

## CHAPTER 1

### INTRODUCTION

#### 1.1 BACKGROUND OF THE RESEARCH

The Internet has evolved into an interactive tool that provides extensive educational resources. Without a doubt, the Internet is a valuable resource for language teachers. Surprisingly, The Internet's influence on education is inevitable; teachers can access various natural materials, and massive resources are refreshed every minute or second. Users may use those resources to make worksheets and activities in the same manner that they would with other print-based materials. Online resources aid in raising instructors' awareness of English instruction. They frequently help students develop their grammar and language abilities by using cutting-edge online resources, like electric.

Also, those resources have tremendously facilitated communication and information sharing between teachers and students. It is reasonable to conclude that accessing Internet resources benefits instructors because of the Internet's enormous potential to advance education, increasing the effectiveness of all elements of teaching and learning. Yet, due to a lack of computer networking skills, many teachers in Indonesia, especially those in rural regions, refrain from using Internet resources. Also, rather than using online resources for study, teachers only concentrate on textbooks.

Additionally, some institutions forbid pupils from using technology in favor of the traditional teaching approach in which they must memorize and study. According to Hargreaves and Bearer, the conventional function of education, schooling, and teaching required a change in 2000 due to some legislative and school-based challenges.

On the other hand, several studies examined the efficiency and motivation of respondents' use of internet resources in light of their familiarity and skill. First, tools on the Internet to improve their language proficiency. This study looks into what inspires pupils to read English-

language web content. According to this research and development study, the type of information available on the Internet, as well as self-motivation, self-interest, and instructor support, are the factors that inspire students to read English-language content from the Internet.

For students to demonstrate greater reading fluency and an increased ability for independent reading, teachers must help and encourage them to read English language content from the Internet. Use the resources on the Internet, second. This study's main objective is to examine accessibility and diversity. This research and development study found that employing easily accessible Internet resources yields quick but erroneous findings. Demonstrates the necessity for all teachers to be proficient Internet users. On the other hand, they all concurred that the Internet answers students' English challenges and can enhance student learning results. As we know from the original research, they all concluded: Internet resources support students' engagement and knowledge growth.

Only a few topics, including student language proficiency, participation in writing elicitation projects, and teachers' assessments of student learning outcomes, were examined in the study. Sadly, no research has been done to determine teachers' criteria for choosing an online resource. So, academics concur that one of the teaching resources that teachers might employ in lesson plans, particularly when instructing English speaking, is the internet. Because Salafiyah Plumbon Smk is The researcher thinks the teachers have access to some good Internet resources for teaching English in the classroom at a technology-based institution where all teachers are adept in technology.

## **1.2 IDENTIFICATION ISSUE**

The issues were stated as follows in light of the context and research area:

1. To Investigate the characteristics of good digital English-speaking resources for vocational high school students

2. To develop digital English language resources for vocational high school students

### **1.3 DELIMITATION OF THE RESEARCH**

Delimitation is scaling back the sample population and the survey region to a manageable size (Mulusa, 1988). The study's limitation is the extent of the study in terms of the region and time frame that it was conducted in. A vocational high school in the Cirebon Regency served as the site of this investigation. This study aims to identify new digital English resources for students. It does not, however, account for elements that affect language acquisition, such as pupil motivation and classroom setting. There are numerous alternative ways to teach English; the ones that have been presented are insufficient.

### **1.4 RESEARCH QUESTION**

1. What are the characteristics of good digital English-speaking resources for vocational high school students?
2. How is the development of digital English-speaking resources for vocational high school students?

### **1.5 AIMS OF THE RESEARCH**

1. To identify the characteristics of good digital English learning resources for vocational high school students.
2. To develop digital English language resources for vocational high school students.

### **1.6 SIGNIFICANCE OF THE RESEARCH**

The researcher explains the significance of this research in terms of both theory and application, and the findings are expected to contribute given both theoretical and application considerations:

## 1. Theoretical Significances

The study's conclusions cover the expected role of instructors in utilizing online resources as a learning tool and the challenges that teachers and students face when putting online resource groups into practice as a teaching and learning tool. Also, access to and understanding of media will improve their learning results.

## 2. Practical Significance

### A. For the English Teachers

To achieve better results, the teacher will learn how to properly and appropriately use Internet resources as a learning medium. This will be possible because the learning medium will improve students' learning outcomes. After that, be aware of the challenges that teachers and students face when using online resources to teach English in the classroom. As a result, both teachers and students will benefit from using the internet as a learning tool. Teachers can also learn more about the various extra learning media required for the teaching and learning process.

### B. For the Students

Using online resources as a learning tool will give students fresh perspectives on enhancing their English performance. Students' learning outcomes will benefit from having the right to use educational materials like this since they will be more motivated to learn and seek out information.

### C. For the Institutions

Better educational resources available to institutions can be used in all classrooms. Instructors undoubtedly need suitable teaching materials, and using them in this way is quite effective. The objective is to improve the learning process for students. Even if they use the right learning tool when studying online, students could feel that they are known.



#### D. For the Readers

The researcher wants to provide a suggested contribution to aid readers primarily Salafiyah Plumbonvocational High School students and teachers, who choose the best learning resources for their purposes. By employing appropriate and efficient learning resources, students can continue their education even online.

#### E. For the Future Researcher

The goal is to learn more about how Internet resources are implemented and the problems teachers and students have encountered while using them as teaching tools. It is being conscious of the significance of selecting classroom instructional materials that are both relevant and efficient. Students will require the appropriate learning resources to successfully finish this difficult learning process. The researcher must investigate various teaching methods, such as utilizing cutting-edge media.

### **1.7 LITERATURE REVIEW**

#### 1.7.1 Digital Resources

##### a. The Concept of Digital Resources

The concept of digital Resources

The idea is that the librarian can better serve the user community by utilizing digital assets. The following are a few pertinent points:

1. From any distant location, the user can access digital assets on their desktop
2. From any location, users can access the same resources concurrently

##### b. Definition of Digital Resources

A "digital resource" is any electronic product that collects data and necessitates computer access, including full-text databases with text references, electronic journals, image collections, and other multimedia and media-based products. An illustration of a title offered

for sale has temporal, pictorial, or monetary values. These can be made available online, on CD-ROMs, on tape, etc. Thanks to some recently developed techniques and standards, creating and sending documents digitally is now possible.

c. Type of Digital Resources

1. Online digital sources, which may include:

1 Electronic Magazines

A journal is available in physical, digital, and printed versions. (Extracted from the 10th edition of the Harrod librarians' lexicon and reference book.) a straightforward computerized copy of a newspaper. They frequently replicate the newspaper's printed edition, which could provide supplemental information (such as interactive graphics or external links). Yet, there may be cases where there are no equivalent print sources, indicating.

Regardless of whether a printed version is available, every online newspaper is called an "e-journal." A "digital resource" is any electronic product that collects data and necessitates computer access, including full-text databases with text references, electronic journals, image collections, and other multimedia and media-based products. An illustration of a title offered for sale has temporal, pictorial, or monetary values. These can be made available online, on CD-ROMs, on tape, etc. Recent developments in related techniques and standards make generating and sending documents digitally possible.

2 Text-based resources

Text-based resources are any digital resources that are primarily made up of written text. These resources may include e-books, online articles, digital encyclopedias, newspapers, magazines, and other digitally available written content. They are frequently used for research, reference, or entertainment, and can

be accessed via websites, apps, and other digital platforms. Text-based resources are valuable because they are accessible, convenient, and portable, allowing users to access and read content from virtually any location with an internet connection. Project Gutenberg, Wikipedia, and the Oxford English Dictionary Online are examples of text-based resources.

### 3 Multimedia resources

Multimedia resources are digital resources that include various forms of media such as audio, video, images, and animation. They are frequently used for entertainment, education, or communication and are accessible via websites, apps, and other digital platforms. Interactive and engaging multimedia resources allow users to experience and explore content in new and creative ways. Examples of multimedia resources are:

1. YouTube: a video-sharing platform that allows users to upload, share, and view videos on a variety of topics ranging from music and gaming to news and education.
2. Flickr: a photo-sharing website that allows users to save, share, and discover high-quality images and videos.
3. Spotify is a music streaming platform that allows users to listen to songs, albums, and playlists from a large library.
4. TED Talks: a multimedia platform with talks and presentations from experts and thought leaders on a variety of topics ranging from science and technology to business and creativity.
5. Virtual reality (VR) and augmented reality (AR) apps and experiences: multimedia resources that allow users to immerse themselves in interactive, 3D environments and visualizations.

### 4 Electronic Books

Van Dam of Brown University popularized the term "digital book" or "ebook" in the 1960s. The book is precisely what it claims to be—a book. An electronic book is different from

a printed book, however, in that it needs to be viewed on an electronic device. Plenty of free ebooks are available online.

According to the Harrod librarians' lexicon, an ebook is a general term for digital products and multimedia publications that may be downloaded directly from the web or read offline from an optical disk.

- Online Database

Complete indexing databases and abstraction databases are the two types of online databases. Text, reference, and statistical databases are different types of databases. For instance, bibliographic information about the journal, such as article summaries from Scopus, Lisa, list, and other sources, is available in indexing and abstract databases. For example, Science Direct is a full-text database offering an ordered material selection on a specific transdisciplinary subject or theme. On the Internet, you may find several dictionaries and encyclopedias in electronic form. Statistical databases, often known as reference databases, include numerical data that is helpful to the general public.

- Additional electronic resources could consist of
- Cd Rom
- Online data source

## 5 The Role of Digital Resources

Using digital resources is advantageous to both libraries and the general population. They have a voracious appetite for global information. Library operations have significantly transformed due to the accessibility of information development and communication technology services nowadays. Technocrats gain from the use of electronic items since it boosts user understanding.



## 1.7.2 English Speaking

### A. The Concept of English Speaking

In the case of Chaney and Bark (1998). Speaking is an important component because it involves creating and exchanging meaning in various situations using written, spoken, and other nonverbal symbols. Speaking is intended to help students become more effective communicators who can express themselves in a variety of contexts. As one approaches competency and language mastery, this valuable ability improves with practice and learning. Students are taught how to do this as part of their language education. It is one of the most difficult skills to master because it involves so many components—grammar, vocabulary, fluency, and comprehension are all essential brown h. o. (1980).

In addition, Haris (1979) lists five elements that are typically identified in speech process analysis, and they are as follows:

1. Pronunciation includes stress and intonation patterns, vowel and consonant segmental features, and other phonological elements.
2. Speech flow and ease are the main topics of fluency.
3. To understand oral communication, the subject must initiate and respond to the speech.
4. Grammar and last
5. Speaking from a vocabulary is, thus, a practical, active talent.

It is a technique for understanding language in the context of communication. Speaking skills involve the capacity to create phrases and utilize them in appropriate situations. For students learning a second or foreign language, it's possible that learning to speak is difficult and complex (Widdowson, 1984).

## B. Definition of English speaking

### 1. Definition of English

According to Moody, English is a language, which implies that it is a sophisticated form of communication. In a broader sense, using English improves language comprehension, facilitates communication, and allows for helpful, appropriate, and practical action. Despite the importance of grammatical patterns in communication, the ability to understand and be understood in English within the context and constraints of the specific language used is almost always more important for learners than theoretical or analytical knowledge of the target language. An international context language is a collection of arbitrary vocal symbols that enables communication between all individuals who have mastered the cultural system.

According to the definitions above, English is a universal tongue utilized in social interactions. Nevertheless, children who learn English in many different situations worldwide are not immersed in an English-speaking environment. They are not studying English to meet new people or integrate into a different school or culture. Learning from one's mother tongue can be utilized to acquire a foreign language. Parents and instructors are the two main contributors to their kids' learning, respectively. As a result, teachers are crucial to pupils learning foreign languages.

### 2. Definition of speaking

Vocabulary, grammar, pronunciation, intonation, and the structure of speech material are a few of the many aspects of speaking that should be rehearsed until mastered. To improve their speaking abilities, students need quality speaking material. They should be guided and helped in creating effective speeches by this information. The essential speaking material must be suitable for the demands of the students. This study aimed to

determine what pupils needed in terms of speaking skills. Because it can give students learning and learning references, suitable English-speaking content and students' needs should be linked.

Graves (2000) asserts that matching the English curriculum to students' needs is crucial since this can give precise information on the learners' variables, such as learning preferences, goals, and language proficiency. K. Graves (2000). A teacher's approach on course design for languages Heinle & Heinle, New York. Anggreani, Endriyati, and d.a (2019). The Indonesian junior high school English language curriculum's washback effect on national exams. The second international symposium on literature, language, and education. Ahmad Dahlan University in Yogyakarta.

### C. Type of English Speaking

English as a second language speakers (EFL) classes can borrow some activities from English-speaking courses. It is connected to six oral presentations utilized in English-speaking classroom instruction. Six different styles of speaking performances are put forth Imitative, intense, responsive, transactional (conversation), interpersonal (speaking), and protracted, according to Brown (2001:271-274). (monologue).

The justifications are as follows:

#### 1. Imitated

For instance, it is not done for genuine engagement to mimic recorded voice. It concentrates on drilling a specific linguistic construction. Students must listen to and repeat aloud during drills specific language strings that could provide grammatical and phonological challenges.

2. Intensive

The performance is designed to help audience members practice some phonological and grammatical aspects of Language is included, going beyond imitative performance.

3. Reactive

In the classroom, many students react by babbling in response to their teachers' queries or other student-initiated comments. The reactions don't involve discussions but are sincere and significant.

4. Monetary Transaction (Dialog)

It is carried out to convey and exchange specific information. The conversation in the group work activity is an example.

5. Interpersonal Communication (Dialog)

It aims to maintain social connections. These discussions can involve any or all of the following, making them challenging for students to comprehend. Examples include a casual register, a colloquial language, a language that has been emotionally altered, slang, an ellipsis, sarcasm, and a hidden "agenda." The learners must understand the ties between the interlocutors, their informal speech, and their use of irony.

6. Comprehensive (Monolog)

Intermediate and advanced students must present lengthy monologues orally in the shape of summaries, reports, or brief formal speeches. It might be prepared or not.

Creation of the issue the concerns of this research can be stated as follows in light of the restrictions above:

- What characteristics of good digital English-speaking Resources for vocational high school students?
- How are digital English-speaking Resources for vocational high school students?



## 1.8 PREVIOUS RESEARCH

In this earlier study, the researcher will support earlier research that other researchers carried out;

First, Nazliyatul Akhbaroh's thesis for the state Islamic Institute (Iain) Tulungagung, titled "Using WhatsApp Group as an interactive learning media in teaching syntax of English Students Department IAIN tulungagung," contains past study findings that can be taken into account. The following are the research issues with this study: (1) How can a teacher use WhatsApp groups to build interactive teaching and learning syntax? (2) What impressions do the students have of using WhatsApp groups to teach and understand syntax? (3) What qualifies WhatsApp as a suggested interactive learning resource? A very descriptive qualitative research strategy was employed in this study. 2019-2020 marks the academic year for the fourth English student and a class was selected for observation. Thirty-nine students are enrolled.

This study used interviews, google Forms questionnaires, and documentation to gather data on using WhatsApp as an interactive learning tool for imparting grammar. According to the data collected, the study's findings were: (1) The course was interactive and responsive since the main exercise included a question-and-answer section that required group participation. (2) Students felt using WhatsApp groups to learn syntax was a good idea. Because they felt at ease asking questions and contributing their opinions, they thought they could do so. (3) The following aspects proved WhatsApp to be a fascinating educational tool:

The resemblance lies in the researcher's use of a highly descriptive qualitative study design. The critical distinction is that while the current researcher is looking at how WhatsApp groups are implemented and what challenges teachers and students encounter when using WhatsApp groups as learning media the previous researcher looked at a helpful viewpoint on using WhatsApp groups to study syntax. Experimental with a focus on numbers. Two classes were chosen as the study's subjects to represent the

entire student body of men and one Tnggalek as the population. The study's findings demonstrated that using WhatsApp group chat could considerably improve students' vocabulary knowledge, and the students responded well to its adoption.

This study demonstrated the effect of WhatsApp group conversation on vocabulary development in Indonesian pupils. The results indicated that word knowledge among students using WhatsApp had significantly improved. Also, most participants have had favourable experiences utilizing WhatsApp as a learning aid because it has boosted their study drive. Then, for any other English-related topics, the teacher and student would use WhatsApp group chat during the teaching and learning process. The commonality is that WhatsApp Group is discussed as a learning tool in both publications. The difference is that the current researcher uses a qualitative research design, specifically descriptive qualitative, whereas the previous researcher used quantitative and quasi-experimental methods.

Finally, the thesis by Gurusinga, N. I. B. from the State Islamic University of North Sumatra provides the previous study results that can be taken into consideration (2018). The sixth semester of the English department course at UINSU is titled "The Contribution of WhatsApp Chat on the Student's Skill in Improving English Writing." This study's problem is how using WhatsApp for discussion affects students' ability to get better at speaking English. The qualitative research methodology for this study included a case study approach. The impact of WhatsApp chat on students' capacity to advance their English writing abilities in the sixth semester of the English department was examined in this study using the qualitative methodology. According to Fraenkel and Wallen, a case study is a qualitative study method that looks at a single person or small group to interpret a specific situation or provide valuable generalizations. The case study approach permits the author to research particular students to understand the contribution instance.

The study concludes that chat helps students improve their ability to write in English by helping them develop their thoughts using WhatsApp conversation. It also helps students learn more by expanding their vocabulary and communication skills. The committee's goal is to improve one's ability to write English more fluidly. The use of English in the chat is done with more openness. Students can enhance their English writing skills, even though they occasionally still have them if they remain confident. Because students used to chat on WhatsApp more frequently, which indicates that they are more fluent in English, this activity can also help students write.

The two researchers share the use of qualitative research design, particularly descriptive qualitative. In contrast to the previous researcher, who looked at the effect of WhatsApp discussions on students' writing skills, the current researcher is investigating how WhatsApp groups are implemented and what difficulties teachers and students face while utilizing WhatsApp groups as a learning medium.

The fourth previous research finding that can be included in theory, according to Ahmad, Zulfikar, t., & Hardiana, is the use of social media WhatsApp by English education students to address the issue of thesis writing. This study focused on the consequences of app use. It looked at how UIN (Universitas Islam Negeri) undergraduate English language education program students used WhatsApp to resolve their thesis writing issues.

The design of this study is both descriptive and qualitative. Participants in the study were 21 female and nine male undergraduate authors in an English language education program. This study used the semi-structured interview to collect the precise data needed for the investigation. The researcher recorded and took notes using a galaxy note 8.17. Kids that use WhatsApp benefit from it. The superiority, utility, and quickness of WhatsApp are responsible for these five outcomes. Kids frequently use WhatsApp to interact with their teachers and fellow

students. They interact with the supervisors to inform them when they are available to establish a meeting time or deadline for their task. Because both researchers used a descriptive with a sma Bakti ponorogo grade.

The thesis by Maulana Malik Ibrahim at the Islamic university, titled "A Study of Grammatical Mistakes on WhatsApp Conversation Produced by Members of World Badminton Family," may be the sixth previous research finding taken into consideration. (1) What grammatical errors did members of the international badminton family make in group WhatsApp chats? (2) In which WhatsApp groups are members of the global badminton family?

In terms of methodology, descriptive qualitative research is performed. Since this study uses data from an observational situation to characterize the phenomena of grammatical errors, it falls under the illustrative category. The results of this study show that the most frequent mistakes or grammatical faults made by IBF members are syntactical and lexical. Syntactically, it is found that IBF members commonly need to remember to add propositions, add auxiliaries, and insert the wrong additional. When speaking in linguistic contexts, IBF members frequently use incorrect phrases, incorrect verb tenses, and misspelled words. This study's emphasis on WhatsApp is comparable to an earlier Study's. Yet there are differences in the online topics and study areas.

Sixth, this study attempted to understand the difficulties the instructor at SMA Candimas Pancasari encounters when employing voice notes to teach speaking skills to tenth-grade pupils. The researchers also examined what students thought about using voice notes in the classroom. Using a descriptive qualitative approach, this study (Nassaji, 2015). Hence, descriptive analysis was used to examine the data.

According to nurazizah et al. (2019), most students think that learning to speak through voice notes is an accessible, alluring, engaging, and fun activity. Although the teacher at SMA Candimas Pancasari encountered several issues, they included slow Internet connections that made it



challenging to supply online material and late submissions from students, poor involvement, a lack of language, and challenges grading students' work. These challenges limit the effectiveness of voice notes in English learning.

Eighth, Fattah, s. F. E. S. A. conducted the third prior study (2015). The fact that WhatsApp and the preceding study are the subjects of this investigation makes them comparable. The previous study employed quantitative data, whereas this research used qualitative data, which is the difference between the two studies. Also, the research participants in the prior study were seniors in high school, while the study's observers were first-year university students.

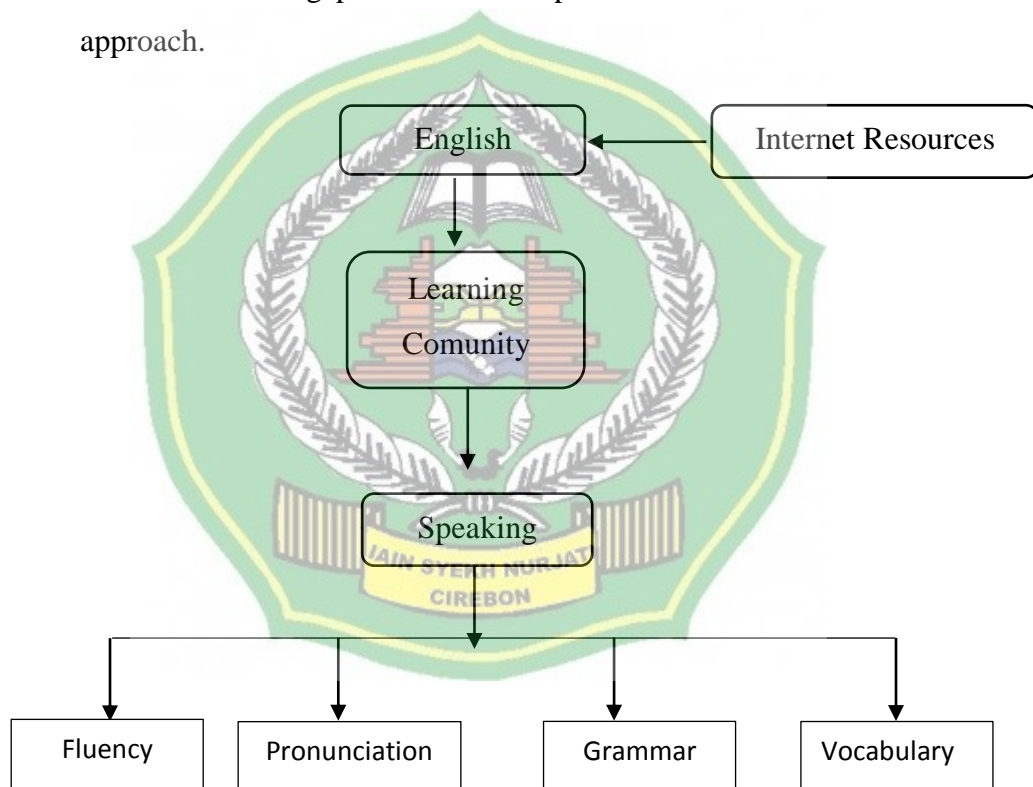
La Hanisi, Ajid, Risdiany, Reni, Dwiutami, Yunita, and Sulisworo did a prior study at the ninth position (2018). This research and the previous survey share the subject of WhatsApp and the usage of qualitative data. The previous study used descriptive qualitative methods, whereas this study used case studies. This is where the two studies diverge. The prior study covered the four aspects of English proficiency—listening, speaking, reading, and writing while the present study solely addressed Speaking abilities.

Tenth, T. Han and F. Keskin carried out a prior study in 2016. The WhatsApp topic and the emphasis on speaking abilities are the parallels between this research and the earlier analysis. The participants in the previous survey were EFL students at the undergraduate level, whereas those in the present study were seniors in high school. This is how the two studies differ from one another. In addition, the prior study used sound recording, but this study used WhatsApp's voice capability.

## **1.9 CONCEPTUAL FRAMEWORK**

The most crucial skill to master when learning English is speaking. Pronunciation, vocabulary, grammar, and fluency are all necessary speaking skills that students must learn. To help students achieve their

speaking learning objectives, new approaches to language learning are essential for resolving student issues. Students from varied backgrounds can practice and learn speaking skills in teaching communities. In addition to being an innovation in the current technology era to fulfill the demands of teachers and students, making the most use of Internet resources for teaching and learning supporting the teaching and learning process in English-speaking classes by using the internet as a teaching resource Also, this study seeks to gather factual information about students that might serve as a turning point in the adoption of Internet resources and their approach.



Here are the stages of this research:

- 1) Literature Review: Conduct a comprehensive review of existing literature related to digital English-speaking resources and their effectiveness in enhancing English language skills among vocational high school students.

- 2) Needs Assessment: Conduct a needs assessment survey among vocational high school students and teachers to identify their English-speaking skill levels and areas for improvement.
- 3) Resource Development: Develop digital English-speaking resources, such as video tutorials, interactive exercises, and speech recognition software, based on the findings from the literature review and needs assessment.
- 4) Pilot Testing: Pilot test the developed resources with a small group of vocational high school students and teachers to assess their effectiveness in improving English-speaking skills.
- 5) Refinement: Based on the feedback from the pilot testing, refine and improve the developed resources.
- 6) Large-Scale Implementation: Implement the refined resources on a larger scale, and conduct a longitudinal study to assess the long-term effectiveness of the resources in enhancing English-speaking skills among vocational high school students.
- 7) Evaluation: Evaluate the developed resources' effectiveness in terms of student learning outcomes, teacher satisfaction, and cost-effectiveness.
- 8) Dissemination: To promote wider adoption and impact, disseminate the findings and resources to relevant stakeholders such as vocational high schools, English language teachers, and policymakers.

## **1.10 RESEARCH METHOD**

This chapter discussed the method used by the researcher in conducting this study. This discussion of the place and time of the research, the method approach of the research, the population, and the sample,

research variables (research paradigm), data collection technique, research instrument (Consisting of conceptual, operational definition,

instrument grid, and instrument calibration), data analysis techniques, and statistical hypotheses.

#### A. Place and Time of the Research Method

This research took place at SMK Salafiyah Plumbon during the research period from March 24 to May 31. The data reflects the use of the WhatsApp media group in teaching English. Research time March 14 – April 30 Jl. Kisabanang no.8, bodesari, Kec.Plumbon, Cirebon Regency, West Java 45155 is the address for Salafiyah Plumbon Vocational School. This school was chosen by researchers because it is the most popular vocational school in the Plumbon area and has a large number of students. Researchers are interested in the media used, especially Internet Resources, which is a new product recommended by the Ministry of Religion.

#### B. Research Method and Approach

Based on the purpose of this research, namely to develop a finished product that can be used effectively in the field of education, in this case, at SMK Salafiyah. This research can be classified as research and category development, according to Gall, Gall, and Borg (2003). R&D is an industry-based development model in which research findings are used to design new products and procedures. To support the data, the researcher obtains data from respondents' perceptions from interviews and questionnaires taking place in the field. The goal is to explore some characteristics of a particular situation; the learning product of this research is the English Internet Resources as speaking English skills for class X SMK Salafiyah Plumbon.

#### 1. Data and Source of Data

##### A. Data

The purpose of this study is SMK Salafiyah data; data is an important tool in research in the form of phenomena. From these data, researchers will know the results of their research. This



research data is information about the types of Internet Resources that teachers use and their considerations in choosing them. The first data from this research are types of Internet Resources used by teachers; these data are collected from interviews. Especially the second data of this research is the teacher's consideration in choosing the Internet Resource. This data was collected from interviews.

#### B. Source of Data

Researchers need sources to obtain research data available data when collecting research data. According to Arikunto, one of the primary methods for obtaining data is the data source. So, the data source is critical because it is where the researcher will obtain the necessary information.

The data sources for this study were Salafiyah vocational high School English teachers. Furthermore, this research data derived from interviews

#### C. Population and Sample

All of the research on the topic is the population. All of the participants in this study are SMK Salafiyah Plumbon students. Two classes for a second year make up the sample for this study; in total, there are 20 students and 1 English instructor; the students serve as responders, while the English teacher serves as the primary informant.

### 2. Data Collection Techniques

The research was conducted systematically through development research (r&d). To get the data and information needed for this research, interviews, and documentation are carried out as an instrument. Specific steps of interviews are presented below:

#### A. Interview

The interview aimed to learn more about the online resources that English teachers utilize, as well as the factors they took into

account when choosing those resources. The researcher conducted in-person interviews with each English teacher. The researcher documented every word said throughout the interview. There are ten questions in the interview guide, most of which concern various Internet resources and instructor considerations.

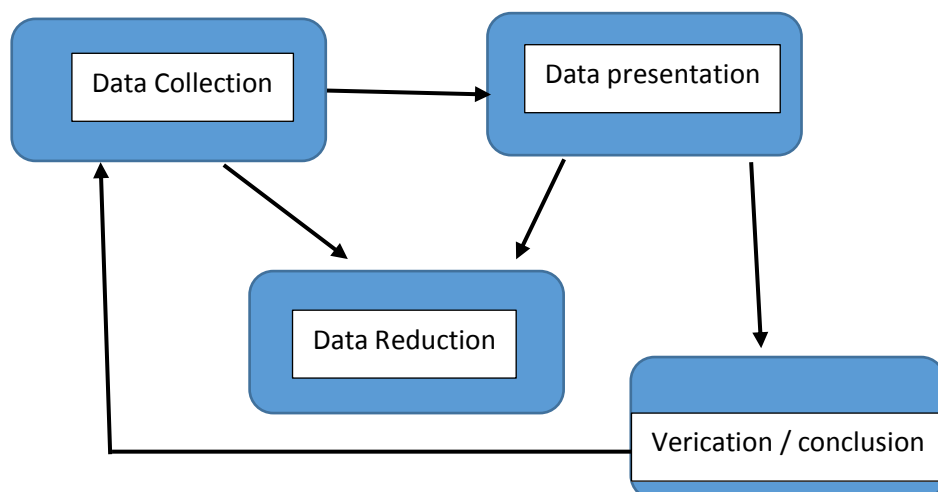
### B. Documentation

Documentation gathers and evaluates facts through written, visual, or electronic records. Essential documents are pieces of written work that discuss various facets of society. Making the findings of observations or interviews trustworthy is the purpose of the documentation approach. For this study, researchers gather screenshots as documents.

### 3. Data Analysis Techniques

The study's data were examined using descriptive qualitative analysis. Researchers use observational model analysis to collect, review, present, and conclude.

To analyze student difficulties in English speaking lessons for the tenth grade of SMK Salafiyah Plumbon, researchers used an interactive model of data published by (Miles and Huberman, 1994:22). The model's three main components are as follows: reduction data, data presentation/display, and verification or conclusion drawing.



#### A. Reduction the Data

The second part of data analysis is utilized. In this study, a data display is a data description. Display the data is an organized, condensed collection of information that enables conclusion drawing and action. The researcher described the limited data. It indicates that the information was presented and explained using words, phrases, and paragraphs. The data was shown and then described; analysis was done after the data had been told.

#### B. Presentation or Display of The Data

It is the second stage of data analysis. A structured, condensed collection of data that facilitates decision- and action-making is known as a data display. The researcher gave the reduced data used in this study; the data presentation serves as a description. It shows that sentences, clauses, and paragraphs communicated and clarified the subject. The researcher presented the data first, followed by a discussion. After describing the data, the researcher conducted a data analysis.

#### C. Drawing Conclusion

Concluding and verifying the results is the third step in data analysis. Valid, reliable, and ample data were gathered and examined by the researcher. The researcher concluded the earlier investigation. After establishing that the complete data set contained legitimate information, the researcher presented the analysis' conclusions based on the problem description. The researcher concluded after presenting and examining the evidence.

#### D. Instrument

In order to obtain specific data about Digital and insert material into it, para researchers used interviews to collect data for this study. English teachers who were interviewed have the ability to develop digitally. Furthermore, researchers used interview guidelines and questionnaires as instruments for interviewing

teachers in order to obtain more detailed information. Appendix 1 will contain the answers to the questions.

E. Research timeline

The time of Research can be Specified Below

No.	Activity	October 2022				November 2022				December 2022				January 2023			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Writing Research Proposal and consultation	■	■														
2.	Proposal Seminar and Research Instrument	■	■														
3.	Conducting research Sample, validity, and reliability of data					■	■	■	■								
4.	Collecting of data					■	■	■	■								
5.	Data Analysis									■	■	■					
6.	Finishing thesis writing											■	■	■			
7.	Thesis examination													■			
8.	Thesis revision													■	■	■	■