

**Student's Attitude of the Use of Online Resources in Foreign Language Classes at
One of the Private Universities in Yogyakarta: A Quantitative Study**

A Skripsi

Submitted to Language Education Faculty as a Partial Fulfillment of the

Requirements for the Degree of

Sarjana Pendidikan



By:

Sifa Rizkiya Rahmah

20200810087

English Language Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogyakarta

2024

Approval Page

**Student's Attitude of the Use of Online Resources in Foreign Language Classes at
One of the Private Universities in Yogyakarta: A Quantitative Study**

By:

Sifa Rizkiya Rahmah

20200810087

Yogyakarta, August 27, 2024

Approved by:

A handwritten signature in black ink, consisting of a large, stylized initial 'R' followed by several horizontal strokes.

Sri Rejeki Murtiningsih, S.Pd., M.Ed., Ph.D.

The *Skripsi* Advisor

Table of Content

Approval Page	ii
Table of Content	iii
Acknowledgment	1
Abstract	2
Chapter One	3
Introduction	3
Background of the Research.....	3
Identification of The Problems	6
Delimitation of The Problems	6
Research Questions	7
The Purposes of The Study	8
The Significance of the Study	8
<i>For the students</i>	8
<i>For the lecturers.</i>	9
<i>For the future resercher</i>	9
Outline of the Study	9
Chapter Two	Error! Bookmark not defined.
Literature Review	Error! Bookmark not defined.

Online Resources.....	Error! Bookmark not defined.
Types of Online Resources.....	Error! Bookmark not defined.
<i>E-Journals (electronic journals)</i>	Error! Bookmark not defined.
<i>E-Books (electronic books)</i>	Error! Bookmark not defined.
The Use of online Resources in Foreign Language Classes....	Error! Bookmark not defined.
Review of Related Studies.....	Error! Bookmark not defined.
Conceptual Framework	Error! Bookmark not defined.
Hypothesis	Error! Bookmark not defined.
Chapter Three	Error! Bookmark not defined.
Research Methodology	Error! Bookmark not defined.
Research Design	Error! Bookmark not defined.
Research Setting	Error! Bookmark not defined.
Research Population and Sample	Error! Bookmark not defined.
Population	Error! Bookmark not defined.
Sample	Error! Bookmark not defined.
Data Collection Method	Error! Bookmark not defined.
Research Instrument	Error! Bookmark not defined.
Validity.....	Error! Bookmark not defined.
Reliability	Error! Bookmark not defined.

Data Collection Procedure.....	Error! Bookmark not defined.
Data Analysis Method	Error! Bookmark not defined.
Normality.....	Error! Bookmark not defined.
Homogeneity.....	Error! Bookmark not defined.
Inferential Statistics.	Error! Bookmark not defined.
Chapter Four	Error! Bookmark not defined.
Research Findings and Discussions	Error! Bookmark not defined.
Normality test.	Error! Bookmark not defined.
Homogeneity test.	Error! Bookmark not defined.
Chapter Five	Error! Bookmark not defined.
Conclusion.....	Error! Bookmark not defined.
Recommendation.....	Error! Bookmark not defined.
References	Error! Bookmark not defined.
Appendix 1	Error! Bookmark not defined.
Appendix 2	Error! Bookmark not defined.

Acknowledgment

Praise be to Allah SWT for His blessings and grace, which have enabled me to complete this thesis entitled “Student’s Attitude of The Use of Online Resources in Foreign Language Classes at The Tertiary Level: A Quantitative Study”. This thesis is submitted as part of the requirements for obtaining a Bachelor's degree in the Faculty of Language Education, Universitas Muhammadiyah Yogyakarta. Therefore, with great humility, I would like to express my deepest gratitude to:

1. My parents, Sulistiono and Rohmayanti, for being the my first love and superwoman who endlessly showered me with affection and love, always praying for me, enabling the completion of my studies. Thank you for always fighting and being a part of my life journey.
2. Miss Sri Rejeki Murtiningsih, the supervisor, thank you for her invaluable advice, patience and encouragment throughout the process of writing this thesis.
3. Mr. Andi Wirantaka, S.pd., M.Hum., Head of the English Language Education Study Program, for his continuous support and guidance throughout my study.

The author realizes that this thesis is still far from perfect. Therefore, constructive suggestions and criticisms are highly appreciated to improve the quality of this research in the future. It is hoped that this thesis will be beneficial to all readers, especially in the field of language education.

Yogyakarta

Abstract

Utilizing online resources is extremely beneficial for learning English, as it allows students to access reliable information. However, there are times when students might prefer direct instruction from lecturers over using online tools to acquire specific skills. This study aims to identify the attitude of language education students at a private university in Yogyakarta regarding the use of online resources in foreign language classes, and to evaluate the significance of differences among three foreign language study programs concerning their attitude. This study employs the quantitative survey using questionnaires as the instrument. The population consists of all students of the Faculty of Language Education class of 2021, including 95 students from the English Language Education study program, 40 Students from Arabic Language Education study program, and 24 students from the Japanese Language Education study program. The finding of this study show that overall, students view the use of online resources in a positive light and find them beneficial in facilitating the process of learning foreign languages. Additionally, the results from a one-way anova test show a p-value of 0.644, which is higher than 0.05, indicating that there is no significant difference among the three study programs. Therefore, it can be concluded that regardless of the language being studied, students tend to share similar views on the role of online resources in enhancing their competence in learning foreign languages.

Keywords: online resources, forein language learning, student's attitude, quantitative study.

Chapter One

Introduction

In this chapter, the researcher explains some of the points that discussed related to this study. First, the research background, which is to explain general information related to the the effective use of online resources in foreign language classes at the tertiary level, research contexts and problems in research. Subsequently, in the identification of the problem, the problems occurring at the research site will be discussed. After this, the delimitation of the research advances the scope and focus of this research. Furthermore, the importance of research for some parties will be highlighted. Finally, the chapter organization presents a description of each chapter.

Background of the Research

The use of digital technology in learning at school and in lectures is familiar. The use of digital technology such as online resources is also widely used in foreign language learning. The internet is becoming a major resource today. Guo (2012) argued that things found on the Internet are really useful for teachers and students. They are more interesting than the usual materials we use. As stated by Dao (2014) the internet offers genuine and engaging materials that can benefit students. Using these materials can capture the interest of both teachers and students, potentially boosting students' motivation as they experience a different way of learning compared to traditional book-based methods. The use technology for learning a foreign language actually affects the improvement of language skills (Ahmed, 2015). Therefore, teachers can use

digital technology as an online resource in foreign language learning. According to Drigas and Charami (2014) The implementation of good use of technology can increase student motivation in learning, make it easier for students to get access to material sources from all over the world, facilitate students in learning with various learning styles and strategies. In addition, it can be a solution to various problems in teaching and learning.

Online resources are various types of materials and information available electronically via the internet. The use of online resources in the world of education and research has grown rapidly with internet access and advances in digital technology. Tamara (2020) stated that utilizing the Internet in education allows individuals to experience authentic communication, enhances foreign language learning through interactions with international friends, facilitates the blending of different cultures, and equips students with intercultural knowledge and skills. Serving as an information system, the Internet provides users with diverse information and resources.

At present, every level of education including at the tertiary level, utilizes e-learning to facilitate the teaching process. Tamara (2020) argued the advancement of the global Internet makes it a condition to get whatever information and wherever students and teachers need, this creates the possibility of using Internet resources enormously. The use of digital technology in learning provides many benefits for teachers and students. By using online resources, teachers can improve their performance by using diverse teaching media. The use of online resource also provides a more enjoyable and less monotonous learning

experience for students. However, teachers must be wise in using the internet so that it can be implemented properly. Furthermore, Sangeetha (2023) found that students prefer teachers who can use e-tools in their learning. Bećirović et al. (2021) mentions that gadgets like computers, laptops, mobile phones, the global communication system, the internet, and other technologies, including video and audio conferencing, videotelephony, webcasts, and chat rooms are now essential in language teaching. Their use in education and other public areas is continuously growing.

Differences in language backgrounds can significantly affect differences of opinion regarding the use of online resources. Cohen et al. (2022) in their research found that there were significant differences in the opinions of students who had different language backgrounds from different countries, namely Australian and Israeli students. Cohen et al. (2022) also added that students often use official digital resources provided by their universities. However, students from both countries also use unofficial digital resources and methods in their studies and find them very helpful. In this study, participants have the same language background with different language backgrounds. And this allows for differences of attitude also between students from the three study programs, namely Arabic, English and Japanese.

In this study, the researcher wanted to explore what students think about online resources through this study. At a private university in Yogyakarta, in the Faculty of Language Education, many students were seen using online sources to

learn foreign languages. The researcher also observed differences in student's attitude from the three foreign language study program at the university.

Identification of The Problems

Based on the interview, sometimes students feel bored and find it difficult to understand the online journals given by lecturers, so they need more explanation from lecturers and prefer if lecturers provide material directly rather than using online resources. In addition, some students also feel that the use of online resources is still lacking in improving foreign language speaking skills. Based on interviews from several students from three language education study programs at one of the private universities in Yogyakarta. The first student who was interviewed by the researcher was a student from the English language education study program, she said that the use of online resources is very helpful in learning English because students can find reliable information then. She also added that sometimes students prefer to study with lecturers directly rather than using online resources to learn certain skills. The second student, from the Japanese language education study program. He mentioned that he had difficulty finding material about Japanese because there were still not too many electronic journals about the Japanese language. And the last student was a student from the Arabic language education study program. She mentioned that she feels more comfortable using online resources such as journals that can be accessed on google scholar, but sometimes she also finds obstacles such as unstable internet and sometimes it is difficult to find e-journals that suit her needs.

There are several reasons why this study is being conducted. Students in the language education faculty at a private university in Yogyakarta are integrating online resources into their foreign language learning. The incorporation of technology into the teaching and learning process at this university has heightened students' awareness of diverse online tools available to enhance their proficiency in foreign languages. Through observation, researcher noted that numerous students in the language education faculty at this university frequently utilize online resources as references to enhance their foreign language skills.

Delimitation of The Problems

Research related to the use of online resource in the foreign language classes has a very wide scope. Therefore, in order to be focused, this research focused on the student's Attitude on the use of online resources in the foreign language classes. And the researcher only focuses on three foreign languages namely, English, Arabic and Japanese. Then the researcher see the different views of students from the three foreign language study programs regarding the use of online resources in foreign language classes.

Research Questions

Based on the background above, this study formulates two research questions on the effective use of online resources in foreign language classes at the tertiary level:

1. What is the student's attitude on the use of online resources in the foreign language classes at one of the private universities in Yogyakarta?
2. Is there a significance difference among the three foreign language study programs regarding their attitude of the use of online resources?

The Purposes of the Study

Based on the research above, the purpose of the study are:

1. To find out the attitude of language education study program students at one of the private universities in Yogyakarta.
2. To find out significant difference among the three foreign language study programs regarding their attitude of the use of online resources.

The Significance of the Study

The researcher carried out expected to provide more benefits and knowledge for the lecturers and future researcher.

For the students.

This research present student's attitude regarding the use of online resources in learning foreign languages. As a result students can use online resources as a learning media for their foreign language learning and students can explore the platform to find the one that best suits their personal needs and preferences.

For the lecturers.

This research explores how student's attitude to online resources to learn foreign language. As a result, teachers can use the findings to assess and think about how they design their teaching materials in teaching foreign language using online resources.

For the future resercher.

This research present student's attitude about online resources for learning foreign language and discusses some relevant theories. It can provide information or explanations for other researchers who are interested in studying online resources in learning foreign language.

Outline of the Study

This research consists of five chapters. The first chapter describes the research background, research identification, problem boundaries, research questions, research objectives, and research significance.

Chapter two is a literature review. This provides the definition of online resources, Types of online resources, the use of online resources in foreign language clases and challenges while using online resources. This chapter describes the theory related to the general overview of online resource in foreign language learning.

Chapter three is the methodology. This chapter describes how the research will be carried out by the researcher. This chapter discusses methods, instruments,

participants, settings, and data collection techniques. In this chapter, the researcher also explains how to analyze data.

Chapter four contains findings and discussion. This chapter presents the results of the data analysis.

Chapter five contains conclusions and recommendations. This chapter provides general answers to research questions and recommendations from researcher. Recommendations are given to teachers, students, and other researchers.