

STUDENTS' ATTITUDE TOWARD THE USE OF INTERNET IN ENGLISH CLASSROOM

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ABSTRACT

Related literature indicates that the internet has an important role and great potential in language learning. It is also obvious that the attitudes of students affect the learning process significantly. This research aimed to find out the students' attitude toward the use of the internet in English classrooms. The design of this research was survey research in which the sample was collected from 37 students at SMK Pembangunan Bukittinggi which used simple random sampling as the technique sampling of the research. Additionally, the analysis of the data was done by identifying the respondent's responses, analyzing the data, and making a conclusion. The result showed that the mean score of students' attitudes toward the use of the internet in the cognitive aspect was 3.7. It means that the students had a positive attitude in the cognitive aspect. Besides, the mean score of students' attitudes toward the use of the internet in terms of the affective was 3.3. It means the students had a positive attitude toward the use of the internet in terms of affective. In addition, the mean of the conative attitude statement was 3.4. It means the students had a positive attitude in the conative aspect related to the use of the internet.

Keywords: *Students' Attitude; The use of the Internet*

INTRODUCTION

Learning English is an important issue in this modern era. By using English, every people will be easy to communicate with other people in the world without worrying about the distance. Learning English is supported by some reasons such as school curricula, personal life, and some specific purposes. In learning English at the school, learners are expected to be able to comprehend English skills such as speaking skills, writing skills, reading skills, and listening skills in the target language. It can be easy for us to practicing speaking with native speakers by using video calls, improving writing skills by chatting and

reading new world websites such as CNN or the BBC to improving reading skills through the internet.

Internet (Interconnection networking) is a global system that can be connected to all networks of computer which makes all users connect or allow the people to communicate with each other without meeting directly in communicating. In general, the internet can be defined as an internet network, which is utilized by people in the world to facilitate activities carried out. Based on Oetomo (2007), the Internet (a contraction of the interconnected network) is the global system of interconnected computer networks that use the Internet protocol suite (TCP/IP) to link devices worldwide. The Internet is one of the proofs of technological progress at this time and it is also connected to education in English subjects.

Then, the use of the internet in education is not only important for learners but also the teachers. The use of the internet for the teachers is to facilitate language teaching, language learning, acquire instructional materials, share lesson plans, curriculum ideas, and download current information beneficial for classroom use. On the other hand, the use of the internet has an impact on the learners as a functional tool to search for learning materials. According to Yang and Chen in Aydin (2007), learners have a positive attitude toward the use of the internet. This is because the advantages are provided by the internet for learners.

The advantage of this internet is autonomous learning. It means that in this modern era the teachers need to help their students become autonomous in their English practice without limitation of the time and place by using the internet. Then, learning English with the internet can be fun, such as students can search for online activities that fit their learning style and learning goals. The students can practice English by chatting with native speakers. The internet is also effective to help in making media presentations such as images and sound presentations. It will attract students' attention and help them understand the materials better. In conclusion, the use of the internet is growing rapidly and it is widely integrated into the teaching and learning process of language learning.

In addition, Teaching and learning processes reflect an attitude. To get the purpose of internet use, students should have an attitude as an impetus to use of the internet. An attitude is a set of opinions or beliefs around an object or situation. Azwar (2016) stated that an attitude consists of three components. There is cognitive, affective, and behavioral/conative component. The cognitive component contains someone's belief about an attitude object. It is related to understanding an object and situation. The affective component refers to the emotional response(like/dislike) toward an attitude object. It influences students' further

action toward an attitude object or situation. The last component of an attitude is behavioral and it is called the conative component. It shows that tendencies toward an object and reflection of cognitive and affective.

Furthermore, the internet is a useful tool used by students SMK Pembangunan Bukittinggi to support the learning process. According to Yang and Chen in Heirati (2015), the students can improve English skills through the real-world situation if the students use computers and the internet in language classes. In fact, students have done access to the internet through their cell phones. Students in SMK Pembangunan Bukittinggi use the internet for a variety of meaningful activities and purposes in their academic needs. The internet allows connection between student's SMK Pembangunan Bukittinggi and all other information to support the learning needs in education. Hence, the internet is needed for students of SMK Pembangunan Bukittinggi to process and access more information about the lessons.

Since the beginning of attitude research, assessment on the definition of attitude has excited much debate among psychologists. An attitude has been numerous definitions proposed throughout the attitude research. An attitude became accepted as a person's feeling and emotion toward some object, person, issue, or situation. It means an attitude also reflects a technology that is growing up nowadays such as the internet and it is important to discuss attitude toward the internet. According to Eagly and Chaiken in Joyce (2013), internet attitude in general definition as evaluating the internet by psychological tendency with some degree of favor or disfavor. It means that the internet will influence the feeling which complies logically with the people like or dislike. This might explain the people feel relatively have a positive or negative feeling toward the use internet.

Kraut et al. In Al Otaibi (2012) also stated that the use of the internet has also led to the individual's reduced social circle, increased the feeling of psychological alienation, and increased rates of depression among the users. It means that the effect of internet use on attitude is negative. On the other hand, the use of the internet also deserves a positive attitude as stated by Doggan et.al in Al Otaibi (2012) that students had a positive attitude the preferential attitudes were associated with following good educational Web sites, exchanging available information on the internet with friends, high frequency of the internet use and various reasons of using the internet for educational purposes.

Attitudes are cognitive, affective, and conative that they are related to feelings and emotions. To be brief, an attitude will enable to make people to achieve advantages or disadvantages of the internet and it depends on a positive or negative attitude of people.

In addition, attitude toward the internet will greatly affect the students. As Eagly and Chaiken in Joyce (2013) stated that students' attitudes to the internet can be informed by their feeling toward it, their intended behavior toward it, or what they think about it. This might reflect on how the students pay attention to the things they like or dislike.

In short, it seems that the internet as a functional tool to facilitate the process of students' learning has been attended in student activities. For that reason, this study aims to find students' attitudes toward the use of the internet in English classrooms.

METHOD

This study was categorized into survey research. It was one of the procedures in quantitative research in which the investigator administers a survey to a sample or to an entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012:3). The population of this research was all of the second-semester students' academic year 2018/2019 and total sampling is used as a sampling technique. A questionnaire was used as a research instrument and the data would interpret by using the following table.

Mean score	Attitude
3.0 or High	Positive
2.5 -2.9	Trends to Positive
2.1 -2.4	Trends to Negative
Low than 2.0	Negative

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FINDINGS AND DISCUSSION

There were 3 components that were found about students' attitude toward extensive reading. They were cognitive aspect, affective aspect, and conative aspect. Each of them might be described below.

Table 1. Students' attitude toward the use of the Internet in the cognitive aspect

No	Statement	Option	F	X	f.x	$\bar{X} = \Sigma f.x / N$
1	Menurut saya Internet adalah teknologi yang canggih untuk belajar bahasa inggris didalam kelas	Strongly agree	21	5	105	168/37
		Agree	15	4	60	
		Neutral	1	3	3	
		Disagree	0	2	0	
		Strongly disagree	0	1	0	
Total					168	4.5
2	Menurut saya dengan adanya internet saya bisa menggunakan aplikasi	Strongly agree	3	5	15	124/37
		Agree	15	4	60	
		Neutral	12	3	36	

	belajar bahasa inggris didalam kelas dengan mudah	Disagree	6	2	12	
		Strongly disagree	1	1	1	
Total					124	3.3
3	Saya percaya bahwa dengan adanya internet didalam kelas bahasa inggris, saya bisa berlatih berbicara bahasa inggris dengan orang luar negeri	Strongly agree	13	5	60	147/37
		Agree	15	4	60	
		Neutral	9	3	27	
		Disagree	0	2	0	
		Strongly disagree	0	1	0	
Total					147	3.9
4	Saya lebih mudah berlatih berbicara dalam bahasa inggris dengan adanya Internet seperti berbicara secara langsung dengan orang asing seperti melalui vidio call	Strongly agree	2	5	10	118/37
		Agree	11	4	44	
		Neutral	16	3	48	
		Disagree	8	2	16	
		Strongly disagree	0	1	0	
Total					118	3.1
5	Menurut saya internet membuat saya menjadi pemalas ketika belajar bahasa inggris dikelas	Strongly agree	7	1	7	124/37
		Agree	3	2	6	
		Neutral	7	3	21	
		Disagree	10	4	40	
		Strongly disagree	10	5	50	
Total					124	3.3
6	Saya yakin bahwa informasi didalam internet sangat bermanfaat untuk belajar terutama belajar bahasa inggris didalam kelas	Strongly agree	10	5	50	149/37
		Agree	19	4	76	
		Neutral	7	3	21	
		Disagree	1	2	2	
		Strongly disagree	0	1	0	
Total					149	4.0
7	Menurut pendapat saya Internet membuat pelajaran saya menjadi lebih menarik dalam belajar bahasa inggris dikelas	Strongly agree	8	5	40	148/37
		Agree	22	4	88	
		Neutral	6	3	18	
		Disagree	1	2	2	
		Strongly disagree	0	1	0	
Total					148	4
	SUM					3.7

Based on the table above there were 37 respondents. The data showed that 21 respondents strongly agreed with the statement. Then, 15 respondents agreed with the statement, 1 respondent chose to be neutral, and none of them chose to disagree and strongly disagree. Then, the average of the first statement was 4.5. It means the students had a positive attitude in this point.

The second point illustrated that the majority of the students chose to agree, 15 respondents. Then, 3 respondents strongly agreed with the statement. The table showed 12 respondents were neutral, 6 people chose to disagree, and 1 respondent chose strongly

disagree. Then, the average of the second statement was 3.3. It means the students had a positive attitude.

The third item shows that the popular answer agreed with 15 respondents who chose it. Then, 9 respondents chose neutral and 13 respondents chose strongly agree. None of them chose to disagree and strongly disagree. In brief, the average of the data was 3.9. It illustrated that the students had a positive attitude.

The fourth item showed that 2 respondents strongly agree with the statement, 11 respondents chose to agree, 16 respondents chose neutral, 8 respondents chose to disagree, and none respondent chose strongly disagree. In brief, the mean of this item was 3.1. It means the students had a positive attitude.

The fifth item explained that 7 respondents chose strongly agree with the statement, 3 respondents chose to agree, 7 respondents chose neutral, 10 respondents chose to disagree and 10 respondents answered strongly disagree. In brief, the average of this statement was 3.3. It means that the students had a positive attitude.

The sixth statement showed that 10 respondents strongly agree with the statement, 19 respondents chose to agree toward statement, 7 respondents chose neutral, 1 respondent chose to disagree, and none respondents chose to strongly disagree. In addition, the average of this statement is 4.0. It means that the students had a positive attitude.

The seventh point illustrated that the majority of the students chose to agree, 22 respondents. Then, 8 respondents strongly agree with the statement. The table also showed 6 respondents were neutral, 1 person chose to disagree, and none person chose to strongly disagree. Then, the average of the statement was 4 which means the students had a positive attitude.

In addition, the results from the students' affective aspect on the use of the internet in the classroom can be described in the following table.

Table 2. Students' Attitude toward the Use of Internet in the affective aspect

No	Statement	Option	F	X	f.x	$\bar{X} = \Sigma f.x / N$
1	Saya lebih suka bermain game online dari pada membaca buku ketika belajar bahasa inggris dikelas	Strongly agree	12	1	12	92/37
		Agree	8	2	16	
		Neutral	8	3	24	
		Disagree	5	4	20	
		Strongly disagree	4	5	20	
Total					92	2.4
2	Saya lebih suka bermain sosial media dengan adanya internet dari pada mencari materi pelajaran	Strongly agree	17	1	17	70/37
		Agree	11	2	22	
		Neutral	5	3	15	

	ketika pelajaran bahasa inggris dikelas	Disagree	4	4	16	
		Strongly disagree	0	5	0	
Total					70	1.8
3	Saya senang dengan adanya internet saya bisa belajar di aplikasi ruang guru untuk membuat saya lebih faham dengan penjelasan guru dalam belajar bahasa inggris dikelas	Strongly agree	4	5	20	136
		Agree	20	4	80	
		Neutral	11	3	33	
		Disagree	1	2	2	
		Strongly disagree	1	1	1	
Total					136	3.6
4	Menurut saya informasi yang ada didalam internet tidak membantu saya menjadi lebih faham dalam belajar bahasa inggris dikelas	Strongly agree	4	1	4	120/37
		Agree	5	2	10	
		Neutral	12	3	36	
		Disagree	10	4	40	
		Strongly disagree	6	5	30	
Total					1120	3.2
5	Saya merasa internet memberikan kemudahan untuk menambah kosakata bahasa inggris saya untuk memahami pelajaran bahasa inggris dikelas	Strongly agree	4	5	20	134/37
		Agree	21	4	84	
		Neutral	8	3	24	
		Disagree	2	2	4	
		Strongly disagree	2	1	2	
Total					134	3.6
6	Saya suka melihat materi pelajaran bahasa inggris di internet untuk menambah sumber belajar saya ketika belajar dikelas	Strongly agree	10	5	50	146/37
		Agree	19	4	76	
		Neutral	6	3	18	
		Disagree	2	2	2	
		Strongly disagree	0	1	0	
Total					146	3.9
7	Saya merasa bersemangat dalam mengerjakan soal-soal atau kuis bahasa inggris yang berkaitan dengan pelajaran dikelas melalui internet untuk lebih memahami materi yang telah dijelaskan oleh guru	Strongly agree	11	5	55	162/37
		Agree	15	4	60	
		Neutral	8	3	24	
		Disagree	11	2	22	
		Strongly disagree	1	1	1	
Total					162	4.3
8	Saya suka menggunakan aplikasi U-Dictionary dengan internet untuk belajar bahasa inggris ketika belajar bahasa inggris dikelas	Strongly agree	4	5	20	134/37
		Agree	19	4	76	
		Neutral	10	3	30	
		Disagree	4	2	8	
		Strongly disagree	0	1	0	
Total					134	3.6
SUM						3.3

The first item explained that 12 respondents chose to strongly agree with the statement, 8 respondents who answered agree, and 8 respondents chose neutral toward the statement. Then, 5 respondents chose to disagree, and 4 respondents chose to strongly disagree. In addition, the average for this point was 2.4. It means that students tended a negative attitude.

The second point showed that the popular survey strongly agreed, 17 respondents. Then, 11 respondents answered agree, 5 respondents chose neutral, 4 respondents chose to disagree, and none respondent chose to strongly disagree with the statement. In brief, the average of this statement was 1.8. It means that the students had a negative attitude.

The third point explained that the popular answer agrees with 20 respondents who chose it. Then, 11 respondents were undecided whether agree or disagree. 4 respondents chose to strongly agree with the statement, 1 respondent chose to disagree with the statement and one respondent chose to strongly disagree with the statement. In brief, the average of the data was 3.6. It illustrated that the students had a positive attitude.

The fourth item showed that the majority of respondents answered neutral, 12 respondents, and the minority respondents answered strongly agree, 4 respondents. Then, 5 respondents chose to agree, and 10 respondents disagree with the statement, 6 respondents chose strongly disagree. In addition, the mean of this point was 3.2. It means the students had a positive attitude.

The fifth showed that 4 respondents strongly agree with the statement, 21 respondents agree, 8 respondents chose neutral, 2 respondents chose to disagree and 2 respondents chose strongly disagree. In brief, the mean of this item was 3.6. It means the students had a positive attitude.

The sixth showed that the majority of respondents answered agree, 19 respondents, 10 respondents agree with the statement. Then, 6 respondents chose neutral, and 2 respondents chose to disagree, and none respondents chose strongly disagree. In addition, the mean of this item was 3.9. It means that the students had a positive attitude.

The seventh showed that 11 respondents strongly agree with the statement, 15 respondents agree toward statement and 8 respondents chose neutral, 11 respondents chose to disagree and the minority respondents answered strongly disagree, 1 respondent. In brief, the mean of this item was 4.3. It means that the students had a positive attitude.

The eighth statement showed that the popular survey agreed, 19 respondents. Then, 4 respondents answered strongly agree, 10 respondents chose neutral, 4 respondents chose to

disagree, and none respondents chose strongly disagree. In addition, the average of this statement was 3.7. It means the students had a positive attitude.

Finally, the results from the students' conative aspect on the use of the internet in the classroom can be described in the following table.

Table 3. Students' Attitude toward the Use of Internet in the conative aspect

No	Statement	Option	F	X	f.x	$\bar{X} = \Sigma f.x/N$
1	Saya lebih cenderung suka menggunakan kamus online dari pada kamus manual karena lebih lengkap ketika pelajaran bahasa inggris	Strongly agree	9	5	45	137/37
		Agree	11	4	44	
		Neutral	15	3	45	
		Disagree	1	2	2	
		Strongly disagree	1	1	1	
Total					137	3.7
2	Menurut saya internet hanya membuat saya tidak fokus dalam belajar bahasa inggris dikelas	Strongly agree	4	1	4	123/37
		Agree	8	2	16	
		Neutral	2	3	6	
		Disagree	18	4	72	
		Strongly disagree	5	5	25	
Total					123	3.3
3	Saya merasa internet hanya membuang-buang waktu saya untuk belajar bahasa inggris dikelas	Strongly agree	3	1	3	134/37
		Agree	3	2	6	
		Neutral	9	3	27	
		Disagree	12	4	48	
		Strongly disagree	10	5	50	
Total					134	3.6
4	Saya lebih gampang menemukan bacaan dalam bahasa inggris melalui internet dibandingkan di perpustakaan untuk sumber pelajaran bahasa inggris saya dikelas	Strongly agree	12	5	60	146/37
		Agree	12	4	48	
		Neutral	12	3	36	
		Disagree	1	2	2	
		Strongly disagree	0	1	0	
Total					146	3.9
5	Saya merasa internet membuat saya kecanduan	Strongly agree	11	1	11	90/37
		Agree	10	2	20	
		Neutral	7	3	21	
		Disagree	7	4	28	
		Strongly disagree	2	5	10	
Total					90	2.4
SUM						3.4

The first item showed that 9 respondents strongly agree with the statement, 11 respondents chose to agree, 15 respondents chose neutral toward statements, 1 respondent chose to disagree and 1 respondent chose strongly disagree. In brief, the average of this item was 3.7 and it means that the students had a positive attitude.

The second item explained that the popular survey disagreed, 18 respondents. Then, 4 respondents answered strongly disagree, 8 respondents chose to agree, 2 respondents chose

neutral and 5 respondents chose to strongly disagree with the statement. In brief, the average of this statement was 3.3 and it means that students had a positive attitude.

The third item showed that 3 respondents strongly agree toward statement, 3 respondents agree toward statement, 9 respondents chose neutral, 12 respondents disagree toward statement and 10 respondents chose strongly disagree with the statement. In addition, the mean of this statement was 3.6 and it means that students had a positive attitude.

The fourth showed that 12 respondents chose strongly agree with the item, 12 respondents answer agree and 12 respondents chose neutral. Then, 1 respondent chose to disagree and none respondent chose strongly disagree. In addition, the mean of this statement was 3.9 which means the students had a positive attitude.

The fifth point explained that 11 respondents strongly agree with the statement. Then, 10 respondent chose to agree, 7 respondent chose neutral, 7 respondent answered disagree and 2 respondents who strongly disagree toward the statement. In brief, the mean of this data was 2.4 and it means that the students had a tend negative attitude.

Depending on this research, it was found that students were a positive attitude toward the use of the internet for English classrooms as well as uses for search information, communication, education, and entertainment. In line with Frangoulidou in Suryani (2013) that the internet provides functions such as communication, information, education, and entertainment. This finding of this study corresponded with earlier research findings by Aydin (2007) who emphasized that participants in both English and non-English majors were positive to the use of the internet for language learning as well as for other purposes like data search for homework, entertainment, and communication/ social media.

In more detail, students' attitude consists of three components; cognitive, affective, and conative component. First, in this research students' attitude in aspect cognitive toward the use of the internet described students' knowledge, belief, and opinion about the use of the internet. This is supported by Mahmudah(2012) stated that the cognitive component is related to knowledge, opinion, a belief that is related to how someone's perception toward an object.

Second, in this research students' attitude in aspect affective is related to how students' feelings toward the use of the internet. As a response, Mahmudah(2012) said that the affective component is happy or unhappy toward an object in which happy shows a positive attitude and unhappy show a negative attitude.

The last is the conative component. In this research students' attitude toward the use of the internet in aspect conative was related to the students' tendency to behave toward the use

of the internet. Then, Mahmudah(2012) said that the conative component is related to the tendency to act against the object of attitude.

Furthermore, students' attitudes related to students' feelings and emotions toward the internet whether it's like or dislike, favor or disfavor, and positive or negative feelings. As Eagly and Chaiken in Joyce (2013) stated that students' attitudes toward the internet can be informed by their feeling toward it, their intended behavior toward it, or what they think about it. As found in this study, the students had a positive attitude toward the internet. The findings in this study seem similar to the result found in Al Otaibi (2012) that the students showed positive attitude on the part of the subject of the study for the use of the internet at all levels: cognitive, emotional, and behavioral.

CONCLUSION AND SUGGESTION

Based on the finding and discussion above, it can be concluded the students had a positive attitude toward the use internet in the classroom. Most of the students had a positive attitude toward three components of attitude: cognitive, affective, and conative. Thus, it is suggested for the teacher to apply the internet as a medium in teaching English in the classroom. Teachers need to be able to manage the classroom and take control of the students while using the internet.

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