

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the result of the study and discussion. The finding designed to answer the research problem were the questionnaire and interview. This section covers data findings or the students' response toward search engine as learning media to promote reading comprehension.

A. Description of Data

The results of the research on the students' perception towards search engine as learning media to promote reading comprehension at Study Program of English Education of IAIN Palangka Raya by using questionnaire as the instrument for collecting the data. The presented data consisted of responses, central tendency and standard deviation.

1. The Description of the data of Students' Perception

The data presentation of the item score of the students' perception shown in the table frequency distribution, the chart of frequency distribution, the measurement of central tendency (mean, median, and mode) and the measurement of deviation standard. The total of the respondents were 124 respondents.

2. The Result of Data Analyze

In order to analyze the results of the research on the students' perception towards search engine as learning media to promote reading comprehension at Study Program of English Education of IAIN Palangka Raya by using questionnaire and interview as the instrument for collecting the data. The data were displaying as follow:

a. Questionnaire Data Result

Based on the results of field research using a questionnaire that is used to carry out the try out 20 items, after being checked by the results SPSS and validator there are 4 items that are not valid so, for a study of 124 respondents used 16 items that are valid and can be presented the following data as follow:

Table 4.1

Result of Questionnaire Score of Mean, Median, Modus, Standard Deviation and Percentage on the Students' Perception

No	Items Statement	SCALE				Total	MN	MD	MOD	STD
		SA=1	A=2	D=3	SD=4					
1	I feel confident using search engine as learning media	15	102	7	-	124	1,94	2	2	0,418
		12,1%	82,3%	5,6%	-	100%				
2	I like to use the search engine as learning media	28	94	2	-	124	1,79	2	2	0,447
		22,6%	75,8%	1,6%	-	100%				
3	I believe using the search engine is worthwhile	29	89	5	-	124	1,80	2	2	0,490
		23,4%	71,8%	4,0%	-	100%				
4	The search engine as part of internet resource helps me to find new information	44	78	2	-	124	1,66	2	2	0,508
		35,5%	62,9%	1,6%	-	100%				
5	I believe the search engine as part of Internet Resources makes reading assignment easier	38	79	7	-	124	1,75	2	2	0,550
		30,6%	63,7%	5,6%	-	100%				
6	The search engine as part of Internet Resources is helpful to understand online information	29	94	11	-	124	1,83	2	2	0,521
		23,4%	70,2%	6,5%	-	100%				

7	The search engine as part of Internet Resources has potential as a learning tool	19	80	22	3	124	2,07	2	2	0,652
		15,3%	64,5 %	17,7 %	2,4 %	100%				
8	The search engine as part of in Internet Resources can offer online learning activities	19	94	11	-	124	1,94	2	2	0,490
		15,3%	75,8 %	8,9%	-	100				
9	Learning how to use search engine as part of the Internet Resources is worthwhile.	23	92	9	-	124	1,89	2	2	0,497
		18,5%	74,2 %	7,3%	-	100%				
10	Learning through search engine as part of Internet Resources can enhance academic performance	13	76	32	3	124	2,20	2	2	0,650
		10,5%	61,3 %	25,8 %	2,4 %	100%				
11	the search engine as part of Internet Resources is important to access various information.	40	74	10	-	124	1,76	2	2	0,589
		32,3%	59,7 %	8,1%	-	100%				
12	the search engine as part of Internet Resources is essential to access reading materials	30	84	10	-	124	1,84	2	2	0,547
		24,2%	67,7 %	8,1%	-	100%				
13	the search engine as part of Internet Resources is important to improve reading skills	21	76	26	1	124	2,06	2	2	0,641
		16,9%	61,3 %	21,0 %	,8%	100%				
14	the search engine as part of Internet Resources is very important to learn reading	19	83	21	1	124	2,03	2	2	0,597
		15,3%	66,9 %	16,9 %	,8%	100%				
15	the search engine as part of Internet Resources is important to solve reading problems.	15	69	37	3	124	2,23	2	2	0,685
		12,2%	55,6 %	29,8 %	2,4 %	100%				
16	the search engine as part of Internet Resources is important to increase knowledge in reading comprehension	20	87	17	-	124	1,98	2	2	0,548
		16,1%	70,2 %	13,7 %	-	100%				

It was apparent from the table above that the students' perception towards search engine as learning media to promote reading comprehension at Study Program of English Education of IAIN Palangka Raya as follow :

Item 1, I feel confident using search engine as Learning Media. There were 15 students (12,1%) stated strongly agreed, 102 students (82,3%) agreed, and 7 students (5,6%) disagreed.

Item 2, I like to use the search engine as learning media. There were 28 students (22,6%) stated strongly agreed, 94 students (75,8%) agreed, and 2 students (1,6%) disagreed.

Item 3, I believe using the search engine is worthwhile. There were 29 students (23,4%) stated strongly agreed, 89 students (71,8%) agreed, 5 (4,0%) students disagreed, and 1 student (0,8) missed.

Item 4, The search engine as part of internet resource helps me to find information. There were 44 students (35,5%) stated strongly agreed, 78 students (62,9%) agreed, and 2 students (1,6%) disagreed.

Item 5, I believe the search engine as part of internet resources makes assignement easier. There were 38 students (30,6%) stated strongly agreed, 79 students (60,7%) agreed, and 7 students (5,6%) disagreed.

Item 6, the search engine as part of internet resources is helpful to understand online information 29 students (23,4%) stated strongly agreed, 87 students (70,2%) agreed, and 8 students (6,5%) disagreed.

Item 7, the search engine as part of internet resources has potential as a learning tool. There were 19 students (15,3%) stated strongly agreed, 80

students (64,5%) agreed, 22 students (17,7%) disagreed, and 3 students (2,4%) strongly disagreed.

Item 8, the search engine as part of internet resources can offer online learning activities. There were 19 students (15,3%) strongly agreed, 94 students (75,8%) agreed, and 11 students (8,9%).

Item 9, learning how to use search engine as part of the internet resources is worthwhile. There were 23 students (18,5%) strongly agreed, 92 students (74,2%) agreed, and 9 students (7,3%) disagree.

Item 10, Learning through search engine as part of internet resources can enhance academic performance. There were 13 students (10,5%) strongly agreed, 76 students (61,3%) agreed, 32 students (25,8%) disagreed, and 3 students (2,4%) strongly disagreed.

Item 11, the search engine as part of internet resources is important to access information. There were 40 students (32,3%) strongly agreed, 74 students (59,7%) agreed, and 10 students (8,1%) disagreed.

Item 12, the search engine as part of internet resources is essential to access reading materials. There were 30 students (24,2%) strongly agreed, 84 students (67,7%) agreed, and 10 students (8,1%) disagreed.

Item 13, the search engine as part of internet resources is important to improve reading skills. There were 21 students (16,9%) strongly disagreed, 76 students (61,3%) agreed, 26 students (21,0%) disagreed, and 1 student (0,8%) strongly disagree.

Item 14, the search engine as part of internet resources is very important to learn reading. There were 19 students (15,3%) strongly agreed, 83 students

(66,9%) agreed, 21 students (16,9%) disagreed, and 1 student (0,8%) strongly disagreed.

Item 15, the search engine as part of internet resources is important to solve reading problems. There were 15 students (12%) strongly agreed, 69 students (55,6%) agreed, 37 students (29,8%) disagreed, and 3 students (2,4%) strongly disagreed.

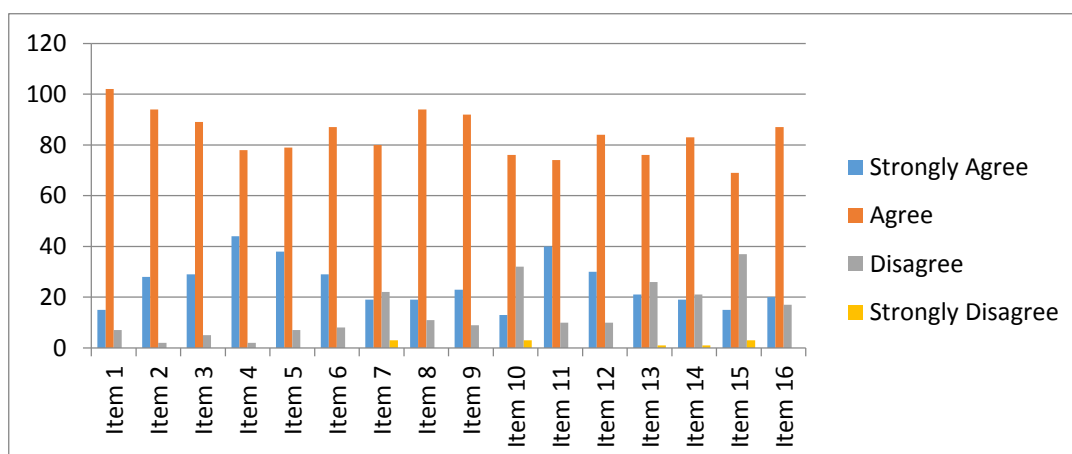
Item 16, the search engine as part of internet resources is important to increase knowledge in reading comprehension. There were 20 students (16,1%) strongly agreed, 87 students (70,2%) agreed, and 17 students (13,7%) disagreed.

To summarize, based on findings as indicted in the table 4.1. it was obviously showed that majority of respondents or the students positively responded to search engine as learning media to promote reading comprehension. They were indicated from the table of the questionnaire frequency count of the students' perception towards search engine as learning media to promote reading comprehension. The percentge equivalent from Strongly Agree (SA) and Agree.

The data above can be showed in the chart as follows:

Figure 4.1

Chart of Students Perception towards Search Engine as Learning Media to Promote Reading Comprehension



b. Interview Data Result

The writer did the interview for making reliable and supporting the data was found. This research was mixed method towards 13 respondents as interviewees. The writer decided 10% before. Therefore, results of the interview as follow:

1) CHKN

Based on the result of interview on September 22nd, 2016 at HMJ Bahasa Office according to CHKN, search engine is like collection of books that was easy to look for, because it is connected to the internet. CHKN uses search engine when the lesson of reading comprehension. CHKN compares the reading materials is from the book between reading materials that CHKN gets from the search engine. It is for understanding the lesson easily. CHKN feels less when using the book, so by using the search engine to look for the new materials and new references. CHKN uses to visit the blogs and download of pdf book that is related to the reading comprehension lesson. CHKN says that search engine is important to help the students for understanding the materials. CHKN likes to combine between sources of book and search engine or sources on internet resources. It is more better when using both of them for understanding the materials of reading comprehension.¹

2) ABM

¹Cahyo Kuriawan is a students in academic years 2014-2015 of English Language Study Program

Based on the result of interview on September 22nd, 2016 at HMJ Bahasa Office according to ABM search engine is called google. It is media to facilitate the students to find new materials or new references. ABM uses to search engine before entering the class and find the references what will be learned at the class. ABM uses the search engine to look for source from internet, to wide the knowlegde. By using searh engine, ABM looks for new book pdf that related to the rading comprehension course. ABM says search engine is important as learning media, because with this media. The new information that can not be found on sources of book, will be found on search engine or internet. ABM likes to use the search engine than source of book. It's more easy, simple, and valuable for using search engine.²

3) APR

Based on the result of interview on September 22nd, 2016 at HMJ Bahasa Office According to APR searh engine is good media learning that has several good contents to facilitate the students for understanding easily. APR uses the search engine to look for English journal or article and videos that related to matterial of reading comprehension course. APR also search the materials that realetd to reading on videos, some teachers upload their videos on interenet. It's more faster to understand the lesson or assignment that given by lecturer. APR felt helped by seacrh engine in icreasing reading's skilss. APR says it is important to use the internet sources that related

² Allafia Bakti Muyasoha is a students in academic years 2014-2015 of English Language Study Program.

to the lesson, needing information or references is better when using both of them (book and internet resources) it makes complete.³

4) MSF

Based on the result of interview on September 22nd, 2016 at HMJ Bahasa Office according to MSF search engine is familiar tool for search new references or many internet books (pdf) that can be found. MSF uses search engine to look for an english article that related to the lesson. MSF uses to visit the blogs, downloading ebook, and website. MSF not really helped by using search engine, but sometimes MSF uses it. It is important for helping the students who get difficulties in their lesson. MSF likes to use book, because using book makes MSF more faster to understand the lesson then using search engine or internet resources.⁴

5) SIM

Based on the result of interview on September 22nd, 2016 at HMJ Bahasa Office SIM is a students in academic years 2014-2015 of English Language Study Program. According to SIM search engine is good media to promote or facilitate on learning process and looking for references that related to English lesson (including reading comprehension). SIM uses search engine to look for new materials, SIM feels difficult when using book, because SIM finds little an example attached on book of reading comprehension, moreover SIM uses search engine to look for many examples that related to the

³ Anggreni Putri Pramono is a students in academic years 2014-2015 of English Language Study Program

⁴ MSF is a students in academic years 2014-2015 of English Language Study Program

lesson or reading comprehension on assignment given by lecturer. SIM uses the search engine to download ebook and scientific journal that related to the lesson. SIM feels using search engine or internet resources will help the students who less understand enough on reading comprehension. SIM likes to search engine or internet resources then use books. Because, by using search engine or internet resources has many examples that related to the reading comprehension course or an assignment attached on it.

6) RJN

Based on the result of interview on September 23rd · 2016 at TBI's area according to RJN search engine is media for helping students who got trouble in assignment, understanding new materials or new references. Sometimes RJN uses source book of reading that given by lecturer and using the search engine. RJN used the search engine (google) to look for new materials that given by lecturer, visiting web or blogs that contented English Lesson, and downloading articles. RJN used the search engine before entering reading comprehension class, preparing and learning the materials that will be given by lecturer. RJN felt is useful for increasing his reading skills. RJN stated that search engine or internet resources as learning media to promote reading comprehension was important, because the materials or sources books were limited in our library. RJN stated that using book and search engine or internet resources were same

interesting for him. RJN used both of them, because it supported one of them.

7) SYM

Based on the result of interview on September 23rd · 2016 at TBI's area according to SYM search engine is internet resources that helps students to overcome assignment. SYM uses to search engine when getting difficult on assignment, SYM says that not lecturers explain briefly the lesson of reading comprehension, hence SYM will find new topic or main point related it. Beside search engine, MSY will ask with the someone who knows more about the lesson such lecturer outside IAIN, friend on FB and the teacher. Through search engine MSY will try to read website, ebook and getting new sources. MSY says that not sources on internet or search engine can not be trusted, MSY try to collect the materials from the search engine or internet, and MSY starts to discuss it with the professional lecturer. By search engine is important, it facilitates to overcome hardness on assignment, because students can find new articles, new references, and new sources. MSY does not like uses book, MSY is more interested on search engine, MSY looks for main point the lesson that learned. After MSY got the main topic, MSY continues to discuss with the master.⁵

8) ZSN

⁵ Said Amirul Mukmin is a students in academic years 2014-2015 of English Language Study Program.

Based on the result of interview on September 23rd , 2016 at Library according to ZSN search engine is technology that has many beneficials on learning materials and sources of learning. ZSN starts look for information on search engine and read the article. ZSN says that search engine for reading comprehension is good, sometime ZSN needs book, but ZSN does not find it. Moreover ZSN looks on search engine, more effective and not wasting time. By using search engine, ZSN reads directly on BBC etc. ZSN says search engine or internet resources facilitate enough to enhance reading comprehension skills. But ZSN is more interested on sources of books, ZSN says that the purity of books is original.⁶

9) SNA

Based on the result of interview on September 23rd , 2016 at TBI's area SNA is a students in academic years 2015-2016 of English Language Study Program. According to SNA search engine help the students on learning process, by using it the students can find the materials that needed. SNA uses to search engine to look for the material that can not be found on source of book or reading comprehension book. SNA says the material on search engine or internet resources more up to date (new) than reading comprehension books. SNA uses to look for information by using search engine, SNA starts to read lecturers' blog, accessing JEFL, downloading ebook, and read article directly. SNA feels by search engine as learning media to

⁶ Zahara Suci Nurfatihah is a students in academic years 2015-2016 of English Language Study Program

promote reading comprehension enhance SNA's skills and grade on reading comprehension course. SNA says it is important for students who want to enhance their skills on reading comprehension. SNA is interested by using of them and aplying both of them.⁷

10) MMK

Based on the result of interview on September 23rd, 2016 at TBI's area according to MMK search engine helps students to overcome the assignment and find new references that not available on book. MMK uses to search engine for the material of reading comprehension courses on pdf form, article form, and website. MMK says that search engine or internet resources help much for learning reading comprehension. MMk is interested both of them, moreover interenet resources and book resources are completing one of them. It's more valuable to get target of comprehension reading.⁸

11) ASH

Based on the result of interview on September 24th, 2016 at Masjid Raya Darussalam according to ASH search engine is google. ASH always used the search engine for reading course. He found book that was not available on library. By reviewing the material of reading course, downloading, visiting blogs or website that had English Lesson especially in reading course. ASH used the search engine (google) for learning and facilitating him to overcome

⁷ Septy Nor Amalia is a students in academic years 2015-2016 of English Language Study Program.

⁸ Muhammad Malik is a students in academic years 2015-2016 of English Language Study Program.

assignment that given by lecturer especially in reading course. ASH felt confident using search engine, effective, efficient and not wasting time. ASH stated that search engine had many advantages. Students should use it as well as possible. It has important role for students who wanted to increase their skills in reading beside using source of book. ASH was more interested using the search engine, because he got trouble when looking for reading book that has acceptable was not available on library.⁹

12) NRH

Based on the result of interview on September 24th, 2016 at TBI's area according to NRH search engine media or tool to get internet resources. NRH always used to search the search engine for downloading e-book and looking for information or example that related to the reading course. NRH used the search engine to overcome assignment, looking for different an example, and articles or website that related to reading course. NRH stated that search engine or internet resources much helped to gain new information about reading course that not found in text book. Makes the reading's skill increased. It was important for students who had trouble in learning via text book directly. NRH was more interested to use the search engine, because NRH feel faster to understand in learning reading course when use it.¹⁰

13) RFN

⁹ Ahmad Sahiba is a students in academic years 2015-2016 of English Language Study Program.

¹⁰ Nur Hayatina is a students in academic years 2015-2016 of English Language Study Program.

Based on the result of interview on October 22nd at TBI's according to RFN search engine or google is media has many materials and example that is available. RFN used the search engine by PC and Gadget (smart phone) to download the materials of reading course before entering class, visiting JEFL, and reading articles directly on internet via search engine or google. RFN stated using search engine or internet resources and using text book was same beneficial. RFN compare the materials that was available on text book between internet resources the accessing via search engine, or finding another materials that related reading course such us Journal of Reading. RFN was helped when using search engine to look for sources or new information that was not available on text book, and felt more complete when using search engine be side using text book in reading course. RFN stated using source book and search engine for internet resource are same important in reading comprehension, because the usefulness of them will be completing one of them. RFN stated was interested use both of them, gaining more knowledge from both of them in reading course.¹¹

B. Discussion

The writer problem stated : How do students perceive towards search engine as learning media to promote reading comprehension? Hence, the question looked for the answer. To answer the problem of the study above, the writer has done the study in this research.

¹¹ Rifan Nuari is a students in academic years 2015-2016 of English Language Study Program.

In other hand, the instructions stated in the questionnaire and asked in interview described towards search engine as learning media to promote reading comprehension.

The writer did the research on the problem as stated previously. The datas were found by the students 2014/2015 and 2015/2016 academic years of English Education Study Program. The writer gave the questionnaire as the instrument for measure the information. The questionnaire that the writer used was adopted by journal of Students' Perception of The Use Internet as Learning Media in Reading Course. Therefore, the questions in the questionnaire and interview focused on the students' perception and response.

As mention previously in the chapter II, According to Small , social networking (Internet) ranked as the most popular content category in worldwide engagement. Some of these networks that are being utilized as educational tools inside and outside the classroom include Twitter, Facebook, Live Mocha, and Blogs. It means that, in the field of education, Internet or search engine is considered as a technology that can be applied in teaching and learning activities in the classroom. Internet offers a variety of objects such as images, text, and sound in the classroom. The use of the Internet in the classroom provides several benefits, those are: (1) motivating students; (2) improving the quality of teaching and learning processes; (3) reducing the misunderstanding among students; (4) increasing the students' curiosity; and (5) increasing the students' competitiveness to achieve their goals. Those benefits are very closely related to the purpose of all the educational institutions in every level.

Students are considered to have positive perception of the use of information and communication technology or Internet in reading comprehension course when they think that the Internet is an important tool to improve their reading skills. They also assume that the Internet can provide them useful information, and it supports the completion of their final project. However, students have a negative perception of the use of Internet when they consider that it is not a useful tool, and it should be avoided. They also have a negative perception of the use of Internet when they argue that the Internet has more negative effects than positive.

For understanding and describing the success of the investigation on the students' perception towards search engine as learning media to promote reading comprehension therefore the writer did the formative evaluation. Evaluation may be carried out as part of the process of the program development in order to find out what is working well and what is not and what problems need to be addressed.¹²

The evaluation using the instrument and the endorsement of the data which was used in this research focused on the whole Search Engine as Learning Media to Promote Reading Comprehension such as by using search engine. The validity and reliabilities of the instrument in pilot study and also the interview could describe those aspects.

The respondents of this subject were 124 students on 2014-2015 and 2015-2016 academic years of English Language Education Program of IAIN Palangka Raya. The discussion of the results' of this study as follows:

¹² Jack C. Richards, *Curriculum Development in Language Teaching*, p. 288.

Item 1, I feel confident using search engine as learning media. It shown that students had high confidences self. The percentage of data shown 82,3% or 102 students agreed. Majority of students believe that using the search engine has impacted on their confidence when using the search engine. It was in line with theory of Rupert Ward in journal entitled Impact of Web Technologies on Students' Self Confidences and Self Reliance. It shown that Internet websites have a positive impact on improving students' academic self-confidence in classroom. Further, the internet websites' help them to rely on themselves. These two factors are important because they lead students to be self-reliant learners. This fact does not mean that the role of lecturer disappears. When comparing the impact of internet websites on self-confidence with self-reliance, it can be seen that students' academic self-confidence is improving but students are still relying to the lecturer to guide and help them.

Item 2, I like to use the search engine as learning media. This item meant, using the search engine also impact the students' feeling. Using the search engine can be accessed through PC or Gadgets. Most of students had PC or Gadgets. Gadgets (smartphone) mostly can connect to the internet networking directly. Wifi zone was also available for students to access the internet network by PC. These factors made the students used the PC or Gadgets to access online information, learning via online, and downloading electronic books through the search engine. It was supported by the findings of the journal conducted by Antonius S shown that the students enjoy to use the technological gadgets, students admit that their vocabulary expands as a result of using gadgets. Therefore, the network of internet resources or using the search engine more

easily accessed by using gadgets. It influenced the students' feeling. Because more sufficient and effective to look for new reading materials through the search engine.

Item 3, I believe using the search engine is worthwhile. It showed that the search engine as learning media can offer many advantages. Students and lecturers can look for materials that for teaching learning be side using book. There were many English websites, on line podcast, writing quiz, reading journal, English videos were available on internet resources by using the search engine. It was proved on journal of by Flora Debora entitled Teachers' and Undergraduate Students' Perception of the Use of the Internet to Study English. The finding was the students and teachers viewed the internet resources as a potentially very useful resources for learning and teaching. Therefore, the search engine was worthwhile.

Item 4, the search engine as a part of internet resources helps me to find information. It showed that through the search engine had content information across the world. Students can find new information or latest that related to reading comprehension course. The search engine as internet resources had many contents not only for reading materials that related to reading comprehension course. It was in line with theory in item 3. Therefore, students must be aware and smarter to choose the proper materials or information to enhance reading comprehension skills.

Item 5, I believe the search engine as part of internet resources makes reading assignment easier. It showed that students can access and look for the materials of reading comprehension and doing assignment. The factor of

convenience offered by the search engine as part of internet resources could be easily seen from the fact that learners can easily download written materials, audio, ebooks, journal that related to reading materials. The cost needed are considerably less than buying print and audio-visual materials from publishers. It was in line with theory in item 3 and 4. Therefore, it should be used as well as for reading assignment. Therefore, for doing such tasks, the students were in need of using various tools which can help them learn the reading comprehension course easily and effectively.

Item 6, the search engine as part of internet resources is helpful to understand online information. It showed that the search engine as part of internet resources is helpful to understand online information. Students can interact with other people by chatting, using social media, and online leaning. The search engine as part of internet resources allowed students around the world to interact with one another cheaply, quickly, and reliably as if they are communicating in real life. In addition many websites available on search engine as part of internet resources provide opportunities for learners or students to showcase and share their knowledge, which has positive motivational effects and raises self-esteem. It was in line with theory in items 3, 4, and 5. Therefore, the online information and understanding by reading English websites that content reading comprehension materials or reading journal.

Item 7, the search engine as part of internet resources has potential as learning tool. It showed that search engine as part of internet resources has big potential as learning tool. It was not for reading comprehension materials. Students can improve their skills in English language. Through search engine

students can learning writing, speaking, and listening in order to develop their experience and skills. It was related to items 3, 4, 5, and 6. It was also supported by theory on journal entitled *The Impact of Using Technology in Teaching as a Second Language* by Bassma Basheer Nomass that finding was most of the students prefer the use of technology, especially computers, in developing their second language skills.

Item 8, the search engine as part of internet resources can offer online learning activities. It showed that search engine can offer online learning activities. By using the search engine the online learning can be done. Students can reading journal directly, chatting with other students in group, students can write on blogs, lecturer can use the websites for assignment of reading, learning in whats apps group, and making group chatting. It was related to items 3, 4, 5, 6, and 7. It was in line with Jhon A Huss and Shannon Eastep on the journal entitled *The Perception of The Students towards Online Learning at a Midwestern University*. The finding was the very attributes of an online course that some students rated as positive and successful were the same components rated by others as negative, unwanted, and unsuccessful. Therefore, it improved instructional process and facilitated students' learning process. There are more and more on line activities, including media literacy ones, which intensified the whole of teaching reading comprehension.

Item 9, learning how to use search engine as part of the internet resources is worthwhile. It showed that students should know the way how to use the search engine efficiently. The students knew that search engine as learning

media had benefits. It was related to the items previously mentioned. Therefore, students should know how to use it effectively.

Item 10, learning through search engine as part of internet resources can enhance academic performance. It showed that students can enhance their academic performance. Using the search engine can help students who did not had interest enough in source of book. By using the search can offer websites that students need for enhance the academic performance. Many studies indeed have been conducted and found that the Internet provides a huge potential in learning and teaching. Leuthold for example, in his research reported that 65% of the subjects, i.e. students taking subjects introductory economics, said that the Internet helped them understand the concepts. Jones and Madden also found similar evidence. 80% of the students who became their subjects reported that Internet use had a positive effect on their academic experience. A study conducted by Embi et al at the *University Putra Malaysia* (UPM), also showed that many language teachers and students confirmed these benefits as many of them said that in general, they found EFL websites provided learners with an innovative and creative way of learning, provided teachers with useful materials, and thus made learning and teaching more fun. Therefore, the search engine as part of internet resources had indeed become a part of every human being's life. It did not only play an important role in routine life, but also in education. It can motivate students to learn, enjoy their language learning, and enhance academic performance.

Item 11, the search engine as part of internet resources is important to access information. It showed that students can access the information related to

reading comprehension. There many information can enhance reading comprehension skills by using the search engine as learning media. Students can visit and read the blogs, websites, and article that was not available on book resources. It was supported by journal entitled *The Students Perception towards ICT as Teaching Media in Reading*. The finding was the students had positive perception towards the importance of ICT as teaching media. Therefore, the search engine was important to students who wanted to search newest or latest information and materials were related reading comprehension course.

Item 12, the search engine as part of internet resources is essential to access reading materials. The materials can be accessed on search engine as learning media. Students can access the newest or latest. Sometime the reading materials from the book was limited, it can be accessed on the search engine. There were many reading materials were available on the search engine as learning media or internet resources. There were newest book of reading comprehension than in library. Many examples of reading comprehension text can be downloaded or sought on the search engine as learning media. It was in line with the theory in item 11. It was supported journal entitled *Using Internet Resources for Extensive Reading in EFL Context* by Trung Ngoc Dao. The finding was Internet resources can be best used to develop extensive reading for learners. Therefore, students can access it, but students must select the materials that were appropriate to reading comprehension course and can consult or sharing with the lecturers about the materials that were found.

Item 13, the search engine as part of internet resources is important to improve reading skills. It showed that the search engine as learning media had

important role to improve reading skills. Not all students used book to improve their skills in reading. The search engine can be solution for students who did not use book. It was easy to access by gadgets or pc. In the process of reading particularly, new multimedia such as electronics book, visiting blogs, online and offline reading exercise, and many tools on search engine or internet resources as learning media enrich students' interest and help them to improve their skills in reading. It was in line with the theory in item 11 and 12. And it was supported by journal entitled The Students Perception towards ICT as Teaching Media in Reading. The finding was the students had positive perception towards the importance of ICT as teaching media. Therefore, the search can be solution or tools for improving skills in reading comprehension.

Item 14, the search engine as part of internet resources is very important to learn reading comprehension course. There were sources for learning reading comprehension, they were sources of book and internet resources. The students can learn from the books or search engine as part of internet resources. From the books, students can learn directly but it was limited. For gaining the knowledge of reading comprehension, students can learn through search engine as part of internet resources. Learning reading comprehension by the search engine as part of internet resources is certainly a modern technological way for persons hope to develop their English language skills. There are many internet web sites prepared solely to enhance the reading abilities of English language learners. There are also a huge number of resources available in the form of newspapers, magazines, journals, electronic libraries, dictionaries, encyclopedias, and newsletters. Browsing these resources and sites will obviously enhance the

learner's vocabulary and reading ability. It was in line with the theory in item 11, 12, 13, and 14. Therefore, the search engine was important to learn reading comprehension course.

Item 15, the search engine as part of internet resources is important to solve reading problems. Every students had different problems in reading comprehension, it depended students' problems and solutions for solve their problems in reading comprehension course. The book was solution for students who wanted solve their problems in reading comprehension. By leaning from the books students can solve it as could as possible. But, students can solve their problems using the search engine. It depended students' interest to solve it. The search engine as part of internet resources provided opportunities to access an abundance of information, reading sources and so on. For solving their problems in reading comprehension. It was in line with theory in item 11, 12, 13 and 14. It was supported also by the journal entitled *An Effective Use of ICT for Education and Learning by Drawing on Worldwide Knowledge, Research, and Experience* by Syed Noor UL Amin stated that ICT Increases the flexibility of delivery of education so that learners can aces knowledge anytime and from anywhere. Therefore, students started to appreciate the capability undertake education anywhere, anytime, and anyplace. It was important for students and lecturers.

Item 16, the search engine as part of internet resources to increase knowledge in reading comprehension course. It showed that, students used book or search engine as part of internet resources to increase knowledge in reading. Used both of them were same important. Using the search engine as part of

internet resources for increasing knowledge in reading comprehension had numerous advantages. First of all, the Internet can provide a large number of authentic and interesting materials. As cited by Guo on journal of Using Internet Resources for Extensive Reading conducted by Trung Ngoc Dao stated that contended that authentic materials from the Internet are highly valuable because those materials can generate greater interest among teachers and students than traditionally structured materials do. Another reason for using Internet resources is that the Internet can provide readers easy access to a large quantity of reading materials. Pinto-Silva stated that conducted a study on reading through the Internet and found that students could gain access to hundreds of newer and interesting articles. They had more choices to read things of their interests, and they also found it easier, faster and more practical to read online than reading from printed books. It is often argued that extensive reading costs much money since it requires a large collection of books or other printed materials. However, that has changed since the explosion of computer technology, other electronic mobile devices, and the Internet. Arnold stated that it is much easier for students to enjoy reading whatever they want, due to the popularity of Internet use in almost all universities, colleges, and schools. In addition, students can also access the Internet through their personal electronic devices. Thus, online reading will no longer cause any difficulties for readers. Finally, with the Internet and modern technological developments, learners can easily access their own learning anywhere and at any time they want. It was in line with theory in item 11, 12, 13, 14, and 15. Therefore, it was important role to increase knowledge in reading comprehension course. Using book and search

engine as internet resources were same important role to increase knowledge in reading comprehension course.

By the data above it could be analyzed that students' perception towards search engine as learning media to promote reading comprehension can be divided into two categories based on survey items such as the students' perception towards search engine learning media and the students' perception towards search engine as learning media to promote reading comprehension. This survey also found that most students agree with all items. These findings was in line with Abang Ahmad Ridzuan's theory state that the students generally had the basic skills in using the search engine or Internet and perceived the learning environment in the university encouraged them to use the Internet as learning tool. The students' basic skills in the Internet and their perceptions of the learning environment were related to their use of the Internet to supplement their learning requirements.

The chart can be divided into two as follows:

FIGURE 4.2

Chart of the Students' Perception towards Search Engine as Learning Media

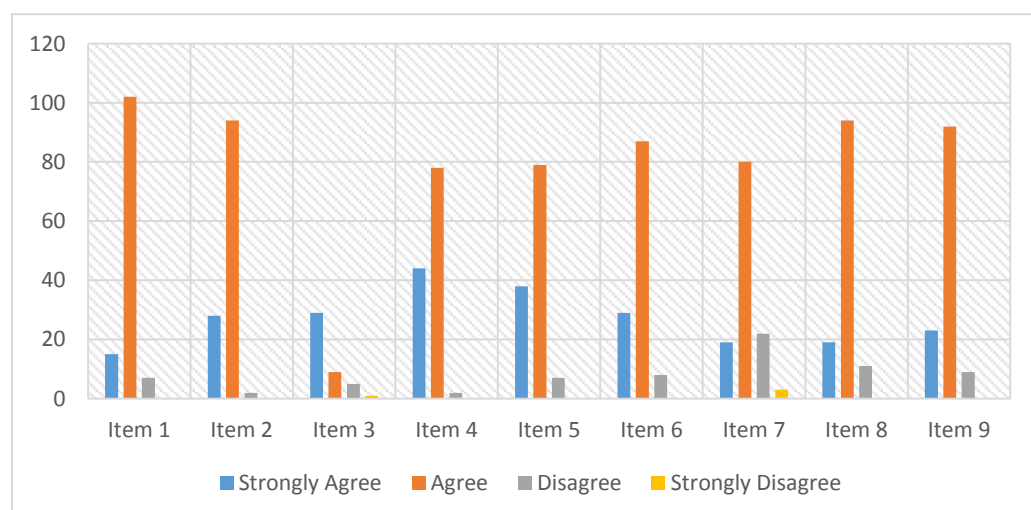
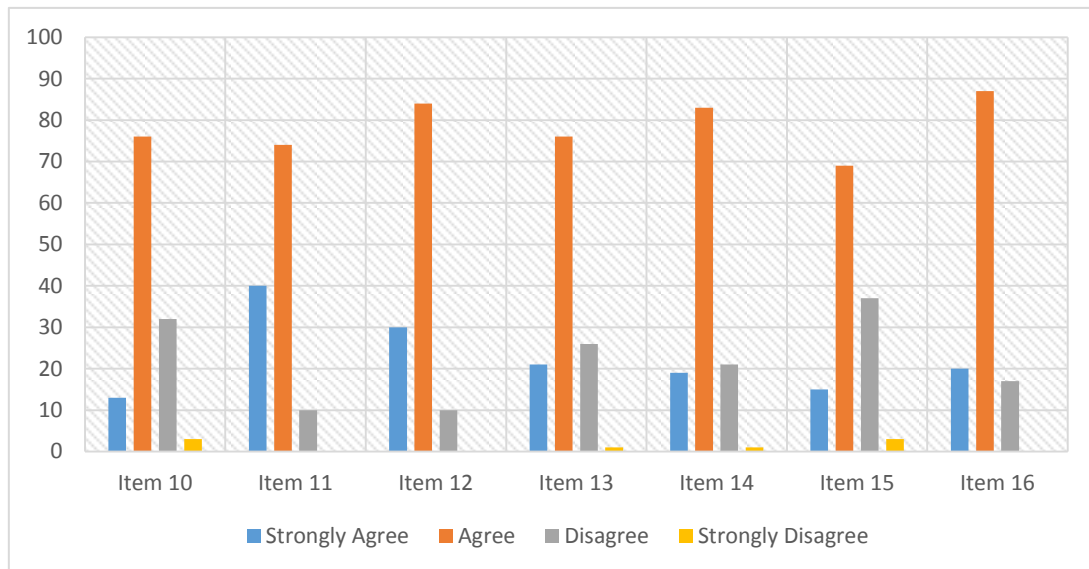


FIGURE 4.3

**Chart of the Students' Perception towards Search Engine as
Learning Media to Promote Reading Comprehension**



The students with better basic skills in the Internet and perceived the learning environment to be supportive of using the Internet for their learning tasks generally had better attitudes toward using search engine or internet resources to improve their studies.

To support the findings of the questionnaire above, the second instrument, interview played an important role, for it provided the reason which was not asked in the Questionnaire questions.

1. Question number one asked about the students' opinion of search engine. Most of respondents knew the search engine and had positive response. It was in line with all items questionnaires.
2. Question number two asked about the respondents' activity using search engine. Mostly respondents used the search engine or internet resources as learning media to promote reading comprehension. Most

of them used the search engine for downloading e-book that related to reading comprehension, visiting English website that was available on internet, chatting with foreigner, do exercise on internet through using the search engine, and found another an example the kinds of assignment on reading comprehension course.

3. Question number three asked about the reason of the respondents using search engine or internet resources as learning media to promote reading comprehension. Most the respondents stated that search engine or internet resources help them. It was in line with questionnaires item 6, 7, 8, 9, and 10.
4. Question number four asked about the usefulness of search engine or internet resource as learning media to promote reading comprehension. Most respondents agreed that search engine or internet resources had many advantages. It was in line with questionnaires item 4, 5, 6, 7, 8, 9, and 10.
5. Question number five asked about the importance of search engine or internet resource as learning media to promote reading comprehension for students. Mostly respondents agreed. It was important as learning media to promote reading comprehension. It was in line with questionnaires item 11, 12, 13, 14, 15, and 16.
6. Question number six asked about the students' interest between using book resources and search engine as learning media to promote reading comprehension. Some respondents were interested to use

search engine, only few respondent was interested to use sources of book, and use both of them.

The data interview also gave the results with the data were found in the questionnaire. By doing the interview from the students of 2014-2015 and 2015-2016 academic years randomly. The writer got the data CHKN, ABM, APR, MSF SIM, SYM, RJN, ZSN, SNA, MMK, ASH, NRH, and RFN. The interviewees' response was good. The interview results is available in chapter IV.

It seemed that all respondents have a positive perception towards search engine as learning media to promote reading comprehension. They also have an opinion that the search engine or internet resources can certainly help them to learn reading comprehension. By doing their favorite activities (downloading e-book or pdf, visiting web, chatting, emailing, reading online news, etc), they learn to improve their reading skills in indirect ways. Only few respondents had already accessed some websites designed for learning reading comprehension course. However, they felt that those websites did provide them with any real benefits in improving their language proficiency. Websites specifically designed for English learners, thus, do seem to be very popular among the respondents of this study.

As the explanation above, it could be conclude that students of 2014-2015 and 2015-2016 academic years who took reading comprehension at IAIN Palangka Raya had positive perception towards search engine as learning media to promote reading comprehension.