

**COGNITION PROCESS OF THE STUDENTS IN USING
INTERNET AS SOURCE OF LEARNING**

(study at second semester students of TBI IAIN Bengkulu in academic year
2018/2019)

THESIS

**Submitted as A Particular Requirement for the degree of Sarjana in
English Education of IAIN Bengkulu**



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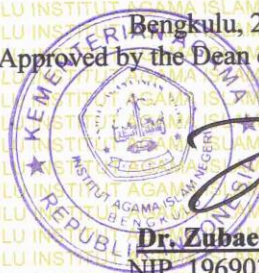
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I hereby sincerely state that thesis entitled : **Cognition Process Of The Students In Using Internet As Source Of Learning (Study At Second Semester Students Of TBI IAIN Bengkulu In Academic Year 2018/2019)** is my masterpiece. All thing out my masterpiece in this thesis are signed citation and refered in the bibliography. If after proven that my thesis discrepancies. I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Motto

- **Do the best and be the best.**
- **Education is the most powerful weapon which you can use to change the world-Nelson Mandela.**

Dedication

With my greatest love and gratitude, this thesis is dedicated to:

- ❖ Allah SWT, the one and only
- ❖ My beloved parents, my mother, Dinarti, my father, Ibrahim. I am so proud of being your daughter. Thank you for feeding me, raising me, praying for me, and always supporting me. Especially to my mother, nothing words can express you, and I can tell you how much I love you.
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Finally, the researcher realizes that this thesis is far from being perfect. Therefore, any criticism, opinions, and suggestions can be valuable things for the improvement of this thesis.

Bengkulu, Juli 2019
The researcher

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ABSTRACT

Kurnia, Hartita 2019. Cognition Process Of The Students In Using Internet As Source Of Learning (study at second semester students of TBI IAIN Bengkulu in academic year 2018/2019)Skripsi, English Education Study Program, Faculty of Tarbiyah and Tadris, of IAIN Bengkulu . Advisor (1) Risnawati, M.Pd. Advisor (2) Feny Martina, M.Pd.

The presence of the internet has changed most of the way of life and activities everyday human being. Students can use the internet as a source of learn alternatives to books to get more information. The goal of this research is to investigate how students search and process information found on the Internet to meet the needs of their academic tasks and how they see that information compared to printed materials. The study was conducted at second semester students of English Tadris. Searching and processing such information is then seen from the eyes of Bloom's taxonomy. Research conducted using qualitative methods using snowballing techniques. Nineteen students from the second semester were randomly selected to be interviewed. The results of the study show that the presence of the internet as a learning resource has not shifted the role of printed textbooks as the main source of information for students while working on their academic assignments. However, information seeking activities on the Internet facilitate students to reach four domains of the Bloom Taxonomy learning process.

Keywords: Cognition Process, Taxonomy Bloom, Source Of Learning

ABSTRAK

Kurnia, Hartita 2019. Cognition Process Of The Students In Language Learning Using Internet As Source Of Learning. Skripsi, English Education Study Program, Faculty of Tarbiyah and Tadris, of IAIN Bengkulu . Advisor (1) Risnawati, M.Pd. Advisor (2) Feny Martina, M.Pd.

Kehadiran internet telah mengubah sebagian besar cara hidup dan aktivitas manusia sehari-hari. Siswa dapat menggunakan internet sebagai sumber belajar alternatif buku untuk mendapatkan informasi lebih lanjut. Tujuan dari penelitian ini untuk menginvestigasi tentang bagaimana mahasiswa mencari dan memproses informasi yang ditemukan di internet untuk memenuhi kebutuhan tugas-tugas akademik mereka serta bagaimana mereka melihat informasi tersebut dibandingkan dengan bahan cetak. Penelitian dilakukan kepada mahasiswa semester 2 Tadris Bahasa Inggris. Pencarian dan pengolahan informasi semacam itu kemudian dilihat dari kaca mata taksonomi Bloom. Penelitian yang dilakukan menggunakan metode kualitatif dengan menggunakan teknik snowballing. Sembilanbelas mahasiswa dari semester dua dipilih secara acak untuk diwawancarai. Hasil penelitian menunjukkan bahwa kehadiran Internet sebagai sumber belajar belum menggeser peran buku teks cetak sebagai sumber informasi utama bagi mahasiswa saat mengerjakan tugas-tugas akademik mereka. Namun kegiatan pencarian informasi di Internet memfasilitasi mahasiswa untuk mencapai empat domain dari proses belajar Taksonomi Bloom.

Kata Kunci : Proses Pemikiran, Taksonomi Bloom, Sumber Belajar

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CHAPTER I

INTRODUCTION

A. Background

The development of information and communication technology is very rapid, both in developed countries and in developing countries like Indonesia. One of the developing information and communication technology is the internet. The presence of the internet has changed most of the ways of life and everyday human activities. The internet as an interactive media can be used by anyone to get information from all over the world. One of the users is a student. Students can use the internet as an alternative learning source besides books to get more information.

The latest information technology that is now widely known, even has become one of human needs is the internet. This technology can be a virtual meeting room for all citizens who live on earth. Through the internet, the world seems to be far away. The internet seemed to nullify location and time. The global population of communities can be combined online through this extraordinary technology. However, in Indonesia, this phenomenon is apparently not yet known to the wider community. As a technological device that has benefits in the religious field, the internet has not been widely used by the public.

The internet itself, according to Shittaa, is also a means of communication that links, hooks, and transformations throughout the

world where people can easily get touch, see, or speak to one another, as well as exchange information instantaneously from one point of the globe to another.¹ This technology has reshaped the tertiary educational practice terms and conditions of the academic learning and will be more feasible in the future. Hussain has improved educational development and research and has encouraged virtual interactions for sharing research findings.²

With the increasing number of internet users in Indonesia, many sites have begun to provide content for learning. The number of internet users in Indonesia is growing very rapidly, causing many domestic website hosting providers to emerge, one of which is a site with educational content. This makes the internet users who are mostly students can use it as a learning resource if they want to get more information than what is obtained on campus or to help do the assignments given by the lecturer.

Prior to the internet, the main problem faced by education was access to information sources. Conventional libraries are not cheap sources of information. Books and journals must be bought at high prices. Good management is also not easy, so as a result many places in various locations in the world do not have complete libraries. The existence of the internet allows access to sources of information that are becoming widely

¹Shitta, M.B.K., *The impact of information technology on vocational and technology education for self-reliance*. 2002. J. VOC Tech. Educ. 1 (1).

² Hussain, I., *A study to evaluate the social media trends among university students*. *Proc. Soc. Behav.* 2012. Sci. 64, 639 - 645

available. In other words, the problem of access should not be a problem anymore.

The internet is one technology product that can help us improve living standards through education. Although there are still many challenges, we can still use the internet as much as possible. One can access various references, both in the form of research results, as well as articles of study results in various fields. No longer have to physically go to the largest library of libraries anywhere. Someone just simply sits in front of a computer (of course using a computer that has internet connection facilities) and uses it. Information that is available and can be accessed through the internet does not only exist or occur in one country, but also that occurs in all corners of the world (global world). That is, developments that occur in various countries can be quickly known by many people. Likewise, information regarding education. Academics are one of the parties who benefit the most from the advent of the internet.

Actually the internet can be a source of alternative learning that is quite effective and efficient. So far, what is commonly known as a learning resource is books and educators. In fact, the longer the traditional learning resources are increasingly limited, both in number and distribution. In this case the internet can be a substitute that is more to complete, not replace the role of educators as a whole. Utilization of learning resources using technology-based tools with electronic media is currently very commonly used in education. For example, the spread of

knowledge through the playback of a video, also the use of audio media such as cassettes, to the use of projection media with computer aids. All of these media actually function almost the same as books, which are programs that are played as needed. The difference is, the visualization of the book is very less and not as interesting as the visualization displayed by electronic media.

If the limitations on traditional learning resources become an obstacle to equalizing the quality of education, other sources of knowledge reference must be sought. For the present, the internet can be an alternative answer for learning resources. Distance, time and location constraints have been eliminated by the internet. In addition, the diversity of types of information contained therein exceeds the knowledge of books or educators. In studying at a university, a student must familiarize himself with the new way of attending education. Students must find out for themselves how to absorb what is lectured by lecturers. Reading a variety of literature related to the topics presented by lecturers will provide a comprehensive understanding and broaden insight. A student must also strive to integrate with technology. Information technology as a combination of computer and communication technology makes changes in doing things, including ways to identify and obtain information. Web or internet information resources are growing and developing, even in certain types exceeding the amount collected by physical form libraries.

Along with the change in the learning paradigm, the success of teaching and learning activities in higher education is not only determined by the factors of teaching / lecturers, but is greatly influenced by student activity. The learning process must be centered on the learning participants, the instructor is not the only source of learning or source of information, but rather acts as a facilitator, dynamicator, and motivator in learning. The rapid development of the quantity of internet users also increases the value of the benefits of the internet itself. But unfortunately there are still many internet users have not used the internet to support their education, as one of the information retrieval services. Through the internet students can access a variety of literature and knowledge references needed quickly, so as to simplify the process of study.

According to Smith and Both, the searching information activities on the internet are also included in learning activities.³ Learning activities can be seen from how students find the information they get from the internet and their process match the knowledge they have. According Athanassiou and Mcnett, this information process can have an influence on someone's cognitive achievement. The cognitive achievement of a person and their

³ Jansen, B. J., Smith, B., & Booth, D. L. Understanding web search via a learning paradigm. 2007 *Journal of the American Society for Information Science*, 1207–1208. <https://doi.org/10.1145/1242572.1242768>

performance can be seen against the cognitive taxonomy to measure their level of understanding during the learning process from the internet.⁴

Based on the preliminary research on 28 and May 31, 2019, researchers conducted observations and interviews with some students named Syahmi, Friska, and Fadly Second Semester Students of TBI IAIN Bengkulu, researcher found interesting things from students interviewed by researcher, such as students explained that they use the Internet as their learning source because they think the internet provides the information needed by them. They also argue that by using the internet their activities are much easier to do, because the internet can be done anywhere by simply copying and pasting the information needed. While on the other hand students with the ease provided by the internet students are also more lazy to read other information, they tend to trust the information they first find on the internet. With the internet specifically semester 2 of TBI IAIN Bengkulu they admit that sometimes they find information needed through an untrusted website, but this does not discourage students from drawing conclusions to make assignments based on information obtained from just one source. Through the internet, students tend to see more information through personal mobile phones, therefore not a few students rarely read open and use books as a means of finding information about learning and to fulfill the tasks they are doing. Based on the description above,

⁴ Athanassiou, N., & Mcnett, J. M. Critical thinking in the management classroom : Bloom ' s taxonomy as a learning tool. 2003. *Journal of Management Education*, 27(5), 533–555. <https://doi.org/10.1177/1052562903252515>

researcher are interested in conducting research entitled "Cognition Proces of Students In Using Internet As Source of Learning". (Study at Second Semester Students of TBI IAIN Bengkulu in Academic year 2018/2019)

B. Identification of The Problems

Based on the background described above, several problems can be identified as follows:

1. The negative impact caused by the internet in serving information.
2. The availability of websites to access information that is not credible.
3. Students just copy-pasting the information obtained.
4. Students behavior is lazy in reading the information found.

C. Limitation of The Research

Based on the identification of the above problems, in this the researcher focus on The Cognition Process Of The Students In Using Internet As Source Of Learning. The internet meant in identifying problems is only limited to accessing the Journal, E-Book, and Free Blogs.

D. Research Question

Based on the identification and limitation of the above problems, it can be formulated the problem in this study : how is the cognitive process

of students in using internet as source of learning at second semester students of TBI IAIN Bengkulu in Academic year 2018/2019?

E. The Objective Of The Research

Based on the formulation of the problem, the purpose of this study was to determine how is the cognitive process of students in using internet as source of learning at second semester students of TBI IAIN Bengkulu in Academic year 2018/2019?

F. The Significances of Research

The result of the research will be expected to give some positive outcomes as follow:

1. For teacher :

This research can help the lecturer see the development of students in the use of the internet as a source of learning, as well as the views of the teacher process where the teacher can improve the appropriate method as the main learning information that is the first benchmark in teaching and inspiring students in the process of getting their knowledge, and this research obtained.

2. For the students :

This research helps students understand and determine how best to find the core of the information search process in the Internet that is relevant to what students need as a learning resource. So that the process can be categorized as learning because it fulfills the criteria in

its achievement. And this study also aims to help students see good learning resources according to their needs and truth, so that the information obtained is not confusing and logically acceptable.

3. The others researcher :

This research as a reference for future research, it is expected that it can be used as a reference in improving the understanding of the thesis that is the same as with the same variables.

G. Definition of The Key Term

1. Students' Cognition is a psychological process of meaning to stimulate a base on what students hear, touch, taste, and smell. On the other word, cognition is the process of receiving and interpreting information from the world around us. Hoffman said that it aims at estimating true properties of the world. Cognition usually results in cathegorization, which is in fact the classification of the world itself. Cognition of complexity and guides adaptive behavior. And the person and needs and interest. The wider knowledge / he has the more com prehensive she / he will see the target. Therefore her view may be made blurred because of her / his needs and interest.⁵

⁵ Siti Tarwiyah, *Students' Perceptions on a Good Tertiary Foreign Language Teacher*. Vol. 4, No. 2. IAIN Wali Songo Cirebon (Juli – Desember 2014). p. 11

2. The internet learning source is the process of finding information via the Internet is also a learning activity students can gather information from the Internet and process them into a coherent knowledge for themselves.⁶

⁶ Jansen, B. J., Smith, B., & Booth, D. L. Understanding web search via a learning paradigm. 2007 . *Journal of the American Society for Information Science*, 1207–1208.

CHAPTER II

LITERATURE REVIEW

A. Internet As Source of Learning

Using the internet with all its facilities will make it easy to access various information for education that can directly increase students' knowledge for their success in learning. The internet is the source of information and knowledge, through this technology we can do several things, such as Search and search library materials, build an artificial intelligence program to model a learning plan, providing convenience to access what is called a virtual classroom or virtual university, marketing promotion funds from research works.⁷

Learning resources are a component of the instructional system that includes messages, materials, tools, techniques and environments which can influence student learning outcomes. Using the internet as a learning resource can be implemented in the following ways:

1) Browsing (exploring the virtual world)

Browsing or surfing is a general term used when you want to explore the virtual world or the web. The very artistic appearance of the web displays text, images, and even animation that is displayed in such a way that it always makes the visitors feel at home. Browsing, we use a

⁷ Rusman, Model-model Pembelajaran: Mengembangkan Profesionalisme Guru, (Jakarta: Rajawali Pers, 2014), p. 344.

facility called browser, many types of browser software available in the market, ranging from free, such as Mozilla to commercial, such as Netscape and internet explorer. The type of internet application that we will do is inseparable from the browser, because the browser is a medium of communication between users and internet services. As a Windows user, the browser software that is often used is Internet Explorer from Microsoft.

2) Searching (search for learning material sources)

Searching is the process of finding learning resources to complement the material that will be delivered to students. All information related to the source of information is unknown, so by using the Search engine is one of the facilities available in the application to find the information we want. Search engines hold a database of sites from all over the world with billions of web pages. Simply enter the keyword, the search process will be carried out and the search engine will display a number of site links accompanied by a brief description. Many search engine applications are offered by certain sites on the internet, which are popular including geogle, yahoo, altavista and so on besides the search facilities provided by each site.

3) Resourcing (internet for learning resources)

Resourcing here is to make the internet as a source of teaching, in the sense that the role of the internet as a storehouse of information is used

to obtain information and data related to the teaching material delivered, information relating to the address of the site to be visited as a source of teaching media is known first through the information given in the handbook teaching and other information.

4) Consulting and Communicating (Consultation and communication)

E-Mail (E-mail) E-mail is the most popular application since the internet was first introduced, because this facility can bridge data communication between personal and between companies, e-mail is well-known because it provides an easy and fast way to send information. Besides that, it also handles small notes, up to a large file in the form of files superimposed on it (attachment file). Mailing List (Mailing List) Mailing list means a list of E-mail addresses for everyone who wants to receive mail about a particular topic. Mailing List or Mailing List (sometimes called posting) is basically still communication by utilizing e-mail services, namely sending and receiving e-mails to and / or from a group of people with the purpose of using them as a means of discussion, which are usually grouped based on discussion topics, groups certain or other groupings

a. The Concept of Internet

The internet is a computer network with oneothers are interconnected for communication and information purposes.⁸ A computer on one internet network can be anywhere or even throughout Indonesia. Often the internet is interpreted as a computer network throughout the world that contains information and as a means of data communication in the form of sound, images, videos and also text. This information is made by the organizer or owner of a computer network or made an information owner who entrusts his information to an internet service provider.⁹ The internet comes from the word international networking or the net is a vast collection of computer networks that are interconnected throughout the world, ranging from small computers (Personal Computers / PCs) in homes to large computers in companies. Darmawan add, the internet is like a very large electronic city where every citizen has an address (Internet Addres) that can be used to send letters or information. The most famous internet facility, the Word Wide Web (WWW), is a relatively new part of the internet, while functions such as

⁸ Muhammad Adri, 2009, *Pemanfaatan Internet Sebagai Sumber Pembelajaran*, (<http://ilmukomputer.org/Wp-Content/Uploads/2008/01/Adri-Modul0.Pdf>, di akses 20 April 2019)

⁹ Rizka dkk, “*Studi Tentang Penggunaan Internet Oleh Pelajar*”, *eJournal Sosiatri-Sosiologi*, Volume 1, Nomor 4, 2013: p. 37 – 49.

sending and receiving Electronic Mail (E-mail) have been used by people for more than 30 years.¹⁰

b. Benefits of the Internet

According to Deni Darmawan "the main function of the internet is the media for communication and information exchange".¹¹ Where the internet makes it easy for people to find information quickly. According to Wina the use of the internet as a learning media conditions students to learn independently, through independent studies, become doers studies, as well as thinkers.¹²

The use of the internet as a learning media has the following advantages:

1. Enabling the distribution of education to all regions without recognizing geographical boundaries.
2. The learning process can occur anywhere because it does not require class.
3. The learning process is not limited by time as well as ordinary face to face.

¹⁰ Deni Dermawan, *Pendidikan Teknologi Informasi dan Komunikasi Teori dan Aplikasi*, (Bandung: PT. Remaja Rosdakarya, 2012), p. 97

¹¹ Ibid., p. 97.

¹² Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran*, (Jakarta: Kencana Pradana Mefia Grup) 2008. p. 222.

4. Learning can choose topics or teaching materials that are in accordance with the wishes and needs of each.
5. The length of teaching time also depends on the ability of each student.
6. There is accuracy and current learning material.
7. Learning can be done interactively so that it is interesting for students.¹³

c. Understanding Learning

According Wina, learning is a business process carried out by a person to obtain a change in new behavior as a whole, as a result of his own experience in interaction with his environment.¹⁴

1. Learning Principles

The principle of learning according to Gestalt theory (In Slameto):¹⁵

- a. Learning based on the whole
- b. Learning is a developmental process
- c. Students as whole organisms

¹³ Wina Sanjaya, *Ibid*, p. 223

¹⁴ Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010), Cet. V, p. 2.

¹⁵ Slameto, *Ibid*, p. 9-11.

- d. A transfer has occurred
- e. Learning is the reorganization of experience
- f. Learning must be with insight
- g. Learning is more successful when it comes to students' interests, desires and goals
- h. Learning continues

2. Factors Affecting Learning

Slameto stated that the factors that influence learning are classified into two groups, namely internal factors and external factors.

- a. Internal factors are factors that exist in individuals who are learning. Internal factors are divided into three factors, namely:

1. Physical factors, including health and disability factors
2. Psychological factors, including intelligence, attention, interest, talent, motives, maturity and readiness.
3. Factors of fatigue, including physical fatigue and spiritual fatigue

- b) External factors are factors that exist outside the individual who is studying. External factors are divided into three factors, namely:

1. Family factors, including; the way parents educate, family members' relationships, home atmosphere, family economic situation, understanding of parents, and cultural background.
2. School factors, including; teaching methods, curriculum, teacher relations with students, student relations with students, school discipline, learning tools, school time, standardized lessons on size, building conditions, learning methods, and homework.
3. Community factors, including; student activities in the community, mass media, associates, and forms of community life.¹⁶

d. Ways to Use Information Technology or the Internet for Learning

According to Smith and Both, the searching information activities on the internet are also included in learning activities.¹⁷ Learning activities can be seen from how students find the information they get from the internet and their process match the knowledge they have. According Athanassiou and Mcnett, this information process can have an influence on someone's cognitive achievement.

According to Sadiman stated that changes and developments that apply quickly, require the provision of actual, information-rich and easily

¹⁶ Slameto, Ibid, p. 54

¹⁷ Jansen, B. J., Smith, B., & Booth, D. L. Understanding web search via a learning paradigm. 2007 *Journal of the American Society for Information Science*, 1207–1208. <https://doi.org/10.1145/1242572.1242768>

accessible learning resources. The internet is a technology that has provided a strong foundation for the creation of a rich and flexible learning environment, and is able to fulfill education and training. The internet is a network of networks, just as telephone networks communicate voice, the internet communicates data.¹⁸

According to Bambang Warsita in general, there are three ways to use information technology for learning activities, namely as follows:

1. Web Course, which is the use of technology for educational purposes, where all teaching materials, discussions, consultations, assignments, exercises, and examinations are fully delivered via the internet. students and teachers are completely separate and do not need to be face to face.
2. Web Centric Course, which is where some teaching materials, discussions, consultations, assignments and exercises are delivered via the internet; while the exam and some consultations, discussions and exercises are conducted face to face. Learners and teachers are completely separate, but face-to-face is required.

¹⁸ Ahmad Sultoni , “Pengaruh Pemanfaatan Internet Sebagai Sumber Belajar Sejarah Terhadap Motivasi Belajar Siswa Kelas XI IPS SMAN 1 Wiradesa Kabupaten Pekalongan Tahun Pelajaran 2011/2012”. Skripsi Pada Fakultas Ilmu Sosial UNS, Jurusan Sejarah, 2013, tidak dipublikasikan.

3. Web Enhanced Course, which is the use of the internet for education, to support the improvement of the quality of face-to-face learning activities in class.¹⁹

e. Understanding Learning Resources

Learning resources are all things that can be used by students to learn materials and learning experiences in accordance with the objectives to be achieved. In the process of preparing a learning program the teacher needs to determine what sources can be used by students so that they can achieve their intended goals. In traditional teaching, teachers often use books as a source of learning. That also usually only uses one book.²⁰

Learning resources are "all the resources that can be utilized to provide convenience to someone in their learning".²¹ In fact, there are many types of learning resources. The learning resources include messages (people), people (materials), materials (materials), tools (devices), techniques (tehnique), environment (settings), and others that can be used to facilitate students in learning and increasing their knowledge . With these learning resources, students get facilities that can enable them to study well.²² Besides learning resources are all kinds of learning resources

¹⁹ Bambang Warsita, *Teknologi Pembelajaran Landasan dan Aplikasinya*, (Jakarta: PT. Rineka Cipta, 2008), p. 152.

²⁰ Wina Sanjaya, *Strategi Pembelajaran Berorientasi pada Standar Proses Pendidikan*, (Jakarta: Kencana, 2008), p. 174 - 175.

²¹ Nana Sudjana dan Ahmad Rivai, *Teknologi Pengajaran*, (Bandung: Sinar Baru, 2001),

²² Bambang Warsita, *op. cit.*, p. 208-209

that exist outside of someone (students) and that allows (facilitates) the occurrence of the learning process. Therefore, in the selection of good learning resources, it is necessary to pay attention to several criteria, namely economical, practical, and simple, easy to obtain, flexible (flexible), and the components are in accordance with the learning objectives.²³

The implementation of the use of learning resources in the learning process is listed in the current curriculum that in the learning process uses a variety of learning resources. AECT (Association for Education Communication and technology) distinguishes six types of learning resources that can be used in the learning process, such as:

1. Message (Message)

Message is a source of learning that includes formal messages, namely messages issued by official institutions, such as government or messages conveyed by teachers in learning situations. These messages besides being delivered verbally are also made in the form of documents, such as curriculum, government regulations, legislation, syllabus, learning units and so on. Non-formal messages, namely messages that exist in the wider community that can be used as

²³ Lailatul Badriyah, "Pengaruh Sumber Belajar terhadap prestasi belajar siswa pada mata plajaran ekonomi di SMP Bakti Mulya 400 Pondok Pinang Jakarta Selatan", Skripsi Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah, Jakarta, 2010,p.24

learning materials, such as folklore, legends, lectures by community leaders, inscriptions, temples, and other historical relics.

2. People (People)

Everyone basically can act as a source of learning, but generally can be divided into two groups. First, a group of people specifically designed as the main learning resources that are professionally educated to teach, such as teachers, counselors, instructors. Including school principals, laboratory staff, learning resource technicians, librarians, and others. The second group is people who have an energy profession who are in an educational environment and their profession is unlimited. For example politicians, health workers, agriculture, architects, psychologists, police, businessmen and others.

3. Materials (Matterials)

Material is a format used to store learning messages, such as textbooks, textbooks, modules, video programs, films, OHT (Over Head Transparency), programsslides, props and so on (commonly called software).

4. Tool (Divice)

The tools referred to here are physical objects often referred to as hardware. This tool serves to present ingredients in item 3 above. It includes multimedia projectors, slide projectors, OHPs, film tape recorders, opaque projectors and so on.

5. Technique (Technique)

The technique in question is a method (procedure) that people use in providing lessons to achieve learning goals. Inside includes lectures, games / simulations. Question and answer, sociodrama (roleplay) and so on.

6. Setting (Setting)

The setting or environment within the school or the environment outside the school, whether intentionally designed or not specifically prepared for learning, including the arrangement of space, lighting, classrooms, libraries, laboratories, workshops, school grounds , school gardens, school fields, and so on.²⁴

7. Learning Resource Function

Provision of learning resources is sufficient to support the implementation of learning, functioning as an intermediary to deliver materials to facilitate the achievement of goals learning. The function of learning resources in learning is as follows:

- 1) Source of information in the learning process.
- 2) Overcoming the limitations of learning experience.
- 3) Beyond classroom boundaries.
- 4) Enables direct interaction.

²⁴ Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran*, (Jakarta: Kencana Prenadamedia Group, 2013), Cet IV, p. 228-230.

- 5) Enables uniformity of observations.
- 6) Embedding new concepts.
- 7) Generating new interests.
- 8) Generating motivation.
- 9) Provide overall experience.²⁵

B. COGNITION PROCESS

1. Definition of Cognition

As a word, cognition originates from Latin. Latin philosophers used the word cognition as a translation of the Greek *gnosis*, which the Western philosophical tradition translates as knowledge. According to James, cognitions are mental representations that surface to consciousness when we perceive, reason, or form mental images. At the very beginning of his *Principles*, he used the term in the second sense: “Psychology is the science of mental life, both of its phenomena and their conditions”.²⁶

Cognition is the mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment. That which comes to be known, as through perception, reasoning, or intuition; knowledge. Which reiterates the earlier distinction between process

²⁵ Kokom Komalasari, *Pembelajaran Kontekstual: Konsep dan Aplikasi*, PT. Refika Aditama, Bandung, 2013, p. 113-114.

²⁶ Maria A, Brandimonte In P. Pawlik and G. D'Ydewalle. *Psychological Concepts :An International Historical Perspective*. Hove, UK : Psychology Press. 2006. p.3

and product, but also adds one (crucial) adjective. Cognition is not merely a process, but a “mental” process. In what is perhaps the most influential definition, cognition indeed refers to the mental process by which external or internal input is transformed, reduced, elaborated, stored, recovered, and used.²⁷ As such, it involves a variety of functions such as perception, attention, memory coding, retention, and recall, decisionmaking, reasoning, problem-solving, imaging, planning and executing actions. Such mental processes involve the generation and use of internal representations to varying degrees, and may operate independently (or not) at different stages of processing. Furthermore, these processes can to some extent be observed or at least empirically probed, leading to scientific investigation by means of methods akin to those of the natural sciences.

Students’ Cognitive Taxonomy in Using Information from The Internet according Nicholas Athanassiou & Mcnett using the cognitive taxonomy such as Bloom’s to develop a metacognitive framework to facilitate a more student-centered and criticalthinking promoting learning activities. Abrami, P.C., Apollonia, S., & Rosenfield, also been adapted the Blooms’ taxonomy to analyze the aspects of effective teaching.²⁸ In addition, Allen, D., & Young, used the Bloom’s

²⁷ Maria, *Ibid.*, p.3

²⁸ Abrami, P.C., Apollonia, S., & Rosenfield, S. Effective teaching in higher education. In J. C. Perry, R.P., Smart (Ed.), *Effective teaching in higher education: research and practice* (pp. 321–369). New York: Agathon Press. 1997

taxonomy as a framework to discuss effective design and implementation of a learning process.²⁹ In this research, Bloom's taxonomy is used as a framework to discuss the students' learning process while doing online information search.

At first seen as a cognitive taxonomy of educational objectives are designed to facilitate the designing process of learning and evaluation. However, there is an idea to make one of the cognitive taxonomy as metacognition framework.³⁰ Nicholas Athanassiou & Mcnett, create Bloom's taxonomy of cognitive as metacognition framework in classroom management activities with student-centered learning. Metacognition framework is used to look at the natural learning process of students in learning so that students can learn how they can improve their critical thinking skills

2. Bloom's taxonomy

Bloom's taxonomy is a set of three hierarchical models that are used to classify educational learning goals into levels of complexity and specificity. The three lists are included in the learning objectives in the cognitive, affective, and sensory domains. The main focus of education is the cognitive domain element that is often used to set goals, assessments and curriculum learning activities.

²⁹ Allen, D., & Young, M. From tour guide to teacher: Deepening cross-cultural competence through international experience-based education. *Journal of Management Education*, 2(21), 1997, p. 168–189

³⁰ Bloom, B.S. (Ed.). Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. (David McKay Co Inc. New York). 1956

The models were named after Benjamin Bloom, who chaired the committee of educators that devised the taxonomy. He also edited the first volume of the standard text, *Taxonomy of Educational Objectives: The Classification of Educational Goals*.³¹

3. The cognitive domain

In the original version of the taxonomy, the cognitive domain is broken into the following six levels below : ³²

a. Knowledge

Knowledge involves recognizing or remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean. Its characteristics may include:

1. Knowledge of specifics—terminology, specific facts
2. Knowledge of ways and means of dealing with specifics—conventions, trends and sequences, classifications and categories, criteria, methodology
3. Knowledge of the universals and abstractions in a field—principles and generalizations, theories and structures

b. Comprehension

³¹ Krathwohl, D. R.; Bloom, B. S.; Masia, B. B. *Taxonomy of educational objectives: The classification of educational goals. Handbook II: the affective domain.* (New York: David McKay Company). 1964

³² Anderson and Krathwohl, *Bloom's Taxonomy Revised: understanding the New of Bloom Taxonomy*, Allyn & Bacon, Boston : MA. 2013

Comprehension involves demonstrating an understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas.

c. Application

Application involves using acquired knowledge—solving problems in new situations by applying acquired knowledge, facts, techniques and rules. Learners should be able to use prior knowledge to solve problems, identify connections and relationships and how they apply in new situations.

d. Analysis

Analysis involves examining and breaking information into component parts, determining how the parts relate to one another, identifying motives or causes, making inferences, and finding evidence to support generalizations. Its characteristics include:

1. Analysis of elements
2. Analysis of relationships
3. Analysis of organization

e. Synthesis

Synthesis involves building a structure or pattern from diverse elements; it also refers to the act of putting parts together to form a whole. Its characteristics include:

1. Production of a unique communication
2. Production of a plan, or proposed set of operations
3. Derivation of a set of abstract relations

f. Evaluation

Evaluation involves presenting and defending opinions by making judgments about information, the validity of ideas, or quality of work based on a set of criteria. Its characteristics include:

1. Judgments in terms of internal evidence
2. Judgments in terms of external criteria

C. Some Related Previous Studies

Before conducting, there are several researchers who had carried out similar research.

The first study was conducted by Athanassiou, N., & Mcnett, J. M. This study discusses the use of Bloom's taxonomy as a metacognitive framework for the student-centered management class, or what contemporary education researchers call scaffolding. The taxonomy is a six-level classification system that uses observed student behavior to infer the level of cognitive achievement. The article surveys thinking within general education and within management education, which draws on Bloom's taxonomy, and then describes suggested uses of the taxonomy. Empirical evaluation of its effect on student achievement follows, as do

thoughts about ways colleagues might use this tool to empower their management students as self-responsible learners in the classroom.

Meanwhile, the second study was conditioned by Neil Selwyn in 2015 this study investigates what part Wikipedia plays in the academic lives of undergraduate students. The study draws upon survey data gathered from students across two universities in Australia (n = 1658), alongside follow-up group interview data from a subsample of 35 students. Analysis of this data suggests that Wikipedia is now an embedded feature of most students study, although to a lesser extent than other online information sources such as YouTube and Facebook. For the most part, Wikipedia was described as an introductory and/or supplementary source of information - providing initial orientation and occasional clarification on study topics. While 87.5 of students reported using Wikipedia, it was seen to be of limited usefulness when compared with university-provided library resources, e-books, learning management systems, lecture recordings and academic literature databases. These findings were notably patterned in terms of students gender, year of study, first language spoken and subject of study.

The third study was conducted by Bowman, N. D., & Akcaoglu, M. (2014). —*I see smart people, using facebook to supplement cognitive and affective learning in the university mass lecture*. The objectives of this research were determine if there were Mass lecture courses are a mainstay in university instruction despite their limitations regarding

student engagement and resultant learning outcomes. Out-of-class communications and learning management systems have been developed to address these limitations, but the former is resource-intensive and the latter is often viewed as an administrative rather than pedagogical aid. Facebook groups have proven to be useful and persistent spaces for connecting individuals around innumerable topics of interest. In this study, a course-specific Facebook group was created for an introductory mass media course at a large mid-Atlantic university to serve as a supplemental (and voluntary) space for course content discussions. End-of-the semester grades of the Facebook group users were significantly higher than the non-users, $t(319) = 4.71, p < .001$. In terms of affective learning, an analysis of the student responses indicated that students generally felt positively about being a part of the Facebook group. Thematic analysis of the Facebook posts indicated that students mainly used this space to discuss exam-related matters. We discuss potential reasons for this outcome, and implications of current research for future research and practice. The result of this research confirmed that the internet can be as a learning resource for the students.

From the previous studies that have been mentioned, we know that the performance of the Internet is able to provide more understanding to students through the process of finding data as a source of learning. The internet does not only present what students need as learning material but the internet is also capable of being a discourse and guideline for teachers

in teaching. This study has a difference with previous research. In this study the researcher tried to explore how the students' understanding of the process when they searched for what they needed on the Internet until the process of filtering and processing data according to the beliefs and truths they could afford me. This research focuses on how students process their cognition towards the internet as a source of learning in TBI study programs, where students use the internet as a source of learning, focused research in the second semester, almost all students use the internet as their learning resource after their lecturers either in class or outside of their class hours.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method for a study is a tool in achieving a goal to solve a problem. According to Sugiyono, the research method is basically a scientific way to obtain data with specific purposes and uses.³³ Data obtained from research can be used to understand, solve and anticipate a problem.

The strategy used in this research is phenomenology because research is related to social phenomena. Social phenomena are not outside of individuals, but are in the minds (interpretations) of individuals.³⁴ Phenomenology is a research strategy in which researchers identify the nature of human experience about a particular phenomenon in this process the researcher seeks to describe the symptoms as they reveal themselves in observation, meaning the researcher explores the data generated through experience experience.³⁵

³³ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, Alfabeta, Bandung, 2011, p. 3

³⁴ Kristi E., Poerwandari. *Pendekatan Kualitatif dalam Penelitian Psikologi*. LPSP3 Psikologi UI. Jakarta, 2011. P.33

³⁵ J. W. Creswell. *Qualitative inquiry and research design: choosing among five approaches* (2nd ed.). London: SAGE Publications. (2007).

Using qualitative methods is considered very appropriate because it is able to answer the purpose of research, such as knowing the profile or background of the students using internet. The general purpose of qualitative research includes information about the main phenomena explored in research, research participants, and research locations .³⁶ Through the objectives of qualitative research, researchers conduct research in a participant by collecting data through observation or observation, interviews and documentation.

It is clear that according to the research theme related to students of internet users as learning resources, it is very appropriate if this study uses qualitative phenomenology,³⁷ because phenomenology research is a research strategy in which researchers identify the nature of human experience about a particular phenomenon, understanding human life experiences the philosophy of phenomenology as a method by which procedures require researchers to examine a number of subjects by directly and relatively long involvement in them to develop patterns and meaning relations.

B. Subject Of The Research

The research subject or someone who provides information related to the research title is, cognition process of students in using internet as source of learning, someone who provides that information is also called

³⁶ J. W. Creswell. *Qualitative inquiry and research design: choosing among five approaches* (2nd ed.). London: SAGE Publications. (2007).

³⁷ Creswell, *ibid*.p.20-21

an informant. Informants are people who are expected to be able to provide information about situations and conditions in the background. According Sugiyono does not use the term population in qualitative research, but social situation consisting of three elements, such as, place, actor, and activity.³⁸ Polkinghorne suggest that researchers interview in phenomenology research from 5 until 25 individuals who have all experienced about the phenomenon.³⁹ The social situation can be expressed as an object of research that wants to know what is happening inside. In this study, researchers examined 19 participants who had been randomly selected and willing to provide insight about the information needed, of course participants who used the internet as a learning resource. The nineteen participants interviewed based on the snowballing technique needed to feel sufficient in the nineteenth participant, because it was in accordance with what Sugiyono mentioned that Snowballing was a technique that was carried out if the participant's answers did not change again or were at point one (saturated).⁴⁰ The determination of informants in the study was carried out by snowball sampling. The reason researchers use this technique is where in certain situations, the number of research subjects involved becomes increased because the subject or pre-determined research informants do not provide deep information or in

³⁸ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta). 2011, p. 297

³⁹ J. W. Creswell. *Qualitative inquiry and research design: choosing among five approaches* (2nd ed.). London: SAGE Publications. 2007.p.61

⁴⁰ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta). 2011, p. 300

certain situations do not allow researchers to gain access to the source, location or subject what you want to study. The informants in this study include the following criteria:

- 1) Tadris English study program students who use the internet as a learning resource;
- 2) Second semester students according to the research title;
- 3) Not disabled or speech impaired and can be invited to communicate;
- 4) Willing to be an informant.

C. Data Collection Techniques

Data is the most important part of a study, because with data researchers can find out the results of the study. In this study researchers used the following techniques:

1. Observation

Observation is a fundamental technique in non-test research. Observation is done by observing clear, detailed, complete, and aware of the actual behavior of individuals in certain circumstances. The importance of observation is the ability to determine the initial factors of behavior and the ability to accurately describe individual reactions observed under certain conditions. Observations in qualitative research are

conducted on actual situations that are reasonable, without being prepared, changed or not held specifically for research purposes. Observation is carried out on the object of research as a source of data in the original state or as a day-to-day situation. Marshall (in Sugiyono) states that "observation through, the researcher learns about behavior and meaning meaning attached to those behaviors". So through observation, researchers learn about the behavior and meaning of the behavior.⁴¹ Regarding observations made in qualitative research, the observations used are direct observation. Direct observation in this study was made it is necessary to reveal data about the process of thinking of students in language learning using the Internet as a learning resource.

2. Interview

Interview is the process of obtaining information for the purpose of research by way of question and answer while looking at the face between the questioner or the interviewer with the answerer or respondent using an interview guide.

In phenomenological research consist of in-depth interviews or multiple interviews with participants.⁴² In this research, the researcher recorded all the answers from the respondents as they were. interviewers occasionally intersperse respondents' answers, both for asking for

⁴¹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta). 2011, p.310

⁴² Creswell, *ibid.*, p.61

explanations and for straightening when there are answers that deviate from the question. The type of interview used in this study is structured interviews that is, in conducting interviews, researchers have prepared research instruments in the form of written questions. Here, researchers interviewed students who were considered able to provide the information needed.

3. Documentation

According to Djam'an Satori, the study of documentation, namely collecting documents and data needed in the research problems, is then explored intensely so that it can support and add to the trust and proof of an event.⁴³ The document used in this study is a list of respondents to the study, and photos of student behavior in the process of using the Internet

D. Research Instruments

Lincoln and Guba in Sugiyono states that "The instrument of choice in naturalistic inquiry is the human."⁴⁴ We shall see that other forms of testing are used later, but the human is the initial and continuing play, the researcher is the key instrument. The point is that researchers are the main data collection tool. In qualitative research the data is tested. In addition, qualitative researchers set the focus of research, choose

⁴³ Satori Djam'an., Komariah Aan.. *Metode Penelitian Kualitatif*. Alfabeta, Bandung, 2011, p.149.

⁴⁴ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta). 2011

informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on their findings.

The instruments in this study were observation, interviews, and documentation. In this study, humans are needed as researchers because humans can adjust according to environmental conditions. Therefore, researchers as instruments must also be "validated" how far the researcher is ready to carry out the research which then goes into the field. Validation of researchers as instruments includes validation of the understanding of qualitative research methods, mastery of insight into the fields studied, readiness of researchers to enter research objects, both academically and logically. And those who do validation are the researchers themselves, through self-evaluation of how far the understanding of qualitative methods, mastery of theory and insight into the field under study, and readiness and provision enter the field. In addition, researchers are also assisted with observation guides and interview guides.

In this study, after the focus of the research became clear, simple research instruments were developed. This is done to sharpen and complete the results of observations, interviews, and documentation. There are two instruments that are made, namely to see the process of thinking of students towards the Internet as a source of learning, and things that occur when the process of thinking of students during the activities of Internet usage activities in language learning.

E. Data Analysis Techniques

According to Sugiyono, data analysis is a process that is obtained from the results of interviews, observations, and documentation to systematically search and compile data that has been obtained.⁴⁵ By way of organizing data into categories, describing it into units, synthesizing, arranging into patterns, choosing which ones are important and which will be learned, and making conclusions so that they are easily understood by themselves and others.

Analysis part and data processing will be carried out according to the procedure initiated, using the Moustakes approach for analyzing the data can help the researchers to provide a structured research. The Moustakes analyze the data as follows :⁴⁶

1. Researcher wrote his own experiences related to the phenomenon under study with the aim that researchers could rule out subjectivity in analyzing the data.
2. Developing a list of important statements. Researchers tried to find answers of how the participants experience the phenomena being studied, make a list of important statements (horizontalization) which consisting of no overlapping or repetitive statements and treated each statement with

⁴⁵ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, Alfabeta, Bandung, 2016, p. 335-336.

⁴⁶ J. W. Creswell. *Qualitative inquiry and research design: choosing among five approaches* (2nd ed.). London: SAGE Publications. 2007. p. 62

equal worth. At this stage, researchers must postpone judgment in taking the important points.

3. Taking important statements and group them into meaning units or theme.

4. Based on the results of the grouping, detailed description of what the participants have experienced with the phenomena being studied was developed, and verbatim examples were included as well. This was then called textural description.

5. Developing the structural description, in which how the participants' experiences happened, was described.

6. The description on points four and five was then combined. This description called the composite description was the core descriptive summary of what the participants experienced with the phenomena being studied and how they experience it.

F. Data Validity Check

The implementation of data validity checking techniques in this study is based on certain criteria. According to Sugiyono, to determine the validity of the data inspection techniques are based on a number of certain criteria. There are four criteria used, namely credibility (degree of trust), transferability, dependence (dependability), certainty (conformability).

The technique of checking the validity of the data in this study is by using triangulation. According to William Wiersma (in Sugiyono)

Triangulation is qualitative cross-validation. It assesses the efficiency data according to the convergence of multiple data sources or multiple data collection procedures. Triangulation is a technique of checking the validity of data by utilizing something else outside the data for the purpose of checking or as a comparison to the data. In this study, researchers used two types of triangulation namely source triangulation and technical triangulation.

The source triangulation is to test the credibility of the data by checking the data that has been obtained through several sources. This source triangulation was used by researchers to check the data obtained by semester 2 TBI students. While triangulation techniques were used to test the credibility of the data by checking the data to the same source with different techniques.

Triangulation of this technique is used by researchers after getting the results of interviews which are then checked with the results of observation and documentation. Of the three techniques, of course, it will produce a conclusion related to the thought process of students in learning languages by using the Internet as a learning resource.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

After researcher analyze the results of research on students who use the internet as a learning resource by using observation and interviews the researchers find data that can be presented as follows:

1. Selection of Participants

Table 1.

Participants Characteristic

No. of Participants	Age	Internet access tools	Semester
1.	19 years old	PCs	II
2.	19 years old	Handphone	II
3.	18 years old	Handphone	II
4.	21 years old	PCs	II
5.	18 years old	Handphone	II
6.	20 years old	Handphone	II
7.	19 years old	Handphone	II
8.	19 years old	Handphone	II
9.	18 years old	PCs	II
10.	19 years old	PCs	II
11.	19 years old	PCs	II
12.	18 years old	Handphone	II
13.	20 years old	PCs	II
14.	19 years old	Handphone	II
15.	18 years old	Handphone	II
16.	18 years old	Handphone	II

In table 1, it can be seen that almost all students open the internet using PCs and mobile phones. Because in their opinion by using PCs and

mobile phones accessing the internet can be done anywhere, moreover PCs and mobile phones can be taken anywhere and anytime. Based on the table above, all students who have their research and analysis admit the truth that they use the internet as a source of their learning, even more so to complete the needs of the task they are doing.

Then, to find out about their experiences using the internet as a learning resource, and find the information needed to complete their academic assignments the researchers conducted interviews with participants to see how they responded to questions about internet use and to see how their cognitive processes use the internet as a learning resource. The data can be presented in the analyst theme as follows;

2. Themes Analysis

The results of interviews with participants in which the analysis is carried out based on the procedure described in Chapter II, and then themes are formed based on important points in the interview and become codes based on the analysis of researchers.

The theme is categorized as level 1 where it is determined based on the phenomenological rules of analytical techniques as explained by Moustakas as horizontalization (cited in Creswell).⁴⁷ Table 2 presents all the list of themes that were identified during the horizontalization process.

⁴⁷ J. W. Creswell. *Qualitative inquiry and research design: choosing among five approaches* (2nd ed.). London: SAGE Publications. 2007.

Table 2. Themes Categorized as Level 1

EmergEd from the Interviews with Students.

No.	Possible Themes
1.	Cheap
2.	Fast
3.	Easiness
4.	Anywhere
5.	Anytime
6.	Books are more credible than the internet
7.	Enter keywords in Google
8.	Open a trusted source only until the top of the search
9.	Look at the compatibility of information needed with these sources
10.	Journal
11.	Free blog
12.	Ebook
13.	Comparing with other sources on the internet
14.	Practice the results directly
15.	Information relating to daily activities
16.	Comparing with lecturer assignments
17.	Just copy paste
18.	Paraphrase the information
19.	Makes lazy to know information from other sources
20.	Analysis by comparing with other sources
21.	Comparing with personal knowledge
22.	From not knowing to knowing
23.	Write information that you get in your own language
24.	Getting new information as a new reference when using the internet
25.	Apply the theory and modify it with sources from the internet

In Table 2 level 1, the results are presented by researchers based on the results of interviews with participants. The researcher took an important point during the interview. Then the important points that researchers have taken,

researchers come based on the similarity of the characteristics of their categories. Based on the concomitant results in the same category, the researcher finally made a category based on level 2 presented in Table.3

Table.3

Level 2 Themes List.

No.	Themes
1.	A positive outlook in relying on the internet as a source of information to learn.
2.	Negative views on relying on the internet as a source of information to learn.
3.	The initial steps to find information on the internet.
4.	Considerations for retrieving information from the internet.
5.	Types of internet resources selected.
6.	How to gather information from internet sources into academic assignments.
7.	The process of evaluating information from the internet.
8.	Information from the internet is practiced in life.
9.	The process of understanding information from the internet.
10.	Process for finding information from the internet.

In the Table. 3 Level 2, the results of the study are presented based on the similarity of characteristics in Table 2 Level 1 Themes List. Furthermore, the equation is categorized into 10 Themes List that researchers break down based on similarity at Level 2.

From the level 2 theme list, the theme becomes more detailed based on the categories made into three clusters which can be displayed as follows in Table.4.

Table.4

Cluster Themes List

No.	Themes
1.	Perspective of students seeing the existence of the Internet as a learning resources
2.	Processing information from the Internet sources to fulfill academic tasks
3.	Students' cognitive taxonomy in using information from the Internet.

In the Table. 4 researchers divided the Themes List in the previous tables into 3 categories: first, based on the perspective of students who use the internet as a learning resource, second, how students process information obtained from the internet to complete assignments, and finally how cognitive students use the internet based on cognitive theory. Bloom's taxonomy.

For the process of linking each theme to the cluster theme see Figure 1 below. In this figure, the process of obtaining cluster themes as listed in Table 4 is presented in a diagram to see how each theme at the lowest level is interrelated.

Cluster Themes

Below this is the result of grouping themes into several cluster themes

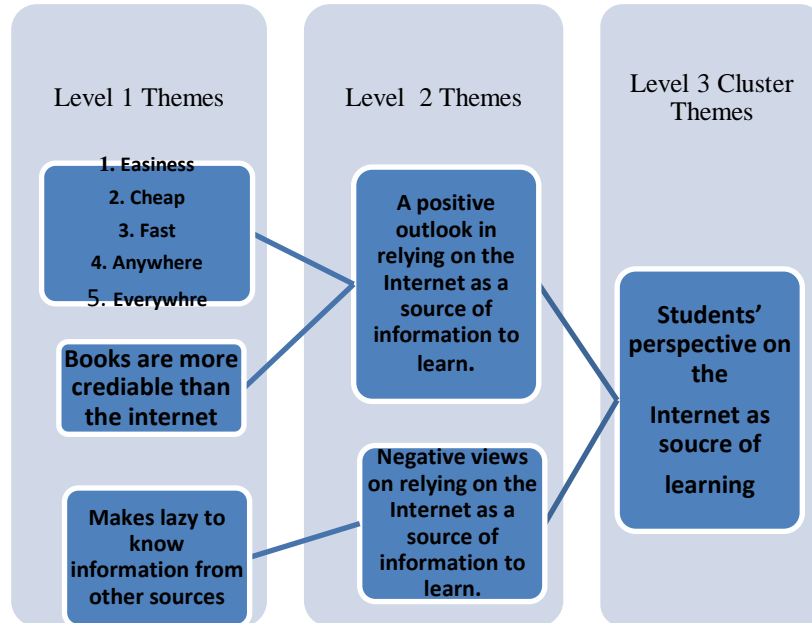


Figure. 1 The Interrelaton of Themes Clustered Under students Perspective In Viewingmg The Existence of The Internet as a Learnig Source.

In Figure.1 Cluster Themes the researcher presents the data based on the Themes List Level 2 category, and is connected to the Cluster Themes List that the researcher has divided into three groups of discussion of research results. In Figure 1. Cluster Themes researchers present research results based on the perspective of students using the internet as a learning resource.

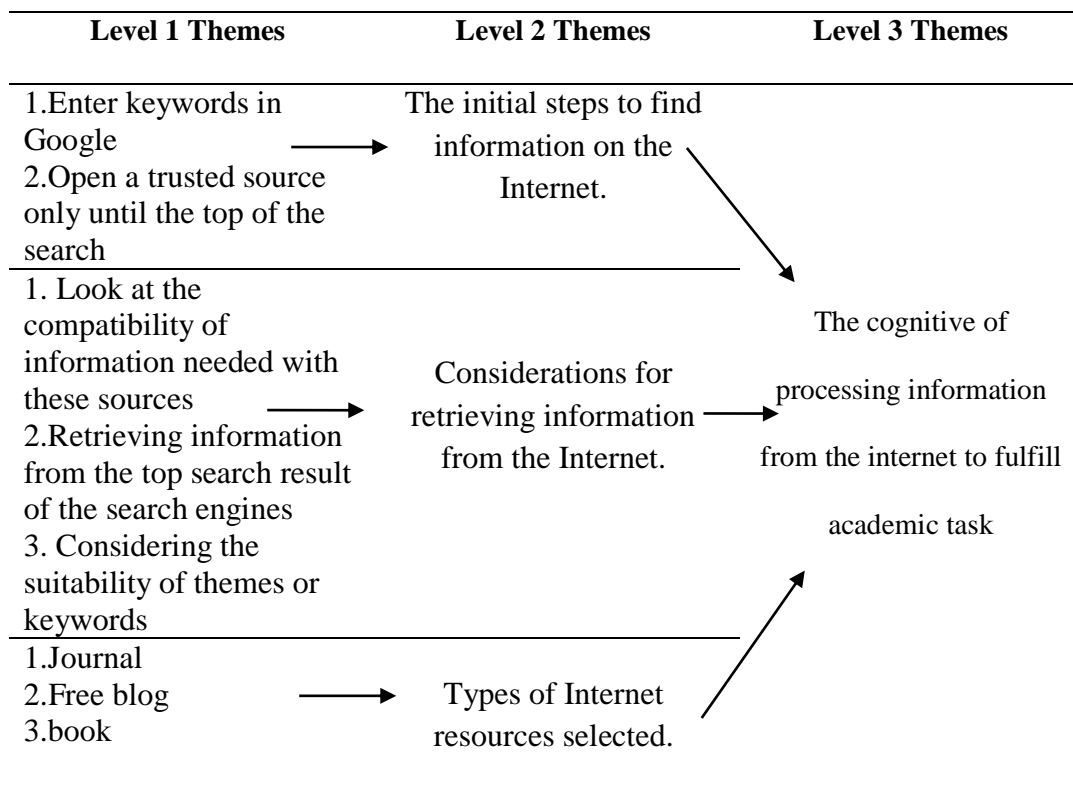


Figure 2. The Interrelation of Themes Clustered Under Processing Information From Internet Sources To Fulfill Academic Tasks (Part 1).

Next in Figure.2, the researcher divides the Level Themes List based on the method used when using the internet as a learning resource. By seeing how it is used so that researchers get answers about how the process of processing information received from the internet as a learning resource. To see how students process information obtained from the internet, researchers present it in Figure 3 as below.

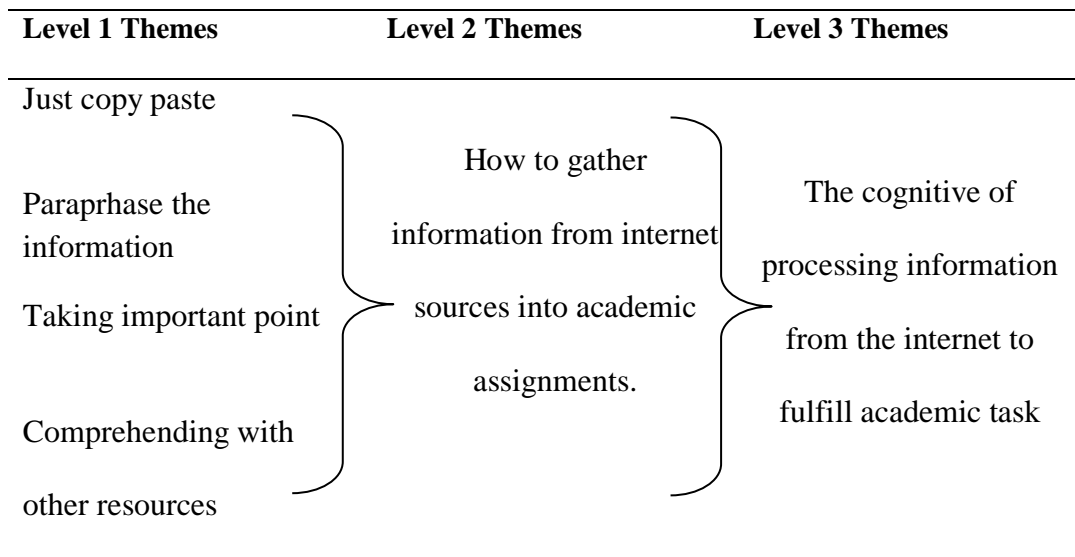


Figure. 3 “The Interrelation of Themes Clustered Under Processing Information From Internet Sources To Fulfill Academic Tasks”(Part 1).

In Figure. 3 researchers present data based on how students process information they obtain from the internet. Then after getting the explanation the researchers classify how cognitive students use the internet as a learning resource based on Bloom's Taxonomy theory in Figure. 4 below.

Level 1 Themes	Level 2 Themes	Level 3 Themes
<ul style="list-style-type: none"> 1. Comparing with other sources on the internet 2. Comparing with lecturer assignments 	The process of evaluating information from the Internet.	Students' cognitive of processing information from the internet to fulfill academic tasks.
<ul style="list-style-type: none"> 1. Comparing with personal knowledge 2. Information relating to daily activities 	The process of evaluating information from the Internet.	
<ul style="list-style-type: none"> 1. Apply the theory and modify it with sources from the internet 2. Write information that you get in your own language 	Information from the Internet is practiced in life.	
<ul style="list-style-type: none"> 1. Getting new information as a new reference when using the internet 	The process of understanding information from the Internet.	

Table 4. Table Theme of Students' Cognitive Taxonomy in Using Information on

The Internet.

B. Discussion

Based on the results of the research that the researchers have described, the researcher can discuss the results of this research as follows:

First, Student Perspectives See the Existence of the Internet as a Learning Source. Based on the results of interviews and analysis that researchers have done there are two views of students in addressing the existence of the internet as a source of learning: positive and negative. On a positive outlook they recognize that the internet not only provides convenience in providing the information needed but also students are aware of the things mentioned; students see that the Internet provides convenience, speed, and cheap and complete resources. On the other hand, a negative view, not only does it provide convenience and comfort for them the internet also tends to make them lazy, and they realize that the internet sometimes cannot provide reliable information than printed books viewed from their perspective. Although there is a negative attitude in considering the Internet as a source of learning, this does not make students rule out the existence of the internet as a source of learning. From the interviews, they still rely heavily on and need the internet as a learning resource. In meeting the needs of their academic assignments, print resources are the most popular used by academics and graduate students. According Melgoza et, and all, found that there was a tendency for experts to give verbal advice to students to rely on information printed in the first

place then followed by Internet information.⁴⁸ This is in accordance with the research findings in the field directly, where the rules show that some students are advised by lecturers to rely on print resources such as the main book to study before searching for information on the Internet.

The following interview shows the suggestions and rules that the lecturer applies to students in determining the source of information for academic needs:

Participant : "ya, sekitar 3-4 Dosen yang memberikan izin menggunakan internet sebagai sumber belajar"

Researcher : "apakah dosen perkuliahan anda membuat aturan tentang penggunaan yang dapat digunakan sebagai sumber belajar"

Participant : "tentu, peraturannya tetap sama, boleh menggunakan internet sebagai sumber belajar apabila meencari dengan sumber yang jelas dan terpercaya."

Researcher : "sumber seperti apa yang dimaksudkan ?"

⁴⁸ Melgoza, Pauline, Mennel, Pamela A., Gyeszly, S. D. Information overload. *Journal Collection Building, I(1)*, 2002. 32–43.

Participant : "kami hanya boleh mengakses sumber yang jelas sumbernya, seperti Journal itupun harus Journal yang sudah diakui dan kalaubisa Journal International.

The interview above shows how the lecturer's suggestion can influence students' thinking about the choice of information resources. it also implies that the Internet is no more credible and can be accounted for by its truth than print learning resources.

From the results of the interview, the researcher also observed that students showed a positive attitude towards information available on the Internet. However, finding information on the Internet that provides convenience, speed, and economy, the information found there is still not considered a credible source of information that can be trusted by their lecturers. This is of course very important to students' thinking that the best source of information for working with academic assignments is printed books, not the Internet. This is different from the increasing dependence of students on the use of the internet for information retrieval as reported by Wilson cited in Rieh and Hilligoss .⁴⁹

Interestingly, the lecturer limits regarding which information preferences will be used do not necessarily change students' attitudes about their preferences when searching for information. This is because the ease

⁴⁹ Rieh, S. Y., & Hilligoss, B. College Students' credibility judgments in the information-seeking process. *The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning*, 2007. 49–71.

of finding information via the internet has become part of their lives with smartphones, and internet access is getting easier nowadays.

Second, Processing Information from Internet Sources to Fulfill Academic Tasks. Following are the findings of students' information processing from internet sources when they are doing academic work.

1. The initial step in Finding Information on the Internet.

To find information on the Internet, the first search engine visited by students is the most favorite place on the Internet. Although there are many search engines available on the Internet that offer a variety of interesting features or with speed, Google has become their most favorite search engine. Nobody mentioned the use of other search engines when trying to find information about their academic assignments. The existence of Google, which can now be accessed via a smartphone or mobile device that is connected to the Internet anywhere and anytime, has made students consider it the primary search tool for finding information to fulfill the academic assignments they need.

2. Consider information from the Internet.

There are three considerations for students in choosing information on the internet that can be used as academic assignments, namely information that suits their needs, has complete information, and there is a clear source. The obvious sources referred to here are the credibility of the web where information was obtained, the author's credibility, and the

existence of bibliographies or references that support him even though the credibility of the author and web information cannot be guaranteed. Another major emphasis in considering searching for information is to offer information that can be easily understood by the reader.

Shenton and Dixon found that young people prefer to use information that is easily accessible and fast that does not require much effort to get it and can be done anywhere and anytime. This is in accordance with the wishes of students in learning to get complete information on one web page, easy to understand, and according to the theme of the desired needs.

Almost all participants who were interviewed emphasized the importance of resources. This is similar to a survey conducted by Rich and Hillis which shows that students are aware of the importance of the credibility of information sources.⁵⁰ For example in this study, students re-examine information obtained from reference sources, compare it with books they use as learning resources, or ask directly to their lecturers.

3. The type of Internet resource selected.

The types of resources chosen by the participant are scientific Journals, Wikipedia, blogs with clear sources, and e-books. The fourth source of information that is the most mentioned is a blog with a clear source. The existence of a blog on the one hand makes it easy for users

⁵⁰ Rieh, S. Y., & Hilligoss, B. College Students' credibility judgments in the information-seeking process. *The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning*, 2007. 49–71.

to get information and provides a forum for anyone to provide an explanation of what he already knows. However, no one can confirm that the credibility of the information provided on the blog is guaranteed the truth.

To ensure the credibility of the blog source, the participants try to evaluate the contents of the blog with the registered source, the participants also ask directly the truth of the content by asking the lecturer or colleague as mentioned earlier. It is interesting that many students believe that they believe in the credibility of the Journal. Journals are sources of information written directly and pass through various aspects of evaluation and testing of truth and truth so that permission can be given in the journal web. Journals are not only written based on experience but through various studies that support the writings of the author. Therefore participants prefer Journals because they are considered more credible and accountable.

4. How does collecting information from internet sources become an academic assignment?

Students process information obtained from the Internet in a number of different ways such as copying and pasting directly, comparing with prior knowledge, directly paraphrasing, understanding the information found, taking important points relevant to the theme sought, comparing information found on the internet and combining information from the Internet with information from books.

The large number of participants (twelve of the nineteen) gave responses that compared information found on the internet with the experiences and knowledge they had. but on the other hand, researchers observed that paraphrase ability by participants was still weak so that copy-pasting activities often became shortcuts chosen by participants. Another possible cause is their laziness which seems to cause them to copy and paste information from the internet. They only gave confirmation that the activity was usually carried out if the work they were doing was deadline for the process. Perhaps, like Robert H Schrimsher, Lori A Northrup, (2011), suspect that there is a change in their views of information available on the Internet. It is possible that they consider information about the public's knowledge of the Internet, and thus there is no intellectual property rights attached to it. Thus no proper reference is needed.

Third, Students' Cognitive Taxonomy in Using Information from The Internet in this study, Bloom's taxonomy is used as a framework to discuss the students' learning process while doing online information search. Abrami, P.C., Apollonia, S., & Rosenfield has been adapted the Blooms' taxonomy to analyze the aspects of effective teaching.⁵¹ In addition, Allen, D., & Young, used the Bloom's taxonomy as a framework to discuss effective design and

⁵¹ Abrami, P.C., Apollonia, S., & Rosenfield, S. Effective teaching in higher education. In J. C. Perry, R.P., Smart (Ed.), *Effective teaching in higher education: research and practice* (pp. 321–369). New York: Agathon Press. 1997

implementation of a learning process.⁵² Then Nicholas Athanassiou & Mcnett using the cognitive taxonomy such as Bloom's to develop a metacognitive framework to facilitate a more student-centered and criticalthinking promoting learning activities. Nicholas Athanassiou & Mcnett, made Bloom's cognitive taxonomy a metacognitive framework in the classroom management activities with student-centered learning. The metacognition framework is used for look at the natural learning process of students in learning so students can learn how they are can improve their critical thinking skills.⁵³

In Bloom's taxonomy, the levels of cognitive development are grouped into six levels: the lowest knowledge, comprehension, application, analysis, synthesis, and evaluation as the highest level of cognitive development. From interviews with participants, the themes listed above can at least be included in Bloom taxonomic level based on indicators compiled by Athanassiou & Mcnett. See below for elaboration.

1. Knowledge

The level of knowledge about Bloom's taxonomy is reached if students review information they obtain and paraphrase. They are able to provide an overview of information obtained using their own language.

⁵² Allen, D., & Young, M. From tour guide to teacher: Deepening cross-cultural competence through international experience-based education. *Journal of Management Education*, 2(21), 1997. 168–189.

⁵³ Athanassiou, N., & Mcnett, J. M. Critical thinking in the management classroom : Bloom ' s taxonomy as a learning tool. *Journal of Management Education*, 27(5), 2003. 533–555.

Based on interviews shows that some students paraphrasing academic writing after they have read the information thoroughly and understand it.

2. Comprehension

The level of understanding in taxonomy covered can be achieved when students compare information obtained with information that has been obtained previously or informaisib based on prior knowledge, daily actual activities or events. From the interview, participants showed several indications in utilizing information from the Internet. For example, the following statement:

“setelah saya menemukan informasi yang dibutuhkan, saya pahami terlebih dahulu lalu saya bandingkan dengan buku dan pengalaman lalu saya ambil inti dari informasi tersebut kedalam bahasa saya sendiri”⁵⁴

3. Application

Students practice information obtained from the internet to meet the needs of the assignments they are doing. They usually practice in advance what kind of information is intended from the internet. For example they are looking for information about the rules in making sentences that use the past or the future, they directly open Free Blogs and see the tutorial in the video about this method. then at the same time after seeing the results of the information directly, they often practice it directly.

⁵⁴ Interview with Rd, on 4 July 2019 at 09.30 WIB

4. Evaluation

Evaluation takes place especially when students choose and sort information obtained from the internet for use in writing their academic assignments. In addition, they often take the most important points or parts of each information by understanding it first, then information from the Internet is also used to critically evaluate other information from other sources such as from books and lectures in class. Evaluation the process carried out by students begins by checking the accuracy of the information Internet with other information, then continue by asking a friend or their lecturer.

Based on interviews students who use the internet as learning resources, researchers found that students who use the internet as their learning resources not only directly consume information found on the internet, but students process data found on the internet into information that is deemed worthy of completing the task. the lecture they are doing.

The process of processing the information they find on the internet through some of the resistance they describe. They said that when looking for information they needed to read carefully and understand the information, then they compared the information they found with books or learning experiences they had done, then they took the essence of the information they saw on the internet, then turn it into their own language as new information for their assignments. So the process does not directly

copy or paste directly from the internet, but students also use their minds and experiences in processing that information.

As an activity that uses reason and mind using the internet is also included in learning activities. As an internet learning activity becomes a source of learning, while learning resources are all things that can produce information for the smooth learning. So the student process in searching for information on the internet can be categorized as a useful activity because it gets the desired needs through the internet as a learning resource.

C. Finally of The Result

Based on the results of research findings conducted by researchers on students using the internet researchers can conclude that the activity of looking for information on the internet as a learning resource is a learning activity. It is important to know that learning does not only occur when students are in the classroom but using the internet to find information needed as lecture assignments is a learning activity. According to Sudjana as follows:

“Learning is a process that results in changes in a person who is characterized by changes in behavior or other things. Changes as a result of the learning process can be shown in various forms such as changing understanding, knowledge,

*attitudes and behaviors, power of acceptance and other aspects that exist in individual students”*⁵⁵

Can be seen from the understanding of Sudjana about learning which is interpreted by all processes that produce change called learning. So the student activities are based on the results of changes that are caused in the form of changes in thought that produce new information and new attitudes so that in terms of that understanding the activities of students seeking information using the internet can be referred to as learning.

As a process learning activity students search for information needed on the internet using the internet as a learning resource. Learning resources are all things that can be used to learn, so it is called learning resources. According to Sudjana and Rivai

*“Learning resources are "all the resources that can be utilized to provide convenience to someone in their learning"”*⁵⁶

So based on this explanation, the internet can be categorized as a learning resource because using internet is able to provide the information needed.

By using the internet as a learning resource which is also included in the learning category, it cannot be denied that the activity involves one's cognitive process. Therefore the process of using the internet also has its

⁵⁵ Sudjana. *Metode & Teknik Pembelajaran Partisipatif*. (Bandung : Falah Production) . 2001. p.28

⁵⁶ Nana Sudjana dan Ahmad Rivai, *Teknologi Pengajaran*, (Bandung: Sinar Baru, 2001)

own cognitive processes that are experienced directly. Based on Bloom's taxonomy, the cognitive processes of individuals who are learning involve 6 aspects, namely knowledge, comprehension, application, analysis, synthesis, and evaluation. In the six aspects, the activity of using the internet as a learning resource can be categorized as having several aspects that are confused by Bloom's theory. In terms of knowledge, the process of searching for information on the internet requires knowledge as the main foundation, because in this knowledge students can look back on what knowledge they have and new knowledge to match as the data is considered right by the students themselves.

Then in terms of comprehension, students have been able to compare the information obtained with the book or experience they have, then interpret it into data that is considered correct according to the comparison they do. In terms of application students have been able to apply their knowledge into problem solving through information obtained from the internet into simpler and more complex languages that they understand. In terms of analysis students are able to analyze the information that is obtained and connected whether it is interconnected with each other and analyzes the data elements that are obtained and processes whether the data is in accordance with the desired needs. Whereas in terms of synthesis students are able to provide a description of the planning of information obtained and then arrange it into parts that are considered necessary. And finally in the evaluation section students have

been able to build their new statements by making opinions on the data obtained and determining whether the data is considered valid or not.

Based on the six aspects mentioned in Bloom's most taxonomy theory, researchers found information seeking activities on the internet that use the internet as a learning resource. The researchers concluded that these activities were not only learning activities but that activities had involved student cognitive processes in accordance with Bloom's Taxonomy theory explained. The student's positive process is not only done simply but there are aspects that are generated when processing data found by students. Students realize that there are changes that they experience when after using the internet as a learning resource, it indicates that the cognitive process of students can be said to be successful because they are able to process data and provide changes to mindset, attitudes and actions.

Changes in mindset, attitudes and actions are characterized by the ability of students to respond to information obtained, then marked by changes in how to respond to the truth of the data obtained and the actions of students towards their activities that have a positive influence on the process of doing the tasks they do. As students, they acknowledge that by using the internet they feel helped and make changes that are similar to their thought processes in processing information that is processed from the internet.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on qualitative phenomenology approach research conducted on the 2 until 6 July with students using the internet as learning resources of second semester Tadris English study program, it can be concluded that the cognition of students to use the internet as a learning resource is in accordance with cognitive theory described in Bloom's Taxonomy based on cognitive level which is printed on the taxonomy. Researchers also took part in observing students who use the internet on campus as their learning activities. According to them, learning can not only be done in classrooms, but when searching for information needed through the internet it is also included in learning activities, and utilizing the internet as a media to find the information needed is also categorized as a source of learning.

To sum up, there are four of six cognitive levels in Bloom's taxonomy which are experienced by students in utilizing the Internet as a learning resource. This study confirms what Chrisman et al. in Athanassiou & Mcnett found that cognitive levels in bloom taxonomy do not work with a strict hierarchy. Three levels of the Bloom's taxonomy namely knowledge, understanding, and application are continuously experienced by the students, while the evaluation level is occasionally

experienced by students. No evidence were found whether students experienced the synthesis and analysis levels or not. Thus, taxonomy Bloom levels in this information search process do not happen in stages.

Information search activities undertaken by students using the internet based on Bloom's glasses have undergone four stages, but clearly students explain that the role of books cannot be shifted by the role of the internet as a place to find the information needed. Students will still make books as the main source of learning, but the internet is able to be an alternative choice of learning resources.

B. Suggestions

From the results of this study there are several suggestions that can be used to increase the cognition process of students towards internet learning resources and research related to this process, including:

1. Books that are the main learning resources are expected to be more easily accessible by students, because books are the main learning resource that can be used as the main benchmark for learning.
2. The lecturers are expected to be able to provide assistance to their students in using the internet in order to clearly know what sources are on the internet that are good when used as learning resources and reduce the level of internet usage errors by students in applying them.

3. The use of the internet has become a necessity at the present time, but it would be nice if the internet becomes a resource for learning aid after textbooks. Because the book is clearly the source and the theory, while the internet sometimes needs to find links or sources that really can be recognized truth.

4. To students should use the internet when conditions are urgent, then do not leave the rules that have been made by the lecturer concerned as a handle when needing that information. These rules are in the form of being able to access the internet sourced from links or trusted journals and ebooks.

5. Students are expected not to copy paste or put directly on sentences and information obtained on the internet but to make new opinions based on the sentences and theories found, because by using the new kaliamat you will better understand and abandon playgiat activities.

6. For further research, it is better for students to read books or sources that are more clearly improved in order to get more detailed and accurate.

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Interview with Rd, on 4 July 2019 at 09.30 WIB