



## Uncovering the Power of Educational Websites as a Means of English Language Learning: Students' Perspective

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**Abstract.** Technology is essential to the efficient teaching and learning process. But technological advancement does not ensure that everyone can take full use of it. Acquiring technical literacy or knowing how to utilize it involves more than just learning how to read; it also involves being able to use, access, and integrate technology into the teaching and learning process. Although a lot of people use the internet, not everyone is able to fully utilize its benefits, particularly in the field of education. Learning can be done more quickly and in a number of ways, particularly while learning English. In our nation, English is a foreign language, and students will have a lot of trouble using it. Therefore, in order to help students understand and avoid becoming disinterested in the process of learning English, teachers need to possess additional skills. As a result, providing the internet and educational websites as resources for learning English will benefit both educators and learners. While the use of the internet for educational purposes is not new in our nation, not all institutions are able to put it into practice because of a lack of necessary resources, including computer equipment and internet access.

**Keywords:** Literacy Websites, Power, Facilities.

### 1. BACKGROUND

There have been numerous adjustments made to the teaching and learning process. In the past, educators were thought of as knowledge carriers during the teaching and learning process. According to Badeleh and Sheela (2011) in a traditional setting, the teacher imparts knowledge to the students via printed materials or many printed books. There aren't many exercises that promote student collaboration or the use of various technologies. Due to the advancement of technology, a lot of educators are now familiar with the term ICT, or information and communication technology, as it is more often known.

Information and communication technology (ICT) is a set of various technological tools and resources used for communication, and is utilized to create, disseminate, store, and process information. ICT itself is not something new to us; everyone is already familiar with it, even among students. This can be proven by looking at the number of students who have social media accounts, such as Facebook, Twitter, Instagram, Tiktok, and so on. As cited in Tempo.co (2024), The World Population Review has published a list of the nations with the greatest proportion of social media users, and among the top 5 nations with the most social media users is Indonesia. The top-ranked country with the most social media users is China. The number of residents using social media has reached 1 billion users. Even though several social media platforms like Facebook and Twitter are blocked in that country, its people remain active users

of social media. Locals, on the other hand, use WeChat, Weibo, Doujin, or the Chinese equivalent of TikTok. Several creative new social media sites that are not dominated by foreign platforms like Instagram, YouTube, and others have been developed in this nation.

After all, India has 467 million active social media users, making it the nation with the most users overall. One of the reasons this nation has such a high number of social media users is its dense population. Social media usage is dominated in India by a few well-known platforms, including Facebook, Instagram, and WhatsApp. Additionally, the nation's use of social media has been fueled by the quick increase in internet users and the accessibility of cellphones. The third-largest nation in the world in terms of social media users is the United States. This superpower has 246 million active users on social media sites. In addition to being a user, the US is the location of numerous global social media giants, including Facebook, Instagram, Twitter, and Snapchat. The nation is among those with the greatest usage of social media due to its high internet penetration rate and sophisticated digital culture. With 167 million users, Indonesia has emerged as the world's fourth-largest social media user base. With 281 million people living there, a large portion of the Indonesian population uses social media for communication and content creation. Social media sites like Twitter, Facebook, and Instagram are widely used. After the US, Brazil, and India, Indonesia even comes in fourth place for the number of Facebook users worldwide, according to the Kominfo website.

Another country that ranks among the top five in social media usage is Brazil. The number of social media users in this country reaches 152.4 million. Brazil is one of the most active countries in terms of social media usage. Platforms like Facebook, WhatsApp, and Instagram are very popular in Brazil. Brazilian society uses social media not only for communication but also to follow news, entertainment, and the latest trends. This indicates that we are no longer experiencing anything fresh when it comes to the usage of information and communication technology (ICT). By means of the internet, software administration systems, notebooks, or even LCD projectors, it is accessible to anyone. The role of ICT in human life is substantial. The genuine benefits of technological growth may not always be fully understood or comprehended by Indonesian society. The results of the 2023 Internet Penetration Survey in Indonesia have been formally released by the Indonesian Internet Service Providers Association (APJII). The expanding necessity of internet usage in society continues to drive this penetration increase. Out of a total population of 278,696,200 in 2023, the Indonesian Internet Service Providers Association (APJII) reported that in 2024, there were 221,563,479 internet users in Indonesia. Indonesia's internet penetration rate is 79.5%, according to the

APJII's 2024 internet penetration survey. There has been a 1.4% increase in comparison to the prior period.

In relation to the data above, the data from APJII (2023) showed that In Indonesia, males account for 50.7% of the total internet penetration, while females make up 49.1%. In contrast, the bulk of internet users (34.40%) come from Generation Z, which includes those born between 1997 and 2012. Next in line, or 30.62%, are the millennials, who were born between 1981 and 1996. Next in line are the Baby Boomers (born 1946–1964), Pre-Boomers (born 1945) (0.24%), Generation X (born 1965–1980) (18.98%), and Post Generation Z (born after 2023) (9.17%). According to the regional breakdown of internet user penetration, metropolitan areas continue to contribute more than any other area—69.5%—while rural areas only make up 30.5%. Additionally, Nurhanisah (2023) mentioned that if we break down internet user penetration by province, Banten has the highest percentage (over 80%) at 89.10 percent, followed by DKI Jakarta at 86.96 percent. After that, the percentages for West Java (82.73%), the Bangka Belitung Islands (82.66%), East Java (81.26%), Bali (80.88%), Jambi (80.48%), and West Sumatra (80.31%) are as follows.

As a result of the government's introduction of ICT-based education initiatives, it is clear from the data above that Indonesians are no longer unfamiliar with the internet. A type of education known as "ICT-based learning" uses multimedia in a classroom setting. There is no usage of physical activities in this learning process; those are usually done by the students themselves. ICT-based learning is not confined to a single classroom; it may be carried out with students in multiple courses as well, and it increases the possibility of collaboration between students and teachers. Compared to traditional learning methods, where the teacher is the primary focus of the learning process, this kind of engagement is completely different. The most recent advances for the learning process are being made possible by the quick development of ICT. Information and communication technology (ICT) is the electronic means of storing, processing, and presenting information via a range of media. Numerous everyday products are created using computers and other microelectronic devices. This kind of technology, however, has little to do with the educational setting, which is more concerned with the dissemination of knowledge that can support the formal learning process.

In light of the aforementioned information, technology in education is a need in order to produce competent students. This hasn't, however, yet shown to have a beneficial effect because Indonesia's educational attainment is still lacking. The community's inadequate computer literacy, internet literacy, and comprehension of information itself, combined with low economic status, make for a poor information access system. Enhancing the community's

computer literacy is crucial, particularly for educators who act as catalysts for learning. They have to be capable of using those websites and navigating through them on their own. For leisure purposes only, some internet users exchange emails, play games both online and offline, and so forth. But they make little effort to obtain any other advantages, particularly in the area of education. As a result, educators in this digital age must be knowledgeable about ICT. In the realm of education, both official and informal, government initiatives, profit and non-profit businesses, as well as secular and religious societies, ICT is crucial.

As recorded in the World Education Report (UNESCO, 1998a), education worldwide is facing significant challenges in preparing students and teachers for our knowledge-based society of the future, even though most teachers are not ready to use ICT and some existing school buildings, even in most developed countries, are not equipped with the means to integrate new information and communication technologies. Moreover, living in a technological society, we will encounter knowledge and information not only in printed form and words, but also through images, sounds, and multimedia materials as pain. Computer literacy also involves the ability to find and access information and the ability to read intensively, to scan text and computer-based data and websites, to access information and images in various forms, ranging from graphics, visual images, audio, as well as video materials, and good print media. Some time ago, literacy was described as the ability to read knowledge and write coherently and think critically about written words. But nowadays, literacy can also include the ability to understand all forms of communication, whether it is body language, images, videos, or sound. (membaca, berbicara, mendengarkan dan melihat). The definition of evolving literacy often includes all symbol systems relevant to a particular community.

Like learning any other language, English has its share of difficulties. Grammar rules, complex idioms, and even non-intuitive spellings must all be understood. It also includes a lot of rule exceptions and even seeming inconsistencies that are difficult to get used to. However, mastering it, much alone being proficient in it, is obviously not impossible. According to Bouchrika (2024), in his article it was stated that It has been popularly believed that English is a universal language. With 753.3 million speakers, it is the lingua franca of the globe and is employed in many important fields that propel modern civilization, from science and businesses to business and commerce and medical English as a second language. Because of this, it is regarded as the most widely spoken language in the world. It is understandable that more non-native speakers are attempting to learn the language given these figures. Most of the time, it is to create more chances, like working or studying overseas. Otherwise, it can be to

interact with like-minded individuals or to broaden their social network. Since English has been introduced as a foreign language in Indonesia. And has been socialized at the early education level. This is no longer new material for all students in Indonesia. English teachers must be more creative and clever in finding good ways to teach English itself. Because English is not a second language in Indonesia, it is quite difficult to integrate it into students. As English teachers, we must be familiar with everything related to technology. So that we can apply it in the process of teaching and learning English to attract more students' attention and improve their English proficiency.

Teachers have a wealth of internet resources at their disposal to help students to improve their English language proficiency. From blogs and websites to software and online courses that support students pursuing English degrees, there are a lot of helpful resources for learning the language. Based on the need for ICT, especially the ability to access, operate, and also select useful sites that can be applied in the educational field. Websites that teach English are arguably one of the most widely used resources. Numerous English-language websites for students are sometimes maintained by reputable organizations, teacher associations, or even schools, which makes them extremely helpful for English teachers. These websites for English language instruction give students trustworthy information about acquiring the language's foundations.

There have been many researchers investigating the use of educational websites as a means of English language learning. Suryani (2006) has explored internet usage for English language learning. The result of her study showed that the Internet may have major social and cultural repercussions, but webpages and websites have many benefits when it comes to merging text, photos, animations, videos, voices, music, and sound effects. Additionally, it is a known truth that the two most prevalent requirements for entry into a multinational workplace are computer literacy and proficiency in the English language. Students at universities should therefore be ready to take on these new difficulties. She thought this plan may be implemented soon, despite the fact that using the Internet to enhance English learning in Indonesian colleges presents several challenges.

In supporting this student result, another study came from Amindri (2019). She conducted a study about how English websites can help students' reading comprehension of the language. In this instance, the author requests feedback from students regarding each English reading website they have ever used as a resource for learning. As the result of her study, it was found that the use of English websites for reading comprehension instruction has several advantages for students, including boosting their motivation to learn because they offer

a wealth of engaging content and making it simple for them to obtain the necessary English reading texts.

Another recent research conducted by Huda et.al (2023) centered on a more thorough examination of the kinds of online resources that students typically utilize to study English, taking into account the variety and quantity of online learning tools that are accessible. Additionally, their study seeks to investigate how students feel about using online learning tools and how they perceive the process. As a result of their study, it was found that the feedback from students shows that they have a favorable opinion of online resources for learning English, despite a few issues and worries that can be resolved with careful resource design and selection. Additionally, the results support the idea that well-designed online resources can significantly improve language learning experiences by offering useful information, interactive engagement, usability, efficacy, and flexibility.

Due to those research results, it could be seen that educational websites can facilitate the student by having more interesting ways of learning English. Those research results also make the author interested in uncovering the students' perception on the power of educational websites as a means of English language learning especially in the social welfare science students at Stisipol Candradimuka Palembang. It is hoped that educational websites could become good means in teaching and learning English in the classroom.

## **2. LITERATURE REVIEW**

### **The Use of Internet In Indonesia**

In 1983, Joseph Luhukay established the first Internet connection in Indonesia at the University of Indonesia's Department of Computer Science in Jakarta. The Internet is becoming a more and more important communication tool for both individuals and society as a whole. As cited in the handbook of new media, McNutt in Rice (2002) stated that the Internet and other communication and information technologies can increase human capital by providing better access to education and training, on the other hand those who do not have sufficient resources or experience will be further excluded from human and social capital. Those with a solid grasp of the Internet and communication protocols will find it easier to learn new applications, software, and technology.

Indonesia is ranked number 21 among the top 25 countries for Internet users, according to Belawati (2003) on ICT use in education in Indonesia. Additionally, even though the number of ICT users grew from about 2 million in 2000 to over 4 million in 2002, the proportion of Internet users to the whole population is less than 2%. New media technologies like laptops

and personal computers are prohibitively expensive for the majority of Indonesians. Mobile phones, however, are more widely used and more reasonably priced, especially by young people. Meanwhile, due to the data Statista (2024) as of January 2023, Indonesia became the country ranked fourth after China, India, and the United States. It is stated that Indonesia is one of the most mobile-first countries in Asia, with the vast majority of its citizens frequently accessing the internet via their mobile devices. The nation's increasing use of mobile internet has raised demand for more coverage, better quality of service, and more inexpensive data rates. Thus, as part of their aim to draw in more clients, Indonesian internet providers have introduced appealing data pricing plans together with enhanced data-oriented mobile services.

The majority of Indonesians now rely heavily on the internet in their daily lives. In particular, it is now a necessary instrument for communication, information, business, and entertainment. In Indonesia, the average daily internet usage time as of the third quarter of 2022 was approximately seven hours and forty-two minutes, with social media and streaming accounting for a significant portion of this time. Regarding the Internet and academics, it was a known reality that computers were primarily used for administrative tasks in educational institutions. To advertise its events and facilitate communication between students, instructors, and parents, the school employed a number of websites. ICT applications are used for teaching and learning activities in very few foreign schools.

### **ICT in English Language Learning**

The integration of Information and Communication Technology (ICT) in foreign language education has been assumed to be a potential new technological device to revolutionize the outdated education system. ICT has brought innovative use of Internet-based learning (IB) in second language learning and teaching, particularly in the field of English as a second language. With various multimedia hyperlink documents and communication, computer-mediated tools, which can support language teachers in integrating IB resources into language classes. Additionally, the multimedia nature of IB is crucial for delivering authentic materials, including texts, images, audio recordings, video clips, virtual and dynamic reality, and interactive presentations. All these characteristics can enable students to work in various ways with authentic materials found on the page.

There are many studies that focus on teachers' attitudes towards ICT to explain the effectiveness of technological tools in foreign language classrooms by Baylor and Ritchie (2002) who state that regardless of the amount and sophistication of technology, technology will not be used unless instructors have the necessary skills, knowledge, and attitudes to

integrate it into the curriculum. As quoted from Rogers (2003), who argues that societal attitudes towards new technology are the most important element in diffusion. Therefore, an important factor not only for adopting new technology but also for minimizing teacher reluctance, which is a positive attitude towards the use of ICT in English language teaching. The field of foreign language education has always been at the forefront of using ICT to facilitate the language acquisition process. This is due to their familiarity with English as software and ICT with English as the primary language.

In addition, many teachers consider themselves not capable enough to use ICT because they feel more confident with their traditional teaching style. As quoted from Bax (2003), which shows that IB at the level of language teaching has advantages in communicative potential that can be realized through IB technology, yet most teachers still do not believe it. It is recommended to implement more approaches or teacher training that takes into account the identified differences in teachers' skills, knowledge, views, and perceptions regarding the application of ICT in schools. Additionally, Frangoulidou as cited in Suryani (2006) mentioned that the Internet offers a variety of uses, including information sharing, entertainment, education, and communication. Additionally, he asserts that Internet users have the option to either display their true selves or build new ones. Furthermore, a user may simultaneously present multiple identities.

Maddel and Muncer (2005), among others, looked into how young people communicated via mobile phones and the internet. They contend that compared to non-users, Internet users have larger and more active social networks. Furthermore, by offering email, chat rooms, e-groups, instant messaging, and personal spaces, a number of Internet search engines have already placed a greater emphasis on social connectivity than content. There may be at least two advantages to using the Internet specifically for learning English. First, the learner of English might interact directly with native speakers. Second, the Internet offers a variety of English teaching and learning resources, including grammar exercises, communication games, newspapers, and periodicals. Students can use the Internet to do research, communicate with friends and family, find information about products to buy, obtain news, obtain health information, send and receive pictures to and from friends and family, and reconnect with others, according to Rice and Haythornthwaite (2006).

Recent studies conducted over the past five years have demonstrated the potential advantages of ICT in raising the standard of English language instruction. For instance, a study by Hashad (2019) emphasized how ICT might boost students' motivation. According to his research result, ICT-based language instruction is one of the most efficient means of reaching



the required requirements, and it may be utilized to practice self-directed learning. From elementary school to university, ICT has been used in classrooms. Students can use ICT to find online resources and get better at speaking English. Anwar et.al (2022) stated that English teachers, as well as prospective or preservice English teachers, are under intense pressure to have the necessary skills to successfully use digital learning technologies in the field of language instruction due to their development and widespread use. These skills include the capacity to effectively use and navigate digital learning platforms, tools, and resources to support improved language acquisition.

Additionally, while investigating the features of the Internet in general, they can present chances for teachers to learn more, connect with peers, obtain instructional materials, and exchange resources. However, students can also benefit from using the Internet in ways including improving their research abilities, engaging in interactive learning, interacting with other students, and gaining a deeper comprehension of global issues. And it is envisaged that English teachers will be able to take advantage of the revolutionary potential of digital learning tools, which will ultimately improve the standard of language instruction and learning results in modern educational environments. Thus, it is possible to investigate how Internet use and English language proficiency can complement one another..

### **Educational Websites as a Means of English Language Learning**

In this technological era, people are accustomed to living with advanced devices such as educational websites and other internet resources. A survey shows that more than 90 percent of students use the internet for homework and other projects. With access to the internet, people today are free to find information online. There are many types of websites that provide specific satisfaction to their readers. Educational websites are also tools for communication and information. Readers will develop their creativity by seeking to satisfy their curiosity. In addition, this site can also compel people to think critically about certain issues being discussed. Specifically, these websites will not only analyze how readers read the text but also require special skills and sharing with the community as support for literacy development.

Educational websites are generally designed for young learners and consist of engaging features that aid in language comprehension for students, such as colors, animations, or videos. Such technology helps learners navigate information and ideas from the site. Not only are students required to use this, but teachers as well. Educational websites provide useful assistance in teaching activities. Teachers encourage searching for the necessary information for their teaching resources.

Due to the research result conducted by Suryani (2006) it was stated that the Internet provides unlimited sources of information that can be explored to learn English. For instance, lecturers have opportunities to increase their knowledge; communicate with colleagues; get access to teaching materials and share resources. Students may also take benefits such as developing research skills, having interactive learning, communicating with other students and getting a better understanding of global issues. Additionally, another research result conducted by Haerazi (2024) stated that the current state of ICT integration in teaching practices showed clear trends among the participating English professors from private universities. Nine of these lecturers specifically mentioned using a wide range of technologies in their teaching strategies. Their approaches covered a wide range of digital tools and techniques, such as creating digital learning resources, using learning management systems like Moodle, implementing blended learning models, using a variety of online platforms, integrating digital games, and producing and sharing educational podcasts, vodcasts, and educational websites.

There are many educational websites suggested by some previous researchers that could become good facilities in English language learning. Agarwal (2010), he recommends several educational websites that can be used as a means of learning English, namely;

- 1) General English learning websites
  - a. *Study English today* (<http://www.studyenglishtoday.net>)
  - b. *Nonstop English* (<http://www.nonstopenglsih.com>)
- 2) Grammar Websites
  - a. *The grammar guide for advanced users* (<http://www.world-english.org/grammar.htm>)
  - b. *English grammar online* (<http://www.ego4u.com>)
  - c. *Online English grammar* (<http://www.english4today.com>)
  - d. *English grammar lessons* (<http://www.english-grammar-lessons.com>)
  - e. *Practice on points of English grammar* (<http://www.grammar-quizzes.com>)
  - f. *English grammar* (<http://www.englishclub.com/grammar>)
  - g. *English grammar exercises* (<http://www.englis-test.net>)
- 3) Online Quizzes Websites
  - a. *ESL grammar quizzes* (<http://www.usingenglish.com/quizzes>)
  - b. *English grammar quizzes* (<http://www.a4esl.org/q/j>)
  - c. *Grammar quizzes* (<http://www.esl.about.com>)
  - d. *English lesson and test* (<http://www.englishlearner.com>)

4) English Conversation Websites

- a. *ESL conversation online* (<http://www.focusenglish.com>)
- b. *English daily* (<http://www.englishdaily626.com>)
- c. *Practical American English audio course* (<http://1-language.com>)

5) Online dictionaries and Encyclopedias Websites

- a. *The Oxford Dictionary online* (<http://www.oed.com>)
- b. *Cambridge Dictionaries online* (<http://www.dictionary.cambridge.org>)
- c. *Merriam-Webster dictionary and thesaurus* (<http://www.merriam-webster.com>)
- d. *Encyclopedia Britannica* (<http://www.britannica.com>)

6) Online Newspaper Websites

- a. *Times online* (<http://www.timesonline.co.uk>)
- b. *Financial times* (<http://www.ft.com>)

Those various educational websites not only provide information for teachers and students to support learning activities but can also specifically help teachers plan their class units. In addition to the aforementioned websites, there are many other sites that teachers can use in the teaching and learning process. Based on the data taken from Kajeet.com (2024) there are many educational websites that students actually visited.

1) Clever.com

By offering a single sign-on gateway that gives students convenient access to all of their educational resources, Clever.com streamlines the experience of learning in a digital classroom. By centralizing tools and resources, this platform improves learning and simplifies classroom management.

2) Grammarly.com

Grammarly.com has become a very popular tool. It is a complete writing tool that offers students immediate feedback and recommendations to help them with their grammar, clarity, and style.

3) Hapara.com

Teachers may successfully manage digital classrooms with the help of Hapara.com, which offers features like real-time monitoring and student work management.

4) TestNav.com

Standardized tests are administered via the safe online assessment tool TestNav.com. Both in-class and remote testing situations are supported by its dependable and intuitive interface.

5) Duolingo.com

With its varied language options and gamified lessons, Duolingo.com makes learning a language enjoyable and approachable. Students can improve their speaking, listening, reading, and writing abilities in a number of languages with the help of the platform.

6) ReadingEggs.com

Young children can enjoy learning to read with the help of interactive lessons, games, and activities on ReadingEggs.com. Each youngster develops confidence and a love of reading at their own rate thanks to its individualized approach.

7) SpellingCity.com

Through engaging games and exercises, SpellingCity.com, also called VocabularySpellingCity, assists students in improving their vocabulary and spelling.

8) Study.com

To help students of different skill levels, Study.com offers a wide range of online courses and study materials, such as practice tests and video tutorials.

9) Schoology.com

With its collaboration and course administration features, Schoology.com is a top learning management system (LMS) that links parents, teachers, and students.

10) Quizlet.com

A flexible study aid, Quizlet.com provides games, quizzes, and flashcards to aid students in learning and reviewing content.

11) GetEpic.com

GetEpic.com offers a vast collection of educational videos, audiobooks, and children's books in digital format. The platform's interesting material and tailored suggestions encourage literacy development and a love of reading among elementary school pupils.

12) Gimkit.com

Gimkit.com encourages students to participate and learn by transforming class quizzes into interactive, competitive games. Gimkit, which was developed by a high school student, enables teachers to personalize tests, gamifying the educational process.

13) Kaltura.com

One of the top video platforms for educational institutions is Kaltura.com, which lets them produce, organize, and share video content. With its strong analytics

and integration features, Kaltura enables a broad range of educational applications, from lecture recording to interactive tests.

#### 14) CollegeBoard.org

The official website of the College Board, CollegeBoard.org, provides tools and information on college preparation, scholarships, and standardized examinations including the SAT and AP exams. It is a vital resource for students looking for opportunities for additional education and getting ready for college applications.

Besides those websites, there are still many more educational websites that could be uncovered by the teachers as means of English language Learning in the classroom. It could be stated that the Internet may have a big social and cultural impact, but educational websites also have a lot to offer when it comes to mixing text, photos, animations, videos, voices, music, and sound effects. The two most prevalent requirements for entry into a multinational workplace are, in reality, computer literacy and proficiency in the English language. Students at universities should be ready to take on these new difficulties. Despite the numerous challenges, using the Internet to aid in English language instruction at Indonesian colleges

### **The Power of Educational Websites as a Means of Learning English**

When it comes to studying English, there are numerous benefits to using educational websites. Nevertheless, there are several disadvantages that will be faced when using these educational websites for studying. Nevertheless, the benefits will exceed the drawbacks. Teachers will encounter numerous difficulties when implementing this educational site because it will be difficult to discipline students and they must be able to help students who wish to learn English quickly in a variety of ways.

Additionally, Agarwal (2010) mentioned several benefits of using educational websites in English language learning, namely;

- 1) English language learning can be conducted individually using a computer.
- 2) The computer will present the material in various ways, which can capture the attention and interest of the learners.
- 3) Students can use online references to check for mistakes by using online dictionaries or grammar checkers.
- 4) With the help of the internet, both teachers and students can engage in learning anywhere without having to wait for class lessons.
- 5) The internet provides more opportunities for students who lack confidence to express themselves by asking questions online.

- 6) By using multimedia materials, written materials on computers, audio, images, and videos, it makes it easier for students to understand.
- 7) The internet also helps teachers quickly provide information to students, and they can receive that information quickly as well.

Out of those benefits, Suryani (2006) stated that there are two benefits to using the Internet for English language learners: (1) being able to communicate directly with native speakers; and (2) having access to a variety of English teaching and learning resources. The Internet also gives people, governments, non-profits, and companies the chance to connect with billions of people. Reaching an audience on the Internet is most commonly accomplished through web pages and websites, which are linked collections of web pages. Almost any kind of content can be posted on a website by website owners, as long as it stays within certain legal bounds. While taking classes in person offers more interaction and personalization, taking classes online has many advantages, the most of which are related to cost and convenience. We all have access to the internet, which we use for a variety of purposes, such as finding information for school and college assignments, downloading images, music, screensavers, and wallpapers, keeping up with global events, sending emails, instant messaging, and chatting, among many other things. The newest technology makes even the seemingly impossible attainable, particularly when it comes to educational websites.

### **The Weaknesses of Using Educational Websites as a Means of Learning English**

Besides having powers, the use of educational websites as a means of learning English also has a few drawbacks. The educators should also be mindful of important issues like plagiarism, intellectual property, and source credibility. As quoted from the article written by Agrawal (2010), in his article he mentioned several weaknesses of using educational sites as suggestions for learning English, such as;

- 1) The information entered must be typed, therefore both teachers and students must have the ability to type on a computer. But nowadays, there are many websites that provide voice analysis programs, but those sites are not yet well-known. Therefore, both teachers and students need to be computer-literate.
- 2) Sometimes, internet availability is still limited, and the educational resources available on the internet have memory, method, input, and output capacities.
- 3) Generally, these internet sites are specifically programmed and have limited capacities. For example, some online test sites provide final scores without explaining the mistakes that were made.

- 4) Educational institutions with low economic conditions have not yet been able to implement this learning facility.

Furthermore, Suryani (2006) also proposed another problem of using educational websites in English language learning. It can come from the cultural background of the students. Culture has a significant impact on language acquisition. People in Indonesia typically express their strong sense of national identity by speaking Indonesian as their first language. Moreover, Indonesia has hundreds of regional languages, including Javanese, Sundanese, Madurese, and many more, in addition to its national tongue. Within their family, children typically learn to speak the local tongue. The educational attainment of parents can also have an impact on their awareness of the value of Internet usage and English language acquisition.

English has become more popular as a teaching language at certain private universities in large cities in recent years. The competition between public and private universities served as the impetus for this reality, and universities that provide English as a language of instruction may assert that their courses are superior to those of other universities in terms of curricular improvement. For Indonesian English language learners to succeed, cultural considerations are essential. It could be challenging to apply this concept at Indonesian colleges, despite the fact that many academics concur that new media, especially the Internet, can be used as a tool to help students learn English. These days, it's simple for Internet users to take other people's creations, add new photos, text, and sounds, and then claim these works as their own. Additionally, it is easy to commit plagiarism by locating online references, preserving them, and creating illicit copies without giving credit to the original writers. Because the author's name is frequently unknown, students should exercise caution when looking for a trustworthy reference when it comes to the authenticity of sources. The teacher should be able to teach students how to locate, assess, and utilize information efficiently.

### **Students' Perceptions on the Use of Educational Websites on English Language Learning Process**

One of the most important parts of the learning process is how students perceive their education. It speaks to how pupils see and comprehend the surroundings and learning process. Hazari (2014) stated that students' perceptions cover a wide range of topics, such as their opinions about instructional strategies, course materials, classroom dynamics, relationships with teachers and peers, and their learning goals and motivations. Additionally, Huda et.al (2023) mentioned that perception has a big impact on how involved students are in the learning

process. Students are more likely to be motivated and engage in active learning if they have a favorable opinion of the instructor and the classroom setting. Conversely, they might be less engaged, motivated, or even show resistance to learning if they have a bad opinion of it.

In order to better understand students' needs, interests, and preferences, educators should investigate and comprehend how children perceive the world. Understanding students' perspectives allows teachers to implement more successful teaching methods, foster a welcoming and inclusive environment, and inspire students to get the best possible learning results. A number of features of digital resources for English language learning can be investigated in order to learn what students think of the online tools they utilize. Using technology to study English is now a must in many situations. Many studies have carried out studies on how students see the use of technology in English language instruction.

According to Izadpanah and Alavi (2016), who conducted a study on high school students' perspectives on using technology to learn English, students contend that using technology to learn English is highly beneficial. Since both male and female students share this viewpoint, gender has no bearing on how effective technology use is. Meanwhile, Orgaz et al. (2018) investigated students' attitudes and perceptions toward using the internet for educational purposes. According to the findings, students' attitudes had a significant impact on how they perceived and used technology in general. Another research came from Nurhasanah et al. (2020), they examined how students saw the internet as a resource for reading media education. The findings showed that most pupils had a favorable opinion of the internet as a reading and learning tool. They claimed that the internet made it easier for them to improve their reading skills. From those study results, we can see that the internet, especially the educational websites itself, became a major resource for learning English. The way that students view and feel about using the internet, especially the educational websites to learn English is impacted.

### **3. RESEARCH METHODOLOGY**

The purpose of this study is to uncover the students' perception on the power of educational websites for learning English skills at STISIPOL Candradimuka Palembang. With this specific aim, the researcher wants to describe the students' perception on using educational websites for learning English skills. Therefore, this study applied qualitative survey methodologies. A survey research design, according to Creswell (2012), is used as an initial step in the execution of qualitative research, wherein the researcher administers a sample or the full population being studied in order to offer insights into the behaviors, opinions, characteristics, or opinions of the population. Furthermore, Creswell (2012) claimed that



survey research designs are quantitative research techniques in which researchers administer a survey to a sample or the entire population in order to characterize the attitudes, beliefs, actions, or characteristics of the population. This method was applied since it can expedite study and save time.

This study was carried out during the semester of classes. The researcher observed it from the beginning of the class semester in September 2024 to the conclusion of the midterm term in November 2024. Google forms were used by the author to collect data for this investigation. The researcher provided the class leader the link to the questionnaire form, who then distributed it to the class WhatsApp group, where students filled it out. While she awaited the students' responses to the questionnaire, the researcher conducted an in-person interview with them, recording their impressions with her smartphone. Since only third-semester students are taught English. The study's sample consisted of all 30 students. The thirty students were enrolled in their third semester of social welfare science at Stisipol Candradimuka Palembang.

Wahyuni & Hakiki (2023), who had previously surveyed students on their opinions of using web-based technologies to improve their English at university, provided a likert-scale questionnaire that was modified for this study. In this study, the researcher substitutes educational websites for the subjects on the questionnaire. The questionnaire is of the closed-ended variety. From strongly disagree to strongly agree, there are five possible values on the scale: strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, and strongly agree = 5. The data acquired via surveys was used to answer the study question. The data was used to comprehend the viewpoint of the students on the use of educational websites for learning English. These scale questions ask the subjects to rate their agreement, disagreement, disagreement, strong disagreement, and agreement with each assertion. Additionally, each individual proposition's degree of agreement is given a numerical value. To calculate the subject's score, the sum of the values of each individual response is used. The range of values used to interpret the score Harlinda's Likert scale was used (2019). This is demonstrated in the table below:

**Table 1. Score Interpretation Criterion**

Value Range Likert Scale	Percentage	Category
5	80% - 100%	Very Positive
4	60% - 79,99%	Positive
3	40% - 59,99%	Uncertain
2	20% - 39,99%	Negative
1	0% - 19,99%	Very Negative

#### 4. FINDINGS AND INTERPRETATION

The study's findings about how social science welfare students at STISIPOL Candradimuka perceive the power of educational websites as a means for learning English were obtained by looking at the responses to a questionnaire given to the students.

##### The Use of Educational Websites Related to Language Skill Components

There are seven question items in this section. Every item in this category is a positive comment.

**Tabel 2. Questionnaire Data in The Aspect Related to Language Skills**

No	Item Description	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
1	Educational Websites are a useful tool to access various types of English materials for reading	75%	10%	15%		
2	Educational Websites help me improve my listening skills.	70%	20%	10%		
3	Educational Websites help me improve my speaking skills.	50%	35%	5%		
4	Educational Websites are a useful tool for developing writing tools.	50%	35%	10%	5%	
5	Educational Websites help me enlarge my vocabulary knowledge.	70%	15%	15%		
6	Educational Websites help me develop my grammar	65%	15%	10%	10%	
7	The use of Educational Websites can help improve my communication skills.	60%	20%	10%	10%	

It may be inferred from the aforementioned proportion of the questionnaire results that students had a favorable opinion of the effectiveness of instructional websites. From the data above, it could be seen that 85% of the students stated that Educational Websites showed the power as a means to access various types of English materials for reading. Meanwhile, 90% of the students stated that Educational Websites showed the power to help them improve their listening skills. Additionally, 85% of the students also argued that Educational Websites have the power to help them improve their speaking skills. From the study result we could also see that Positive perception still came from 85% of the students who said that Educational websites have the power as a useful tool for developing their writing skills. Another 85% of the students perceived that Educational Websites have the power to help them enlarge their vocabulary knowledge. And 80% of the students perceived that Educational websites have the power to develop their Grammar and communication skills. Due to those results, it could be concluded that the students have a very positive perception of the use of Educational Websites related to language skills.

### **The Use of Educational Websites Related to Behavioral Component**

There are nine questions in this section. The statements in items 8–13 are positive, while those in items 14–16 are negative. In the aspect of students' behavioural component in positive statements, it could be interpreted that the majority of students showed a positive perception. Even though the result is not very positive, the percentage is still at a positive level. 60% of the students agree that Educational Websites make English learning easier for independent learning, even though another 40% of students disagree with this statement, the problems perhaps came from the cultural background, some students who studied at STISIPOL Candradimuka Palembang came from many villages, where they are not that familiar with the way of accessing the Educational Websites itself. 65% of the students strongly agree that Educational Websites make English learning easier. This could happen because during the teaching section in the class, the researcher herself sometimes invited the students to open some educational websites. Another 80% of the students stated that they can get more useful feedback in lessons using Educational websites. And it is supported by another 80% of the students who stated that Educational Websites are essential for English language learning and it could give great advantages over traditional methods. Even Though only 65% of the students stated that they often use Educational Websites to help them do their English assignments. From this result of questionnaire percentages, due to Harlinda's Likert scale where the 60% - 79,99% percentage included in the category of positive. So, in the positive behavioural

components, the students showed positive perception, and it showed that Educational websites have the power as a means of English language learning in the class.

**Tabel 3. Questionnaire Data in The Aspect Related to Behavioral Component (Positive Statements)**

No	Item Description	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
8	Educational Websites make English learning easier for independent learning	40%	20%	10%	30%	
9	Educational Websites make English learning easier	45%	20%	20%	15%	
10	I can get more useful feedback in lessons using Educational Websites	45%	35%	20%		
11	I often use Educational Websites to help me doing my English assignments	35%	30%	30%	5%	
12	It is essential for English language learners to use Educational Websites	45%	35%	20%		
13	Using Educational Websites to learn English is a great advantage over traditional methods.	50%	30%	15%	5%	

After interpreting the students' perception related to the positive behavior of the power of educational websites as a means of communication above, the students' perception related to the negative behavior of the power of educational websites as a means of communication would be interpreted here. Due to table 4, 30% of the students agreed that learning English through educational websites is not necessary. Meanwhile, 45% of the students stated that Educational websites do not help their English Learning, and 50% of students stated that they need more training in using the educational websites. From this percentage result, it could be summarized that the negative behavior came up since the ability of students to access educational websites itself still needs more training.

**Tabel 4. Questionnaire Data in The Aspect Related to Behavioral Component (Negative Statements)**

No	Item Description	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
14	Learning English through educational websites are not necessary	10%	20%	10%	60%	
15	I find that using educational websites does not help my English learning	25%	20%	20%	35%	
16	I need training in using educational websites	35%	15%	20%	50%	

**The use of Educational Websites related to affective component**

There are six question items in this section. Positive statements are found in items 17–21, whereas negative remarks are found in item 22.

**Table 5. Questionnaire Data in the Aspect Related to Affective Components (Positive Statements)**

No	Item Description	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
17	Educational Websites make lessons more interesting than traditional English instruction.	60%	20%	20%		
18	I like learning a new language using Educational Websites	55%	20%	20%	5%	
19	I am confident about working with Educational Websites	65%	15%	20%		
20	Educational Websites become a stress-free environment to learn English.	70%	15%	15%		
21	Using the Educational websites makes language lessons more interesting to me.	80%	5%	15%		

According to the questionnaire's results, 80% of the students perceived that Educational Websites make lessons more interesting than traditional English instruction, and 75% of the students liked learning a new language using the educational websites. Furthermore, 80% of the students felt confident about working with Educational Websites, meanwhile 85% of the students stated that educational websites could become a stress-free environment to learn English and made language lessons more interesting for them. Contrary to these perceptions, a negative aspect related to the affective component showed that 30% of the students felt tense and uncomfortable in using the educational websites. From this questionnaire results, it could

be concluded that Educational websites have the power as a means of English language learning.

**Tabel 6. Questionnaire Data in the Aspect Related to Affective Components (Negative Statement)**

No	Item Description	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
22	Educational Websites make me feel tense and uncomfortable	10%	20%	10%	60%	

## 5. CONCLUSION AND SUGGESTION

The results of the study demonstrate that the students majoring in Social Welfare Science in semester three of the academic year 2024–2025 at STISIPOL Candradimuka Palembang have a positive perception towards the power of educational websites related to language skills components. Perceptual categories ranging from positive to highly positive are used to provide scores to items in this area. This demonstrates how educational websites have the power pertaining to English language learning in the class.

In relation to the previous research result, regarding how students view the power of educational websites in relation to behavioral components, it demonstrates that they have a positive opinion in positive comments. In the category of positive perception, every positive item in this aspect receives a score. Since students at STISIPOL Candradimuka come from a variety of regional backgrounds, the use of educational websites as a language learning tool will have the power. Additionally, the majority of students attend school in rural locations, the inclusion of educational websites in the English language curriculum will aid students in comprehending the subject matter.

The power of educational websites in relation to affective components demonstrates that students perceive positive words favorably. Every favorable item in this category receives a score in the field of positive perception. As seen by this, educational websites have a power on students' attractiveness and eagerness. Regarding the unfavorable questions that cause anxiety, the students' perception score demonstrated that, despite the fact that some students still feel uneasy and insecure when using them, educational websites have the power to boost motivation and interest in studying. This connects to the second point above, which states that learning anxiety and discomfort are common among students who are less tech-savvy and have fewer resources since some of the students come from rural areas.

Students perceived that the educational websites have the power as a means of English language learning in the class. The educational websites do not make them any less intelligent. The students stated that Educational websites make lessons more interesting than traditional English instruction, and it can become a stress-free environment to learn English. The students said that the educational websites make their language learning more interesting. From the result of the study, it could be concluded that Educational websites have the power as a means of English language learning in the third semester class of social welfare science students at STISIPOL Candradimuka Palembang. Since teaching and learning English requires many interesting ways. Educational websites could become one of those interesting ways. It is suggested to the students to visit the educational websites more often than before. so, the students can sense the power of educational websites. And it is suggested to the teacher who teaches English to promote more educational websites to their students, and invite the students to more often visit those educational websites to make them familiar and accustomed to use it, so they could feel the power of those educational websites as a means of language learning in the classroom.

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