, the writer does not use the real names of the participants. The writer also describes the data collected and interview result that supported with screen captures as the evidence.

1. Self-Direction

- a) **Students have a planning and held a view toward the importance of internet**

As the students set their planning to learn English through the internet and were asked why they chose the internet, impressively, all participants held positive view towards the use of internet. They believed that the internet offers the positive utilities for us.

Furthermore, all participants namely students of junior high school recognized that the technology they have known as internet has much greater importance in learning. The information and knowledge is one reason why they use the internet to learn, as the participant 3 stated:

“Internet is the quickest way to get the information and knowledge. It is very useful not only to have a good time in playing but also to have a good time in learning”. (Interview: Participant 3).

b) Students have willingness in choosing the materials

In fact, some students have their own way in how they choose the English learning material from the internet. They admitted that they regularly access *Google* search to search for and choose the material as their needs. In this feature, sometimes the students are motivated by themselves to open the material by using the internet. For another reasons, sometimes the students are motivated by their teacher. Actually, the motivation and willingness is the key point in learning through the internet. In this matter, the students’ willingness is also considered as the factor of students to become independent learner. It is simply good idea, the students built the solution for themselves in choosing the material by using the valuable internet resources, namely *Google* search as participant 4 stated:

“I often open the reading material via Google search. I choose the material that appropriate with students in the age of junior high school”. (Interview: Participant 4).

c) Implementing the learning

To have the effective learning, the students should implement the independent English learning. One way to make it be implemented is by the internet. The students have the responsibility to what they will learn. In this case, the writer appreciated that the students have a good learning practice in implementing their learning through the internet. The writer also assumed that if the students can manage the learning by setting the good implementation in their learning, it is not impossible for them to achieve the good and even better learning too. The reasonable thing to support the better learning is the available internet at home. Participant 4 stated:

“I implement the learning by managing time that I should learn English not only in the school but also at home because English is an important subject”. (Interview: Participant 4).

d) Students’ beliefs

Towards the students’ belief in internet can make them understand, some students expressed the interesting of internet can make them spurred to learn over and over again. They hopefully believed that if they learning through the internet and with their perseverance, they will get a good result. However, the parents’ role such as encouragement is very helpful to lead their children to be independent. In this case the writer added that students also believe

the interesting internet materials allow more efficient use of time out of the classroom and enhance their learning. Participant 5 stated:

“My parents said that if I want to be expert in English, I must learn more readily. They said practice makes perfect that is way I try to learn frequently by using the interesting learning source that is internet”. (Interview: Participant 5).

e) Students’ self-evaluation

In order to become good learners through the internet, the students need to learn the importance of self-evaluation. They can do this by asking questions, and through discussions. When students should evaluate what they know, they do not know, and what they would like to know. They begin to recognize their own strengths and weaknesses in order to familiar with their beliefs. After evaluating themselves, the students will be able to set goals that they feel they can attain with the new knowledge they have about themselves. Here, the teacher should not only help them but also encourage them in self-evaluation because it makes the students active participants in their education. The writer assumed that, the simplest tools to encourage student are evaluative questions that force students to think about their works. Participant 5 stated:

“I will ask to my teacher about what I have learned. I want to know whether it is correct or incorrect. However, I try to answer and complete my task by myself, then one time I will ask to the English teacher in the school or in the course”. (Interview: Participant 5).

2. Motivation

a) Students’ motivation

The motivation of students can be inferred based on intrinsic and extrinsic factor. Generally, in intrinsic factor, the students will show some self-motivation if they know what is expected of them, think the effort is worthwhile, and feel they will benefit through effective performance. As the case in whom or what motivates the students in learning through the internet, interestingly, the students expressed that they are mostly motivated by themselves. It indicates that the motivation of being independent learners is strong. In the case of motivating students, the writer assumed that both intrinsic and extrinsic motivation is simply important to construct the learning style in independent English learning. Moreover, the writer added that to keep students motivated, there is many useful things to do such as give positive feedback that supports students' beliefs that they can do well, help students find personal meaning and value in the material, create an atmosphere that is open and positive, and become a role model for student interest. Participant 5 stated:

“I motivate myself by keep learning English, beside that my pleasure in using the internet is also the motivation for me and the rest is my parents”. (Interview: Participant 5).

b) Getting information and learning sources from the internet

Finding information and learning sources from the internet are two points which can be motivation of students to prepare for a future where success will depend on their ability to find, evaluate, and use quality information in an efficient manner. To do that, students need to learn the skills and strategies that enable them to become knowledgeable and critical users of the internet. The writer believed, finding and using information on the Internet is a relatively one skill that requires students to know how to evaluate information critically and competently as the participant 2 stated:

“I want to search for sources that little bit different from books but with the same topics. I search the interesting source to be learned”. (Interview: Participant 2).

c) Understanding the materials

One effort to motivate students in independent is by understanding the material they have searched for. It is good to be noted that if the material the students learn does not make sense to them. Again, the students should be motivated to pursue the solution in understanding the material. The result shows that all participants agreed that they would ask their teacher. Perhaps, the students have their own way to do it. In this feature, the writer assumed that asking to the teacher is the best way, but sometimes it will be better if the students can smartly choose the easier material in order to make them understand to the contents in materials while the difficult one is challenging. Participant 2 stated:

“I will do it by learning gradually and frequently. If I do not understand what I have learned, I will discuss it with my teacher for sure”. (Interview: Participant 2).

d) Students have goals

The effectiveness of an education or learning can often be improved when appropriate goals are set in place by students. The students who learn with some goals will be more active and perseverance in doing some works. The goals are considered as the energy in motivation. The finding shows that the some participants have a good desire goal while the writer believed they deserved more than that. Once the goals are set, they help to keep students and teacher focused on the items that were identified as important. Goals give the students a clear image of what the expectations are and where to focus their time and attention. This is important because goal helps to motivate the student and it also provides a sense of accomplishment when goals are reached. Still, participant 2 stated:

“I want to be fluent in English someday. And for now, at least I have a basic to learn English for higher level, Senior High School or University”. (Interview: Participant 2).

e) **Completing the works**

Completing the works can be implied as the solving the problem. The students will make every endeavor to complete or solving the works they face. Here, the case is when the students asked “have you ever used the internet to complete the school or home works?” Most students responded with the satisfied answers. Learning skill is closely related to problem solving skill. Problem solving are arguably the most important features of the education process. Students must learn to relate information and draw logical conclusions. The learning process is much improved when students are challenged to seek answers and are driven by a curiosity to learn, as the participant 1 stated:

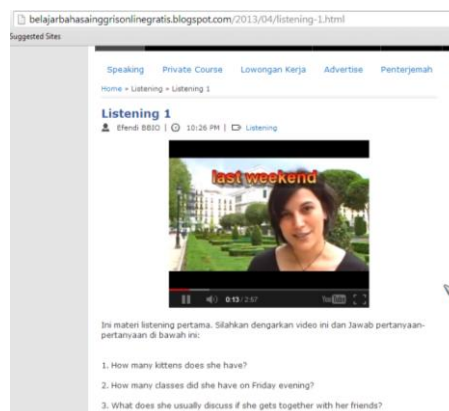
“If the answers are not available in the book I try to use internet and look for the same material about my project or homework. Moreover, if it is about the vocabulary, I always search in internet”. (Interview: Participant 1).

3. **Efforts**

a) **Using online videos**

Listening and speaking are two important verbal skills which can be mastered by students. The writer believed the video can effectively improve receptive skill of the students as they listen to the video carefully and improve the verbal skill as they try to pronounce, repeat, and spell the words as the speaker says in the video. The writer also admitted that active listening and effective speaking are two skills that can be acquired and developed with practice. However, active listening and effective speaking can be difficult to master. Therefore it will take time and patience to develop.

“To practice a good listening I need to practice more. The videos and songs, it is very helpful”. (Interview: Participant 2).

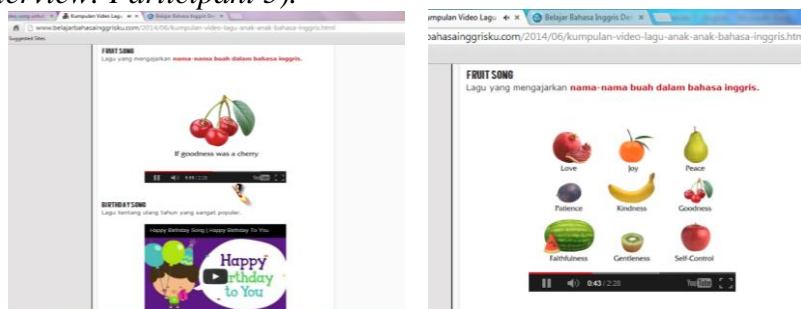


Picture 1: Screen capture of video for listening practice

b) Using songs

It has been considered that almost everyone loves music and songs. The existence of music and songs has been a part of our language and life. Music can be listened when we exercise and work. As the writer's thought, why not include music and songs in language learning? The students can use songs that are popular with them whenever possible. Songs should have clear and understandable lyrics and have an appropriate and positive theme.

"If we practice listening regularly with song it can make our ears become familiar with the English words that say in the songs". (Interview: Participant 5).



Picture 2: Screen capture of English songs for listening practice

c) Using educative online games

For some students, playing games is just for having fun. They do not recognize that games having an effect on positive side if they can choose the educative games. For the others students, games can be more than just fun but having learning with fun. Educative games offer the students with playing and practicing at same time. It is a reason that games are mostly chose to learn. In addition, the best games should not contain the crime and violence in it. Using educative games to learn effective listening for children is a fun way to develop auditory skills and social development.

"I can practice my listening through listening games in internet because if we often hear the voices or words that said in English so we will be familiar with that voices and words. The games are so attractive and colorful also have clear instructions". (Interview: Participant 1).

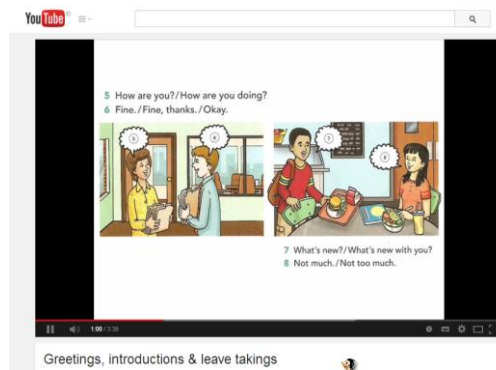


Picture 3: Screen capture of educative online games for listening practice

d) Using audio and pictures

The audio offers the benefits in practice. The audio which supported by proper pictures will lead the students in acquiring the same and good perceptions in receive the lessons. The use of audio is viewed as a suitable way to convey the concrete understanding in order to ease the students in receiving the material that has been conveyed. The students can recall the material based on what they have listened and seen through the audio and pictures. They will repeat the material through speaking that is why the use of audio is closely related to listening and speaking.

“I always use the audio and video from YouTube.com. By using this video, I can learn to speak by listening the pronunciation that is said by The speakers”. (Interview: Participant 1).

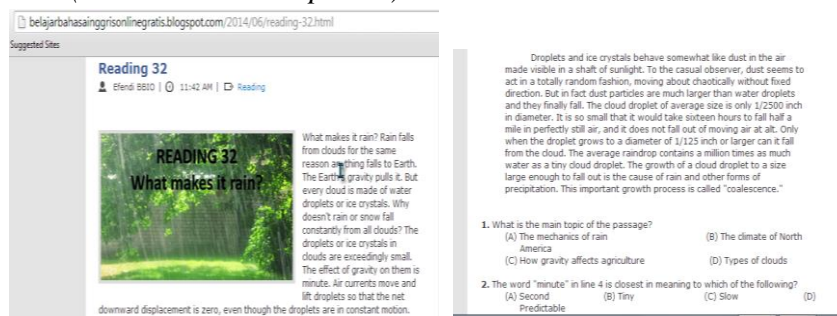


Picture 4: Screen capture of audio and pictures for speaking practice

e) Using online pages of reading and writing texts

Reading and writing are substantively counted in basic skills of learning but from two different categories. Reading is receptive, whereas writing is productive. In this feature, the internet provides the online pages where the students can practice reading as well as writing include the various example of text types. From those pages, the student can start to read and then explore the new idea to write.

“After reading a material usually I try to answer the questions based on the text. It is used to know how much I understand the text I have read”. (Interview: Participant 2)

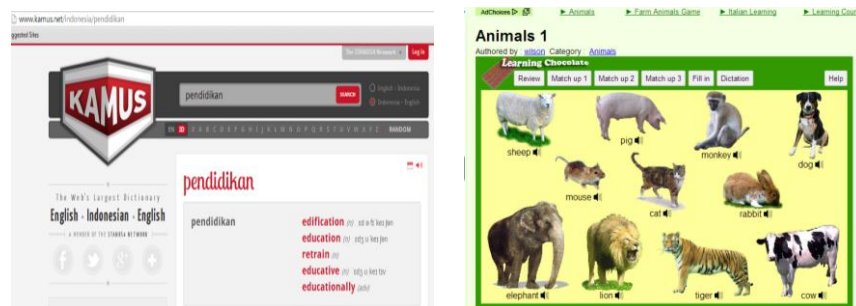


Picture 5: Screen capture of reading and writing text

f) Using online dictionaries

The contribution of internet in learning is offering the opportunity for students to have in pocket the English vocabulary. In other words, internet facilitates the students with the easy of accessing the words in English just by one click away. One way to make it works is online dictionary which offers the easy and fast searching. The online dictionaries simply have the superiority that the dictionary book does not have. That is a reason why the students preferred to use the online dictionary in case of learning or acquiring English words.

“I look for the difficult words that I do not know by using online dictionary. It is faster than using a dictionary in form of book. Just write the words we want and the result appears. I also often use the pictured dictionary. It is more multi-colored and attractive”.
(Interview: Participant 3).



Picture 6: Screen capture of online dictionary for acquiring vocabulary

Discussions

This research covers one big focus in the use of internet for independent English learning. Fundamentally, the research is about how the students of junior high schools namely internet users utilize the available internet to make the opportunity in independent English learning, which is well-constructed by three main aspects: self-direction, motivation and efforts of students revealed in research findings.

The first aspect of student activity in independent learning is self-direction. Regarding to the English learning, the students have certain planning and positive perceptions toward the use of internet. The students also have maintained the willingness, beliefs, implementation and evaluation, which those are the principles in independent learning. Independent learning is needed to give students the ability in finishing the works, combining the development of ability and characters, and preparing the students in studying the whole experience of their daily life. In addition, independent learning spurs the students to independently think, plan, motivate, manage and also evaluate them in English learning.

It was supported with the aspect of motivation, which has several principles built in independent learning like having goals and high interests. When the students use the principles, they become main element of motivation in students themselves. Getting information and learning sources is the example of high interest of student in English whereas understanding and mastering the material could be the goals. The motivation can be intrinsic and extrinsic. The intrinsic

motivation appeared from inside the students whereas the extrinsic appeared from the environment and people around them. Comfort environment, technology, parents and teachers are the main example of intrinsic motivation which can help the student to be improved. By raising the motivation, the students were believed can solve the problem and search the solution critically with the use of internet around them.

The last but not least is the students' efforts. The learning effort can affect the increasing of students' learning improvement. If the motivation leads the student to have a goals and interests, the effort can be the ways or techniques of students in achieving the desire goals and interest. The writer believed the learning improvement will not be achieved without good efforts.

From the data display, the students have shown the good effort in improving their English learning. They students have chosen the media which the writer believed those were interesting and useful to learn the four major of English skills. In listening and speaking, the students mostly used video, audio, songs, lyrics and games which those were educative. Furthermore, in reading and writing, the students chose the pages that provide the example of English reading and writing texts to practice. Practically, in acquiring the new words or vocabulary all students used the very helpful online dictionaries.

In short, the use of internet for independent English learning will be positively viewed if the students can use it positively too and manage time, time to have learning time and time to have playing. The result showed that students were quite positive in using the available internet for their learning and also independent in learning English through the internet. The writer appreciated to students who considered the benefits of internet for learning importance such as increasing the knowledge, sharing and accessing the information and learning sources, communicating well, learning to be interactive, and learning independently. However, the student should alert for negative effects in internet. It is depended on how the students capable to benefit the internet as their needs. The internet is the learning sources that are supposed to be benefited by both students and teachers because there are millions even billions of information in there that can be used positively.

CONCLUSION

This research has ultimate conclusion by virtue of the research purpose which is to find out whether the internet were really used as a major source for students to learn English independently. In much deeper, the English learning through the internet can be independently and effectively attained to upgrade the academic learning achievement. Based on the research findings as the writer presented before, the writer concluded that the learning through the internet is never detached from the aspects of students in carrying the autonomous in their learning. The students aimed to pursue the knowledge in perseverance in order to reach the goals in independent English learning. The writer drew an inference from the study that independent learning can be effectively implemented if the students pay attention to three main aspects: Students' self direction, students' motivation and students' efforts. In self-direction, all students have a positive

perception towards the use of the internet as their planning to learn English independently. In fact, they have a willingness to choose and learn the materials from the internet. Moreover, they have to believe as well as they have to implement and evaluate themselves to make they became the successful learners. Along with the motivation, the students have to be motivated to set the learning goals, get information and learning sources, solve the problems as they complete the school works which beneficial to their learning. Prominently, effort is the real action which the students can do in order to be capable in applying the independent learning. The students' efforts in learning can be prospected with the support of the internet technology. The existence of internet was already believed to improve the major skills in language learning: listening, speaking, reading, writing and vocabulary acquiring. The internet has myriads of media which can help the students to practice the major skills in language learning. Those media are videos, audio, pictures, songs, lyrics, games, text types, quizzes, and online dictionary. Every learning effort that students have experienced was considered as the positive, useful, acceptable, and appropriate to them as the students of junior high schools. The students have independently learned English through the internet by using the credible and useful websites, blogs, and pages that support their English learning.

REFERENCES

- Başer, M. (2007). The Contribution of Learning Motivation, Reasoning Ability and Learning Orientation on Ninth Grade International Baccalaurate and National Program Students' Understanding of Mitosis And Meiosis. *Department of Secondary Science and Mathematics Education*. Middle East Technical University: Ankara.
- Brockett, R.G. & Hiemstra, R. (1991). *Self-Direction in Adult Learning: Perspectives on Theory, Research, and practice*. New York: Routledge.
- Bromley, D. B. (1990). Academic contributions to psychological counselling: I. A philosophy of science for the study of individual cases. *Counselling Psychology Quarterly*, 3(3), 299-307.
- Gardner, R. C., & Tremblay, P.F. (2011). *On motivation, research agendas, and theoretical frameworks*. *Modern Language Journal*, 78, 359-368. [EJ 497 731]
- Islam, A. N. (2011). Independent English Learning through the Internet. *Journal of Language Teaching and Research*, Vol 2, No. 5 (2011), 1080-1085. Retrieved from <http://ojs.academypublisher.com>
- Jeffries, Clive et al. (1990) *A-Z of Open Learning* National Extension College Trust.
- Kennewell, et al. (2003). Factors Influencing Learning through Play in ICT Settings. *Journal of Research on Computers & Education* 46 (2006) 265–279.
- Kocak, A. (2003). *A Study on Learners' Readiness for Autonomous Learning of English as a Foreign Language*. Unpublished Graduate Thesis, The Department of Educational Science. Middle East Technical University: Ankara.

- Kofman, F., & Senge, P. (1993). Communities of commitment: *The heart of learning organizations*. *Organizational Dynamics*, 22 (2), 5-23.
- Shenton, A. K. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, 22, 63–75.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Zucker, D. M. (2009). How to Do Case Study Research. *The Qualitative Report*. *School of Nursing Faculty. Publication Series. Paper 2*.
Available on http://scholarworks.umass.edu/nursing_faculty_pubs/2