

THE STUDENTS' PERCEPTION TOWARD USING MOBILE TECHNOLOGY FOR LEARNING ENGLISH

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Abstract: The aim of this study is to find out the students' perception toward using mobile technology for learning at Baturaja University. This study used the qualitative descriptive research design. The writer had 78 students as population of English Education Study Program. The writer only took 65 students as the sample by applying purposive sampling. The data were collected through the students' perception questionnaire. Then the writer used descriptive statistics analysis technique using SPSS for analyzing the data based on percentage and frequency distributions. The results showed that overwhelming number of University had perceived usefulness and perceived ease of use toward the use of mobile technology for learning English. Majority of university students agreed that mobile technology was useful and easy to use for learning English. The findings indicated that students had high interpretation on the using of mobile technology in perceived usefulness and ease of use to access mobile technology for learning English

Keywords: *Perception, Mobile Technology, Learning English.*

Abstrak: Adapun tujuan dari penelitian ini adalah seberapa besar persepsi mahasiswa dalam menggunakan teknologi mobile untuk pembelajaran di Universitas Baturaja. Disain dalam penelitian ini adalah deskriptif desain. Penulis memilih 78 mahasiswa sebagai populasi pada Program Studi Pendidikan Bahasa Inggris. Penulis hanya mengambil 65 siswa sebagai sampel dengan menggunakan Teknik tujuan tertentu. Penulis mengambil data melalui angket persepsi siswa. Kemudian penulis menggunakan teknik analisis statistik deskriptif menggunakan SPSS untuk menganalisis data berdasarkan distribusi persentase dan frekuensi. Hasil penelitian menunjukkan bahwa banyak universitas yang memiliki persepsi kegunaan (PU) dan persepsi kemudahan penggunaan (pEoU) terhadap penggunaan teknologi seluler untuk pembelajaran bahasa Inggris. Mayoritas mahasiswa setuju bahwa teknologi seluler berguna dan mudah digunakan untuk belajar bahasa Inggris. Temuan menunjukkan bahwa siswa memiliki interpretasi kesepakatan yang tinggi tentang penggunaan teknologi seluler dalam kegunaan yang dirasakan dan kemudahan penggunaan untuk mengakses teknologi seluler untuk belajar bahasa Inggris.

Kata Kunci: *Persepsi, Teknologi Mobile, Pembelajaran Bahasa Inggris.*

I. INTRODUCTION

Nowadays, technologies have grown rapidly, people can operate the internet and They can interact with others easily too.

Technologies create our new world. It creates our wealth, our economy, and education. According to Pahmi (2016) live cannot be apart from technology. They use many kinds of technologies such as tablet,

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handphone, computer, smart-phone and others. They really affect our live each other. It also happens in educational parts. To get information that supports learning activities, it is inseparable from the role by the mobile technology and the emergence of mobile technology too.

On the other hand, educational level, learning and teaching that use of these technology gets the popularity. The real standout cause that might be the capability of the devices in facilitating teaching and learning everywhere and anywhere. So, the students can explore their English more often. They can find learning materials easily on the phone, browse the Internet, practice their English with classmates, and many kinds of activities they can do in learning English using mobile technology (Kukulka & Hulme, 2005). Mobile learning is one of the systems in educational organized by means easy computing devices such as mobile or can move anywhere device for learning (Seipold, 2014). According to Kukulka & Hulme (2005) the potential of mobile devices to enhance language learning. So, it also good to offer students the possibility to learn English anytime and anywhere at their own suitability using their mobile devices which suitable for their learning in this new era. According to Vrana (2018) Mobile technology, one of them is mobile phone have become prevalent in recent times.

According to Campbell (2006) Mobile phone are very common communication device among the university students. In the last lines of technological improvement and 21st innovations of the country, smartphones are the leading means taking the beginning. One of the mobile is Smartphone that is a part of an advanced category of mobile phones that runs on a power complete operating system in a way similar to a computer, which propose the innovation of computing abilities and connectivity options (Alfawareh & Jusoh, 2014).

According to Rahamat et. al. (2016) Mobile technologies are usually associated with devices that are portable. While According to Alsaadat (2017) that many people can use mobile technology by using wireless technologies to find some data. Mobile technology makes communication run fast in its application to learning, offers benefits to facilitate and accelerate the process of delivering information and interchanges between students, lecturers, and other im-plementers of learning, and provides a positive impact that can accelerate the accuracy of achieving learning and education goals (Pebriantika et al., 2019). According to Begum (2011) the students can learn English in a variety of ways by using technology mobile. Many activities of students can do anything using online devices for example dictionaries, in-

creasing their reading, and speaking skills, they also practice the pronunciation using mobile recording feature, shoot some pictures for their homework, browsing for finding some research, etc. Even in modern professional and social contexts, According to Pahmi (2016) as known already that Indonesian students' problem in learning English is because they have little exposure to English due to the fact that English is a foreign language. On the other hand, According to Hedge (2000) the presence of English in the community will benefit the students since students will have greater opportunities to practice their English. According to Hwang (2015) the reasons why of the little establishment especially for the non-English speaker countries are out of an English context, deficiency of good spoken English examples, and surplus dependence to the traditional teaching techniques. In order to provide more opportunities for students, using mobile technology can be the answer.

The word of mobile technology, includes some mobile technology such as computers (laptops), hand phone and smartphone. There are also some research which present the findings of response on the usage of mobile technology that the first study is organized by Edumadze et. al. (2019) in the journal entitled the perception of students in using Mobile Learning at University of Cape Coast, Ghana as

describe that the result of this study mentions that most of the students perceived that mobile technology cannot help them to find out learning resources quickly and to pick up mobile learning as a platform for learning. The study also shows that 91,6 % of the students perceived mobile technology as useful in learning.

Based on the description above, the writers are interested in finding out the students' perception toward mobile technology. After showing the result of the students' perception toward mobile technology in learning English, it could be seen to the lecturer at Baturaja University whether mobile technologies as a mediating tool of teaching and learning English and the process is useful to make students learning easily.

According to Krhrisnamoorthy (2016) using mobile phones, the students can listen a lot of English audio track, and check the listening to the speech of great orators in English. Then, the teachers can also post to the student information and desirable audio tracks. So, a friendly learning takes place in a casually.

II. RESEARCH METHODOLOGY

Method of the research

This study is a descriptive research. According to Creswell (2012) at this design are the procedures specifically implicated in the research process: the collection of data,

the analysis and reporting the data. According to Sugiyono (2012) descriptive method is statistics that using to analyze the data in ways that describe data that collecting as without meaning to make valid conclusion. Then, this study conducted to the whole university students as the population in Baturaja university, English education study program. So, the total of the population were 78 students. Next, the sample was collected by purposive sampling technique. Sugiyono (2012) state purposive sampling is technique sampling that based on some consideration. For this research the researcher took semester III, V, VII.

In this research, the writer used a questionnaire to collect data. Questionnaire is data collection techniques that done by giving a set of questions or statements to the respondents to answer. According to Creswell (2012) there are three types of the question: Close – ended, open – ended, semi – closed – ended questions. The questionnaire used in this research is structured questionnaire (Davis, 1993) explains on his study that the User of acceptance information technology: the characteristics of system, the perceptions of user and the impact of behavioral. The data of this study consisted of the students' general demographic and 20 questions of the students' perception toward mobile technology for learning English to analyze

the questionnaire data, the writers used descriptive statistics analysis techniques Using statistical analysis based on the results and the distributions of frequency. The scores of the questionnaire were the total number of options given by the respondents. The values obtained from the data. The writer analyzed the data by calculating the percentage of students' perception questionnaires toward using mobile technologies for learning English at Baturaja University that contains a Likert Scale.

Table 1 Interpretation of Mean Score

No	Mean Score	Interpretation
1	1,00 – 2,33	Low
2	2,34 – 3,66	Medium
3	3,67 – 5,00	High

Source :Al- Nough (2015)

The table above shows the criterion of the mean scores that have been categorized in 3 categories namely – low category mean score is 1,00 – 2,33. For score 2,34 – 3,66 is categorized as medium category mean score. 3,67 – 5,00 is categorized as a high. The low mean appertains to low agreement, medium means are the medium agreement, high mean appertains to high agreement.

FINDINGS AND INTERPRETATION

1. The Result of Students' Perception in Each Indicator of Questionnaire

a. Perceived Usefulness

From the result of finding, it is found that an overwhelming number of students had perceived usefulness toward the usage of mobile technology for learning English. It could be seen from the table 5. It is the result of questionnaire (perceived usefulness) in statement 1, 2, 3, 4, 4, 5, 6, 7, 8, 9, 10

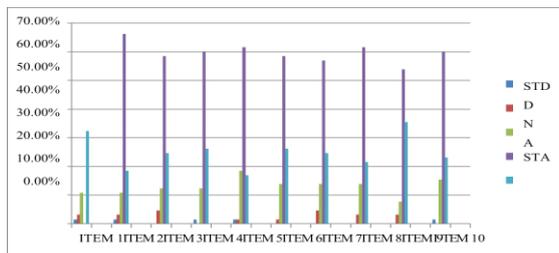


Figure 3. Percentage Distributions of students answer (Perceived Usefulness)

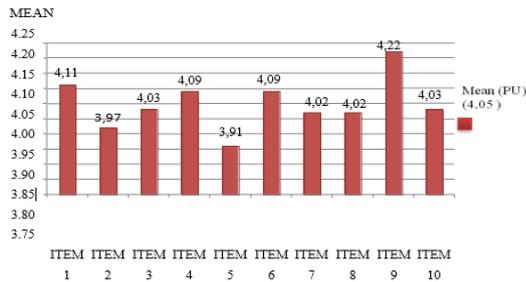


Figure 4. Descriptive statistical Distributions (PU)

Based on the figure 4, it can be seen the Mean score of the total item in perceived usefulness (M = 4,05) It was in high level. We could see that the students are conscious in using mobile technology is useful in improving the quality of their English learning activities and their productivity in learning English. Mobile technology also made them easily to complete their learning activities so, overall mobile technology is

useful for them.

The use of Perceived Ease

From the result of finding, it is found an overwhelming number of Students had perceived ease of use toward the use mobile technology for learning English. It could be seen from the table 6 the result of questionnaire perceived Ease of use in statement 11, 12,13, 14, 15,16,17,18,19, 20.

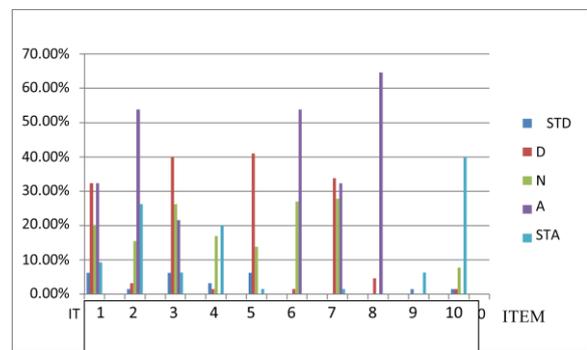


Figure 5. percentage distribution of Perceived Ease of Use

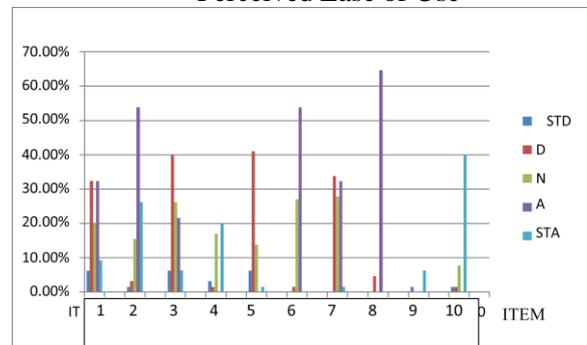


Figure 5. Descriptive statistical distribution (perceived Ease of Use)

The writer can explain the data above, it could be seen the average score of the total item in perceived ease of use (M = 3, 46) and it was in medium level category. It means that students perceived ease of use toward mobile technology for learning English. It could be seen that the students used mobile technology were clear,

understandable, and easy to remember how to perform their English learning activities. So, overall mobile technology is easy to use.

INTERPRETATION

By seeing the findings, the writer finds the results that showed an overwhelming total of students of this study program of Baturaja university had usefulness and ease of the use toward mobile technology for learning process. Most of the students expressed that they allowed with all statement items of usefulness with highest percentage as the finding results. At the meantime, university students showed that the low number of students showed that they do not agree on certain items of perceived ease of use. This variety of response is given by the students because they have different level of skill in using mobile technology.

This finding also related to the study by Azli et. al. (2018) which displayed the average score for each indicator of the usefulness of perceived that showed the responding to use mobile technology is useful for learning English. It demonstrated

the frequency distribution of perceived ease of use which showed different frequency of each item. The result showed that majority of the respondents showed overall agreement on both constructs usefulness and ease of perceived.

III. CONCLUSION

By the result of finding and the data analysis, the writer concluded that an overwhelming number of students had usefulness and ease perceived of use toward mobile technology for learning English. Majority of university students agreed that mobile technology was useful and easy to use for learning English. It could be seen from the analysis data.

Include on the data from the frequency of the students in using mobile technology, it can be seen the average score from all of item of questionnaire is (M = 3, 7) which means it was in category of high category. It means that students had high agreement interpretation on the using of mobile technology in usefulness and ease perceived in using technology to access the mobile for learning English.

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