The Relationship Between Students' Digital Knowledge And Their Achievement In English Among Form Two Students A Case Study At A Secondary School, Sibu, Sarawak

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*ABSTRACT-*This study aimed to identify the relationship between students' digital knowledge and their achievement in English subject. This study was carried out based on the case study with Form Two secondary students. These students are divided into good, average and weak students. Some of the students are lacked of confident using English as their second language. Not only that some of them were still weak in the usage of English either in writing or speaking. A questionnaire was employed to measure the variables. This research was carried out randomly for the selected 90 Form Two students from four different classes as well as difference level. The 90 students are divided into good, average and poor students. The reliability of the instruments was divided into two sections, their perception about the usage of digital knowledge in learning English and the effectiveness of using digital knowledge throughout their studies based on their achievement in English Language examination for three terms at the school level examination. Data were collected using descriptive, T-test and Pearson Correlation. The result showed that there was significant relationship between students' digital knowledge and their achievement in English. The results shows that students with a positive tendency towards digital knowledge will motivate them to have their own learning English throughout different types of websites as well as English materials such as worksheets, activities. Moreover, students will tend to be more independent as they will search for the suitable worksheet activities based on their own ability to improve four skills such as speaking, listening, reading and writing. Besides, students are interested in learning English as they have positive attitude to learn the language. For example, they will search phonetics to improve their pronunciation. Therefore, learning English will be fun through the usage of digital materials as well as online activities. For the poor students that are selected randomly, they tend to speak simple English by making simple sentences as well as motivated to learn the language through online materials.

Keywords: relationship, digital knowledge, perception, students

I. INTRODUCTION

ICT has been apparent as one of the most vital tools in changing the style of an education process based on the modern information society requirements (Mishra et al.2018). This statement is agreed by Lila (2019), as she stated that technology is apparent as a central part of current life and has become the most distinctive feature of modern life. Not only that, ICT is one of the driving forces in the transformation and solutions for a high-quality education (Siri et al. 2017).

There were also studies about the internet as the connection of networks throughout the world and it allows users to share resources and exchange information easily (Bradley,2002). The Internet is also known as the ultimate network or "the mother of all networks" because it is a network of networks. The internet depends on common procedures/ protocols that allow computers to communicate with each other which are Internet Protocol (IP) addresses and uniform resource locators (URLS). There are several computer-based written forms of communication on the internet such as e-mail, listservs, bulletin boards and chatrooms.

Kelch & Karr-Kidwell (2000) stated that there is tremendous growth of internet use in schools. Not only that, the emphasis on the integration of the internet as an instructional tool and as a part of the curriculum has proceeded unabated without equal consideration for its viability (Cohen & Castner, 2000). This study is supported by Provenzo (2005) as he stated that internet can be a tool to help students to keep in touch with their friends as well as to search for information in the classroom. Furthermore, internet-enabled digital tools provide sources of knowledge and social interaction as well as fast access to current knowledge (Lila et al 2019).

Therefore, the availability of and ICT usage in society causes students and teachers to use these technologies to complement their learning and teaching procedures (Ibieta et al,2017). In no time, most teachers use internet to teach writing to students. This is because most of students faced many problems when writing. For example, they lack vocabulary words to describe their ideas and face difficulty in sentence construction to express their ideas.

II. PROBLEM STATEMENT

Nowadays, students are not interested in writing especially narrative writing. This is because they cannot express their ideas using suitable vocabulary in their writing. Therefore, most students do not have confidence in writing narratives. Besides that, Mariam (2007) says that most of the students practice narrative writing by reproducing models of writing based on samples composition. This is because students memorize well-prepared compositions and rewrite them in their writing class rather than express their own creative idea in writing.

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III.   LITERATURE REVIEW

Hassan et al (2015) stated that ICT would change the face of education. Therefore, there would be extensive use of ICT as well as e-learning in the classroom. Nevertheless, there will be integration of technology in the classroom as it will be important strategy to increase the effectiveness of the teaching-learning process. As the result, teachers are encouraged to integrate technologies into their teaching. This study is supported by Chang et al (2019), as she stated that the internet and digital environments in the 21st century classroom have afforded a broader range of opportunities for literacy practices to take place.

According to Maguire and Zhang (2007, as cited in Maria et al 2016), ICT can be used to bring training and learning opportunities within the reach of a large number of people at a low marginal cost. Therefore, the new ICT could give teachers and students faster and better access to information as well as reducing the degree of obsolescence of information and making more efficient use of various information sources available online. (Lara and Duart, 2005, as cited in Maria et al, 2016)

Mellati et al (2015 cited in Megan ,2015), modern technologies such as computers can be seen as practical and adequate tools for presenting those learning tasks that especially simulate real and authentic language use, and consequently end in meaningful learning. Therefore a few applications that are found on computers could be used to differentiate instruction to promote learning and motivation within students (Megan ,2015)

Furthermore, there was an example of recent study by Victoria (2003), she defined ICT as a diverse set of technological tools resources used to communicate, disseminate, store and manage information. These technologies include computers, the internet, broadcasting technology and telephony. Salbiah (2003) encouraged students to use internet in their learning by access various website to collect information as well as create files and folders on a school network. Not only that, internet can enrich students' learning when they produce effective, attractive resource materials for their learning in creative way. This statement is supported by Provenzo (2005) also encouraged teachers and students to use internet in their teaching and learning activities. Teachers can use internet to exchange lesson plans, find information for their classes and also correspond with their students through e-mails. Meanwhile, the students can use internet to search information based on their subjects as well as present their work as a professional.

Provenzo statements also supported by Melor (2007) stated that Information and Communication Technologies (ICT) can help teachers and students to meet challenges in future by integrating the use of ICT in their teaching and learning activities. Therefore, Ministry of Education emphasis the use of ICT in the teaching and learning process in the ESL classroom. Besides that, Department of Education and Skills (DFES, 2003) also stated that ICT makes a significant contribution to teaching and learning across all subjects and ages, inside and outside the curriculum and that internet is a key part of ICT in schools.

According to Trokeloshvili et al. (1997, as cited in Rafiza et al. 2004), the introduction of internet has brought many changes in English language in Japan especially in writing classroom. The students could collect variety materials for writing through websites. Coulter, Feldman and Kanold, (2000) support this statement as they stated that the internet provides an invaluable source of information. One of the most beneficial features of the internet is that if internet used effectively, it can provide depth and context for learning in most subject areas.

Levin et al. (2002, as cited in Muthu 2005) also agreed with Trokeloshvili statements as he divided the internet into three basic types of tools in the education domain. There are tools for inquiry, tools for communication and tools for construction. Grabe and Grabe (2000, as cited in Muthu 2000) elaborated internet is a source of finding information that related to a task in a productive way. Besides that, internet can enhance students' knowledge construction. Therefore, students should be trained to become proficient users of the internet to avoid any insufficient skills to function in the workforce when they graduate.

According to Riel (1994, as cited in Muthu 2005) internet is an appropriate tool for rapid communication. The communication could take on many forms such as e-mail, mailing lists, newspaper chats and video conferencing. Not only that, from a social perspective the internet can also assist students in developing a broad, deep and creative understanding of community, culture and economics. Students acquire necessary social skills that enable them to interact across differences and distances such as interactions involving communication between students in distant places and cultures. The internet can also put teachers in touch with each other.

Furthermore, Gray (1999, as cited in Salih 2003) said that the usage of internet has comprises more than 45000 regional, national and international networks which also includes organizations, schools, universities, companies, governments, group and individuals. Canabatan (2003, as cited in Salbiah 2003) supported these statements as she emphasized there is increasing use of internet in primary and secondary school as some of the schools, students and teacher have been able to set up their own websites. Besides that, Kelch and Karr-Kidwell (2000, as cited in Ali et al. 2001) also say that there is tremendous growth of internet use in schools.

Narrative Writing

According to James A Ranking et al. (2006), most students use the first-person pronoun to write about their personal experiences. Students also use the third person pronoun to describe someone else. Before the students do any writing, they should carry out some brainstorming, asking themselves questions like:

(i)   What experience in my life would be worth narrating?
(ii)   What point does this experience illustrated?
(iii)   Is there anyone whose life is worth narrating?

According to Mariam et al. (2007), students need to provide background information in the first paragraph. Therefore, students need to write the events in sequence, highlighting the main event and if there is conflict the students need to relate it to the events. For the next two paragraphs, the students need to elaborate on the events, step by step until they come to the point whereby the problem is solved. Students can use time signals, for instance, *first, next, after that, then and finally*. The students should also be encouraged to insert dialogues to help the narrative writing become more interesting and realistic.

Students' perception of the internet use in narrative writing

Based on Leu (1997, as cited in Rafiza, 2004), suggests that students need to be exposed to the new composing and comprehension on internet. This is because students can write commination interactively with the teachers and friends via e-mail. Egbert (2001) also agreed that internet is useful in language learning as the information that be found are suitable to the students' need in their writing. Meanwhile for those who are limited language ability, the website for ESL students will not prove helpful to them unless the content is relevant and the instructions are understandable.

Advantages and disadvantages using internet in narrative writing

According to Ross (1995, as cited in Barron ,2000), the use of the internet is potential for the education. The internet should be used appropriately to enhance instruction, stimulate thinking, and facilitate communication among students and educators. Barron (2000) agreed with Ross because internet provides students with new, exciting and challenging resources. It is because through internet, students are exposed to the multicultural education, establishes real-world learning experiences, encourages higher thinking skills and helps to improve writing skills as well as increase motivation, achievement, and positive behaviour.

Besides that, Kelch et al. (2000, as cited in Ahmad Ali et al. 2001) internet becomes focus of attention especially with regard to its significance as an instructional tool and become a top priority for educators and policy maker. Internet is emphasized as an instructional tool and as a part of the curriculum to help students become skilled as well as critical thinker. Ahmed Ali (2001) agrees that by using internet as a learning tool, students can gain different materials and information from the internet. Not only that, internet also provided up-to-date information for students and the teacher. Besides that, the usage of internet encourages independent learning by students. This is because each student able to learn according to his or her ability and style.

Ahmed Ali (2001) says internet provided a rich material to students' need. Therefore, the students can acquire information and materials form the internet for their writing. This statement supported by Barron (2002) says internet can provide students with new and challenging resources. Not only that, internet can help students to improve writing skills, increase motivation as well achievement and positive behaviour.

Roblyer and Edwards (2000, as cited in Ktoridou et al. (2002) students have opportunity to practice what they have learnt in class and experience the actual usage of the English language in the real world in the internet. Students can integrate internet in many ways such as chatting and exchanging e-mail with native language speakers as well as study a book from another culture with a group of students that represent the culture. Barron (2002) supports this statement as she thinks that students have opportunity to increase their understanding and respect cultural differences.

The beneficial of using internet in narrative writing can also be seen through the research by Laurie Anne (2004) says that the internet can be used to communicate via e-mail. From here, the students can also learn and use the target language in an authentic setting. Therefore, the students can learn about target culture through the use of the internet. This statement also similar with the previous research by Kinnaman (1993, as cited in Barron 2002) internet provides students with activities by encouraging them interactive, real-world communication and gather up-to date-information.

Studies that carried out by Allen et al. (1994 as cited in Barron 2002), internet can increase the quality of students' writing as it provides students with purposeful writing experiences and also increase students' motivation to write and share their knowledge with peers. Ali et al (2001) also agrees that internet motivates students in their learning through extraordinary source of information, with a combination of visual, graphic, sound and movies where the students found out that learning through internet interesting and fun.

On the other hand, internet also impose negative influences on students. Ali (2001) says students are wasting their time in surfing internet. This is because not all students can find the information they need in their narrative writing. Not only that, time also wasted when the internet become slow as the networked system could not cope with many students at the same time.

Besides that, the disadvantages of using internet in narrative writing is students only depend on the internet during the writing class. This is because they depend on the internet resources rather than using their own knowledge.

Ali (2002) says students are still lacked of skills to find suitable material for themselves. Therefore, students will lose in the world on the internet with irrelevant information. So, students should be more careful when they find information source in internet because the information can be published by anyone at any time. To avoid any inappropriate and unreliable information, they should copy materials which reliability and credibility and also can be questionable.

Lastly for the disadvantages, Ali (2001) says that internet may interference with students' concentration on the class work. This is because internet disturbs the academic environment as the students are busy read their e-mails and caught up the news in the classroom instead doing their task.

Internet use in Narrative Writing

According to Bitter G and et al (2006), stated that students can learn from experiences and communication that would be possible within the scope of an isolated classroom. Therefore, the resources that used appropriately should be considered as rich enhancements of a complete educational plan.

(1) World Wide Web

According to Herring James (2006), the information for the World Wide web can be connected to the website which is a collection of on-screen pages of information. Not only that, within each page, there will be hyperlinks to other pages that will provide the reader with more information on a particular topic. The web pages contain a variety of formats-text, graphic, photographic and others. Herring J (2006) also stated that there are many introductions to the web on the web itself.

(2) Using e-mail

According to the Roblyer D. M (2000) electronic mail (e-mail) is the most common way to exchange personal, written message between individual or small groups. Based on Roblyer D M (2000) he discussed about how powerful e-mail can be for communications among teachers, students and resource experts.

(3) Listservs

According to Roblyer D. M (2000), listservs are discussion groups on the Internet that feature on going "conversation" via e-mail between groups of people who share common interests. For example, Herring James (2006), says that main listserv in the school libraries in the United States is LM_NET which provides a forum to exchange of information relating to the topics of interest among the educators.

(4) Weblogs or Blogs

According to Holzberg (2003, as cited in Bitter G. G 2006), weblogs offer a personal way to express opinions, communication ideas and share interesting links. According to Bitter G. G. (2006), the students can publish their own weblog at www.noahgrey.com/greysoft with relevant information or web links. Bitter G. G (2006) says that a person who writes blogs or updates blogs is known as a blogger. In a blog, there are photos, stories and also journal. Bitter G. G (2006) says that in an educational setting, weblogs are used by students and all the teachers of all ages. Therefore, the classroom use of weblogs is varied. For example, a teacher can keep homework assignments, links, handouts to students. Students can use weblogs to do collaborative writing with teachers where the students can give feedback to each other.

(5) WebQuest

According to Barack Lauren (2005) WebQuest is a guided, interactive exploration of a topic where some of the information is found in the internet. Emily Carpenter Piercy (2004), says that WebQuest was designed to engage kids work collaboratively. Not only that the information in the

WebQuest can link information to learners to use the task. Besides that, WebQuest also provide opportunities for feedback to the learners as they progress through the WebQuest activities.

(6) Chat GPT

ChatGPT is a powerful chatbot built on top of OpenAI's GPT technology. It can handle a wide range of text-based requests from simple questions and answers to more complex task. ChatGPT capable of writing essays on topics such as the value of artificial intelligence. This is the unique value of ChatGPT for academic researchers. It can make writing a scholarly essay a matter of entering a simple one sentence prompt. (Brady,2022). According to Brady (2022), natural language processing (NLP) tool such as Chat GPT could potentially be used to assist with the review and feedback process for scientific papers and articles, by generating summaries or comments that help reviewers to more easily understand and evaluate the content of a manuscript. Chung (2023) also stated that ChatGPT uses natural language processing to generate human-like response to user input.

IV. METHOD

This study determines the research design, population and sample as well as the instrument itself. Besides this chapter also discuss about the limitation of the study and the data analysis.
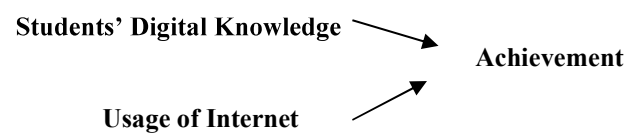
Research Framework

Figure 1: Students' Digital Knowledge and Achievement

The researcher used the students' digital knowledge and usage of internet as independent variable to determine the achievement of students in English especially in narrative writing. Therefore, the researcher wanted to find out the extend of the students' digital knowledge to the achievement of students in English. Besides, the researcher also wants to determine significantly the advantages and disadvantages of using internet in learning English.

Research Design

This research has utilized the survey method. A set of 20 questionnaires has been designed to identify students' perception of the narrative writing, examine the students' perception of internet use and also identify the advantages and disadvantages of using internet in narrative writing.

Sample Of Population

The research design refers to a plan for selecting subjects, research sites and data collection procedures to answer the research questions. The design shows which individuals will be studied and when, where and under which

circumstances they will be studied. In this research, the researcher used questionnaire to survey Form two students in the selected school.

Population And Sample

In this research, the researcher selected a group of Form Two students in the selected secondary school in Sibu, SMK Tung Hua as the main subjected to collect the data. The data are collected through purposeful sampling strategies. According to James & Sally (2006), purposeful sampling is selecting information-rich cases for study in depth when one wants to understand something about those cases without needing or desiring to generalize to all such cases. James et al, (2006) stated that purposeful sampling is done to increase the utility of information obtained from small samples. It requires that information be obtained about variations among the sub-units before the sample is chosen. The researcher then searchers for information rich key informants, groups, places, or event to study. In other words, these samples are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating. The research was carried out on 90 Form Two students in SMK Tung Hua from three different classes in the same school, the advanced, intermediate and poor. All the 90 students answered questionnaires that are given by the researcher.

Method of Data Analysis

This study is carried out through survey to find out the relationship between students' digital knowledge and the usage of internet among the Form Two students in researcher school. Questionnaires will be distributed to all selected 90 students Form two students.

The questionnaires are distributed on the simple random sampling. In simple random sampling, subjects are selected from the population so that all members have the same probability of being chosen. This method is often used when the population is small.

Data Analysis Tools

1.	To investigate the relationship between students' perception of the internet use and the achievement in English	Pearson correlation analysis.
2.	To investigate the relationship between the advantages and disadvantages of using Internet in narrative writing.	Pearson Correlation analysis
3.	To investigate the hypothesis	Independent and Paired T-Test One – way ANOVA

Based on the responses of students through the questionnaires given, the data is presented based on every section in the questionnaires. According to James et al (2006), the Cronbach alpha also assumes equivalence of all items. It is much more general form of internal consistency than the Kuder Richardson (KR) and it is used for items that

are not scored right or wrong. The Cronbach alpha is generally the most appropriate type of reliability for survey research and other questionnaires in which there is a range of possible answers for each item. Internal consistency estimates are used extensively in educational research. The Reliability Statistics in this research for the item is 0.88. Therefore, the item of the questions was reliability to the respondents as the value of reliability is at least 0.7.

In Section A, there were ten questions followed the 5-Likert –type scales where the respondents were required to state the extent of their agreement or disagreement to a given statement based on a scale of 1 to 5, that ranged from strongly disagree, disagree, undecided, agree and strongly agree. For Section B, there were 10 questions are asked about advantages and disadvantages of using Internet in narrative writing. Students just tick Yes/ NO questions. Most of the questions in section A and B are adopted and modified based on Kuo et al. (2000) questionnaires and Lila et al (2019).

Diane (2005) defined that Rensis Likert changed the way attitudinal research was conducted with his creation of what is now known as the "Likert Scale." The development of this scale embarked a shift in how attitudinal research was performed, primarily because of the ease which a Likert scale can supposedly be crated and utilized. The original idea for the Likert scale is found in Rensis Likert's 1932 article in Achieve of Psychology titled, "A technique for the Measurement of Attitudes". This idea was expanded by Likert's 1934 Journal of Social Psychology article titled "A simple and Reliable Method of Scoring the Thurstone Attitude scales."

In 1934 (cited in Daine, 2005), Likert completed a follow-up his 1932 publication. This study was undertaken in order to show if the results form 1932 study can be consistently proven. In his study, he used ten scales. The directions at the top of the attitude scales stated the following, "If you agree with a statement put a plus, if you strongly agree with a statement, put a plus with a circle around, of you disagree with a statement put a minus, if you strongly disagreed with a statement, put a minus with a circle around and if you ate undecided, put a question mark. After each respondent indicated their reaction or agreement to the statements, the scales were then scored by Thurstone method. In each of the scales, there were certain statements that could not be utilized because it was found impossible to determine whether to assign a value of 1 to 5 to the strongly agree alternatives (Likert 1934). Results also found that the correlation between the two methods were consistently high which indicates that the simpler method of scoring is measuring essentially what is measured by the Thurstone scoring method.

V.   FINDINGS

Respondents' Background

Data based on respondents' background is analysed and presented in Table 4.1.

TABLE I: ANALYSIS FREQUENCY OF GENDER

Gender	Frequency	Percent	Cumulative Percent
Female	76	87.7	87.7
Male	14	12.3	100
Total	90	100	

There were 90 Form Two students are selected in the researcher schools. Only 14 male students Form Two which was only 12.3%. The rest of the students are female which were 87.7%. It means that are mostly female students rather than male students.

TABLE II: ANALYSIS FREQUENCY OF RACE

Race	Frequency	Percent	Cumulative Percent
Bumiputra	7	6.1	6.1
Chinese	83	93.9	100
Total	90	100	

As the researcher school is Chinese school (SMK Tung Hua) therefore most the students were Chinese which were about 93.9% of the schools. Only 7 (6.1%) bumiputra students were selected among Form two students.

TABLE III: ANALYSIS FREQUENCY GRADE RECEIVED BASED ON THE LAST EXAM

Gred	Frequency	Percent	Cumulative Percent
A	30	29.8	80.75
B	47	50.9	50.9
C	9	7.9	92.1
D	3	11.4	100
Total	90	100	

Majority of the students obtained B in English with 47 (50.9%) students allowed by 9 (7.9%) students who obtained C. Only 30 (29.8%) of the students obtained A in English. Only 3 (11.4%) students obtained D. This data shows that students' English proficiency is average and only a few students are weak in the language.

Students' Perception Of The Internet Use In Narrative Writing

TABLE IV: ANALYSIS FREQUENCY OF STUDENTS' PERCEPTION OF THE INTERNET USE IN NARRATIVE WRITING

Bil	Item	Mean	Std. Deviation
1	Internet is easily available in the school.	3.89	.733
2	Internet is flexible for intended user(s).	4.06	.656
3	Internet is appropriate for classroom setting.	4.01	.617
4	Internet meets relevant educational needs.	3.82	.779
5	Students have the chance to correct their errors.	4.33	.473
6	Internet can help to find information.	4.27	.599
7	Material is presented clearly and interestingly.	4.28	.645
8	It is easy to get information for the topic.	4.27	.447
9	. Internet can be used as a reference for narrative writing	4.27	.447
10	Internet can improve vocabulary and sentence construction	4.31	.463

Based on the students' perception of internet use, the lowest mean is 3.89 where the internet is easily available in the school. On the other hands, the highest mean is 4.33 is students have the chance to correct their error in narrative Writing. Therefore, the students could search information through internet for finding simple narrative writing online.

Most of the students told the researcher that using internet to learn narrative writing could expand them to more vocabulary words as different writer will express their ideas with different words to describe the events and the narrative writing lesson will be more interesting as they have opportunity to explore the websites to find narrative writing rather than sitting in the class reading the reference book. The students also told the researcher that they hoped that their teachers would use internet in teaching narrative writing so that they would not feel bored during the writing class. For those who always surfed internet at home, they told the researcher that they could learn more than they expected and also have many ideas on how to write better narrative writing.

Therefore, the students told the researcher that, they wanted their teacher to teach writing lesson using the internet so that they could learn how to find suitable information for themselves and also what information was suitable for their level. This statement also supported by Kelch et al. (2000, as cited in Ahmad Ali et al. 2001) internet becomes focus of attention especially with regard to its significance as an instructional tool and as a part of the curriculum to help students to become skilled as well as critical thinker.

All in all, the students would like to use internet as a tool of learning narrative writing because they wanted to be more independent and also, they could gain more information through the internet. On the other hands, they also wanted their English teacher to guide them to find suitable information through internet so that they could know how and what to find in the internet based on the given topic.

Advantages And Disadvantages Of Using Internet In Learning Narrative Writing

TABLE V: ANALYZE FREQUENCY OF ADVANTANGES AND DISADVANTAGES OF USING INTERNET

Bil	Item	Mean	Std. Deviation	Variance
1	Internet helps to improve my language in narrative writing.	4.15	.426	.181
2	I have to spend a lot of time to search for suitable information for my narrative writing.	4.18	.452	.205
3	I have skills to use Internet sites and blogs.	4.10	.548	.300
4	I have opportunity to present my ideas in narrative writing.	4.33	.473	.224
5	The internet gives me the opportunity to construct knowledge together by expressing my	4.17	.374	.140

	ideas in my narrative writing.			
6	I can produce more correct grammar-structured sentences when I write a narrative.	4.31	.463	.215
7	I will have motivation to write more narratives.	4.22	.416	.173
8	I don't know how to collect suitable content for my narrative writing topic.	4.18	.452	.205
9	I can learn more new things through internet to ensure that I can write creative narratives.	4.18	.452	.205
10	I only access internet to write my narrative	4.23	.421	.178

Based on the advantages and disadvantages of using internet, the lowest mean is 4.10 where the students have the skill to use Internet sites and blog, Students will have opportunity to present their ideas in narrative ideas as the highest mean which is 4.33. As a result, students need to use internet to present their ideas as their guidance to write better.

Not only that, internet can help students to improve writing skills, increase motivation as well achievement and their positive behaviour.
The researcher also found out that all the students used internet to find information in their writing. Some of them faced problems while searching information as they did not know how to gather suitable information for their narrative writing.

In conclusion, students in this era should be exposed to the usage of the internet because they are still lacked of capability to search for information for their narrative writing. So, the students hoped that the schools will provide them some time slots to teach them how to use internet so that they could master their skills.

Conclusion

After analyzing all the data, the researcher found out that most of the students like to attend writing class especially narrative writing lesson as they could express their ideas and also, they have opportunity to describe their events in the classrooms through writing essay in the classroom. Although they lack searching skills to find information, they still use internet to find information in their narrative writing. So, the students hoped that their English teacher will expose them to the usage of internet in narrative writing so that they could gain much benefit from searching information. Apart from that, they also hope that they could have chances to surfing internet during the English lesson so that they would know what kinds of information they should focus on and the right technique to find information.

VI SUMMARY OF FINDING

This study is focused on two criteria: - students' perception of the internet use in narrative writing as well as advantages and disadvantages of using internet in narrative writing. For the students' perception of the internet use in narrative writing, the respondents felt that internet is an easy tool to get information as well as to improve vocabulary and sentence structures. This statement is agreed by Kelch et al. (2000, as cited in Ahmad Ali et al. 2001) internet becomes focus of attention especially with regard to its significance as an instructional tool and as a part of the curriculum to help students to become skilled as well as critical thinker.

Lastly, for the finding advantages and disadvantages of using internet in narrative writing, the researcher has collected the most interesting data where 57 (50%) of the students knew how to collect suitable content for their narrative writing. Meanwhile the other 57 (50%) of the students did not know how to use internet to collect suitable content for narrative writing. This was due to lack of exposure to the internet use on how to search information. Therefore, many students still could not master the skills in searching information in the website.

VII. IMPLICATION AND RECOMMENDATION

The finding of the current study is consistent with other evidence that the students faced the difficulty to search information using internet. This is because they are lacked of guidance from the teacher. Therefore, Melor Yunus (2007), suggested that policy-makers can make use of teachers' positive attitudes toward ICT in their teaching practices through ICT training. Herring (2000) suggests that teacher should guide students and help them in using internet. As a result, teacher need to develop new skills such as curriculum design as well as instructional website design.

Besides that, Herring (2000), says that it is important to guide and expand information skills to the students in the secondary schools. This is because students need to know sophisticated information skills in future as they will face with more multi-media information skills in the future. Therefore, self-evaluation is very important in the future so that the students can evaluate the websites in the future.

Not only that, Herring (2000) suggested that schools should improve networking to allow the students to make use the internet to access databases of information across the world. Besides that, students also encourage to access internet at home to improve themselves in using internet. This is because in future, students need to become better at accessing information and using internet in their living life such as in working places.

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