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TECHNOLOGY-ENHANCED LANGUAGE TEACHING :

CURRENT RESEARCH AND BEST PRACTICES

Soegijapranata Catholic University

Editors:
Cecilia Titiek Murniati
Heny Hartono
Albertus Dwi Yoga Widiantoro

Unika
SOEGIJAPRANATA
Talenta pro patria et humanitate

Technology-Enhanced Language Teaching: Current Research and Best Practices

Editors:

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Technology-enhanced language teaching: current research and best practices

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FOREWORD

Existent literature on the role of digital technologies has suggested that technologies have transformed teaching strategies, teaching material deliveries, classroom interactions, and student engagement. Changing student demography and characteristics has partly influenced the extent to which digital technology is used in today's classrooms.

Indonesian government has anticipated this changing paradigm in higher education by setting up SPADA (*Sistem Pembelajaran Daring Indonesia*), a nationally-owned online learning platform. The government has also enforced some policies regarding online learning and the use of technologies for classrooms in higher education institutions. The Ministry of Research, Technology, and Higher Education even provides incentives and grants for innovative adoption of technology in the classrooms for departments in Indonesian higher education. Nowadays, it is increasingly more common to see teachers use blended learning, massive open online courses (MOOCs), and real-time online student evaluation. We have seen evidence where teaching and learning have extended beyond classroom walls. These approaches, while seemingly attractive, have their own downsides and advantages.

This book is written to provide insights for readers who are interested in the use of digital technologies in classrooms, particularly, language classrooms. Ten articles on technology and language research and best practices are compiled in this book to inform readers the current research and best practices on technology-enhanced language teaching and learning. This book is divided into four parts. The first part will discuss how social media is used to enhance the teaching and learning process. The second part focuses on Mobile Learning, particularly, how students perceive mobile learning and how

smartphones can benefit students. The articles in the third part discuss the possibilities of using Google applications in language classrooms. The last part of the book contains articles on the evaluation of e-learning.

This book is written as a part of the research grant awarded to by the Ministry of Research, Technology, and Higher Education. This book will be used as reference for students in the Faculty of Language and Arts, especially those in courses related to the use of digital technologies. This book will hopefully can contribute to the professional development of teachers and students in language classrooms.

Editors

Table of Contents

Part I Social Media for Learning

A QUALITATIVE STUDY OF SOCIAL MEDIA FOR ENGLISH LEARNING

Kenny Irene E. Sely, Cecilia Titiek Murniati, and Heny Hartono

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Introduction

Literature on the interplay between social media and language learning indicates that social media help society learn English. Social media are defined as the internet based applications which are also known as Web 2.0 (Kaplan & Haenlein, 2010). Social media have developed greatly since the expansion and the evolution of technology. Social media bring people together, facilitate collaboration, and make communication easier. Currently, social media are used as a platform to create and publish content continuously from one user to another (Obar & Wildman, 2015).

Through the rise of Web 2.0, social media greatly improve society because people can now gain advantages which they cannot get before its existence. Users are able to use social media to act and react to what is happening around them; for instance, giving responses to the tragedy around them without depending on third persons for media access (Dijkmans, Kerkhof, & Beukeboom, 2014). Social media users take advantage by using their smartphone and get the information based on the news spreads world-wide (Best & Maier, 2007). By using social media, teenagers and college students are able to entertain themselves as they have Twitter, Facebook, Instagram, Instant Messaging (LINE, WhatsApp, KakaoTalk, and We Chat). Some studies had proven that social media provide the advantages and disadvantages. The most common disadvantage of the use of social media is cyberbullying in teenage life. Cyberbullying is commonly viewed as a negative effect of social media. It is one of technology abuse in communication (Roberto, Eden, Savage, Ramos-Salazar, & Deiss, 2014). The most common type of cyberbullying is sending the inappropriate message via instant messaging, blog, or Short Message Service (SMS) to tease or hurt people (Stuck, 2011). Another disadvantage of social media is the identity theft or identity fraud which is defined as a crime in which someone or a group takes ones' identity or personal data deceptively. This crime is usually used for an economic benefit or economic gain (Justice, 2017). Since the identity theft is

mentioned as a cyber-crime, personal information which is uploaded in social media becomes less secure and social media become the cause of users' hacking of personal information. Another social media disadvantage is that social media cause unproductivity. People waste time to engage in online friendship (Alwagait, Shahzad, & Alim, 2014). They spend around 18 hours or even 24 hours online (Sorensen, 2013).

Based on the data regarding the most popular social media used by the active users, Facebook tops the list. It has more than 6 million active users per-month. It had 1.94 billion income in March 2017 and 2.01 billion in June 2017. These days, Facebook reaches 2.3 billion active users as Mark Zuckerberg announced through his personal account on June 27, 2017. The second most popular social media is Instagram. It has 1.5 billion users. The third is YouTube with 800 active users (Kallas, 2018). Kallas (2018) also mentioned that the users of social media are mostly teenagers.

Even though social media have some disadvantages, social media can improve and increase students' academic performance in class especially in English class (Alwagait, Shahzad, & Alim, 2014). More teachers are willing to integrate social media in their classroom to teach English as the foreign language (FL) to improve the students' skills such as writing, speaking, and listening. They usually use the available applications such as Facebook, Path, Twitter, WhatsApp, Line, and BBM (Singhai, 2007).

The teachers and learners who use social media to learn English as the second or foreign language believe that social media make the lesson inside and outside the classroom becomes more effective and easier (Chartrand, 2012). Even though some people find difficulties in learning a language, using social media to improve ones' second language is a good idea (Mubarak, 2016). The students will develop their new grammar, vocabularies, or even improve their listening and writing skills. They will read the post-caption and photos on Instagram, the tweets that are posted on Twitter, the conversation with the native speakers by having chats on WhatsApp and LINE, or watching the videos delivered in English that are available on YouTube (Al-rahmi, Othman, & Musa, 2014).

The writer was interested in conducting study related to social media and learning English as the foreign language among the college students. She used qualitative methodology and recruited college students as her participants of the study. The qualitative studies were conducted mostly from interviews, classroom observations, and long-term studies

3

observation (Gikas & Grant, 2013;Hyoungkoo Khang & Ye, 2012; Horne & Murniati, 2016). The writer selected university students as the participants of her study because the participants of the previous studies were mostly from high school and primary school students (Mubarak, 2016). The previous studies claimed that social media were helpful to improve their English especially in communication and language learning (Tezci, 2011). Another previous studies on social media for language and business relation selected businessmen and businesswomen as the participants to figure out how social media help them in some aspects, such as; marketing, communication, public relations, advertising, and broadcasting (Khang, Ki, & Ye, 2012).

Those reasons encouraged the writer to conduct this study in university environment. Thus, the writer decided to have Faculty of Language and Arts students as the participants of her studies instead of the students in school or businessmen and businesswomen. In this study, the writer would like to find out students' perception on using social media to learn English, what type of social media platform that students' usually used to learn English, and how students learned English using social media.

Literature Review

Perception

Perception is a psychological aspect which humans usually feel. It happens when humans responding the phenomena around them. According to Cohen (1966) in Ekalestari, Azmi, & Puri's study (2018), perception is defined as someone's cognitive primary form and contact towards the tragedies around them. Perception is also known as conceptual process, a defect in a sensory, and conceptual process.

According to Underwood & Teresi (2002), perception is related to the people's experiences of responding something. They see something happens around them, process an opinion and being a perceiver. It also takes part in making a conclusion whether ones like or dislike something.

There are four conditions which people can possibly build a perception:
   a. An object that makes people feel or perceive something.
   b. A relationship which happens between one and another.
   c. An available situation surrounds someone who perceives and feels something and produces a response.

    d. A natural progress which happens surrounding someone, such as; family, feelings, expectations, and some other factors.

Social Media

        Social media are tool which help communication easier. Now, the term of social media changes as Web 2.0 which technically has a different pattern in the online environment based on O'Reilly (2005). To summarize all those perceptions and the previous studies, Greenhow (2011) states that social media are able to be used as the second language learning tool especially in collaborative learning with other students and the teachers.

        As cited from Mubarak (2016), social media refers to the social software in the form of websites and other online groups such as social networking and micro-blogging which are created by a sizable group of users to share conversations, personal messages, ideas, information or to grow social and professional contacts.

        Nowadays, the most popular social media is *Instagram*. It allows users to see the world broader than their expectation. It also enhances users to share their pictures or videos with or witout captions. They usually write captions and leave comments mostly in English.

        According to Nurhantoro & Wulandari (2017), English is the most general language which is used by the social media users. English is also used to express their feelings in written language especially to write comments or captions in social media. Hence, social media obviously show and provide the users to use English as their foreign language to connect each other.

        Since people are easy to make a new social media account, students who are interested in learning language using Social media are able to create their own understanding (Gikas & Grant, 2013). However, as cited in Madni (2014), Social media provides different impacts for the users. Therefore, those who learn language from Social media will get different perception and information.

Advantages and Disadvantages of Social Media

Social media have proven that they have two sides of varied domains of practice which are threats and opportunities (Khang, Ki, & Ye, 2012). The rise of social media as the general tool of communication becomes broader not only in the education area but also in public relations. Since technology become so expansive today, social media have a lot of impacts which affect their users whether it is in positive or negative way.

Advantages of Social Media

The social media have come a long way. The technology and web technologies have made it possible to connect people. In the personal use, social media provide beneficial impacts for the users. Generally, social media are place to keep connected one another, communicate, and do brainstorming to find information.

According to the book Understanding Social Media (Taprial & Kanwar, 2012), these are four benefits or advantages in using Social media:
1. Personal Use

   Ones are able to use social media personally to keep in touch with the latest technology, knowing the current gossip, news, and things which keep going around them. social media are also able to replace the old communication tools which human beings usually have. Nowadays, it is so hard to find people who are not connected with their email, social media account, online friends, and teachers in cyber environment.

   Similarly, people tend to talk with their surroundings using social media. Sometimes, they do not need to talk to each other directly face to face, they just need to get online on Skype to have video or conference calls with each other. Ones can also be in touch with social media because of their various hobbies, like music, sports, or cooking. Therefore, social media also allow the users to upload and download pictures and videos aimed at showing other users the current activities that happen around the people.

2. Exploring Users' Creativity

   Social media allow people to show their creativity, for example, people who love writing, they can show their story in Blogs, those who love cooking, and they can show their talent by uploading videos on *Instagram*. Social media are the best way to explore and express people's ability, manners, and opinion. By showing users' creativity in social media, there are several social media platforms which allow the users

leaving comment and giving appreciation about ones' creativity. Moreover social media are also easy to reach. As we can see, social media are rich media today. Hence, ones are able to find their interest and hobbies which help them develop their creativity.

3. Social Interaction
    As human being, we should socialize with each other. Nowadays, social media enable people to interact and communicate with those who use social media. Instead of the mobile phones and websites, Social media are available every time people need to use them. The various Social media platform like Facebook, Twitter, *Youtube*, and *Instagram* support people to interact with people surrounding them. A user can add or invite more friends into their network and share with them by sending messages.

    Users can also meet foreigner on social media with the same interest and make new friends from all around the world. People can also use this networking-sites for their daily conversation today. Users believe that by using social media, communication becomes easy as they freely used and registered. People can also get feedback easily from other users. They are also able to see some advice or information regarding some topics which are updated on social media. Hence, an individual in social media can be an influencer for other users since people can connect each other on social media. Social media can also be used as the easiest communication tools to interact with other.

4. Get Empowered
    As mentioned in the previous point, a user can be influencer for other users. It happens because most people always share their activities, like holiday, education, and hobbies into social media. If the situation is bad, the whole network will be influenced by it. Thus, it is very easy to get affected by other users' influence in Social media. However, social media provide the users to be more selective and smart.

Disadvantages of Social Media

Social media also have some disadvantages. Some previous studies mentioned the same things about type of social media disadvantages. Most of them are called cyber-crimes. The writer would like to briefly explain those types of cyber-crimes:

1. Cyber Bullying
    Cyber bullying is defined as bullying using phones, internet, and other technology tools which happens in the cyber world or digital age (Smith, 2008). Another definition is also stated by Obar & Wilman (2015) that actually cyberbullying is a direct attack sent to other users by one user. They who usually do this are students in Senior High or College. It is carried by the doers which the victim cannot directly defend themselves. Cyberbullying is also known as an aggressive action and unforgettable for the victim. It brings more harm than good and affects the mental and psychological health for those who get bullied (Li, 2005).

2. Identity Fraud
    Identity theft which is also known as identity fraud becomes one of the most famous cybercrimes which happen in the online environment. As stated by Justice (2017), the viticms of identity fraud are more than the suspects. Identity fraud is aimed at having ones' identity such as bank account, social media personal password, and another account which is personal. Usually, people do this crime to gain some benefit in economic field.

    By this crime, researchers also concluded that there are many social networking sites have millions of registered users, for instance, *Youtube* and *Instagram*. On their registered accounts, people usually share their photographs, videos, and contact with their friends. By that way, identity fraud happened not only for stealing their account but anything that the users share. Identitiy fraud happens since the social networking sites increase higher than the previous years. The more it becomes popular, the more people get attracted for criminals in the cyber world (Bilge, Strufe, Balzarotti, & Kirda, 2009).

3. Unproductivity
    Social media lead to unproductivity because more than million social media users tent not do anything while they are getting online. They become unproductive since they spend their time more than 18 hours online (O'Keeffe & Clarke, 2011). According to their studies, the users who called themselves unproductive are usually the teenagers. The users' parents choose not to warn them doing another activity rather than just getting online. Hence, social media sometimes leave a bad impression for the parents whose children cannot be selective and choose the right time to get online.

Social media and English as Foreign Language

Since social media play an important role in academic field, social media also give positive impacts to the foreign language learners. At first, as stated by most researchers in Aforo's study (2014), Facebook was the most favorable social media which provide the language learners to learn English as the second and foreign language. Facebook is used as the tool which is useful to share, post, and download various learning topics which are able to be discussed in the classrooms. Instead of Facebook, another researcher informed that *Instagram* is also able to improve students' skills especially in writing and learning skills. The videos which are provided by *Instagram* for the users are usually using English. Therefore, students can directly learn new vocabularies and improve their listening skill (Omar H. , 2015). However, the students more like to use videos on *Youtube* to learn English audiovisually than videos on *Instagram* because *Youtube* videos duration is longer than *Instagram* videos. Hence, the students prefer to use *Youtube* to improve their skill whether it is speaking, listening, or pronunciation.

Another learning and teaching method in EFL classroom is usually by having video-post, photos, and sentences which are uploaded on social media which students are interested in. It is the best way to acquire the language especially for foreign language learning. According to Swain (2007), writing and speaking are included in the productive skills which students show when they learn foreign language. Thus, encouraging students to speak and experiment with the language is a good way to take part in learning. However, social media are not the best way to improve writing and reading skills (Sorensen, 2013). The portion of language which students are supposed to get should be higher than the words and vocabularies which are provided in social media.

However, learning English as a foreign language using social media is a good idea (Watkins & Wilkins, 2011). A web-based learning environment can promote constructivist learning through usual activities related to the vast number of information available on the Internet. In this case, teachers or educators can provide students with access to a substantial variety of tasks available in a combination of formats, such as text, graphics, audio, and video through social media. Moreover, these multimedia resources can contribute to an increase in students' motivation to learn English as their foreign language (Woo, Herrington, Reeves, & Agostinho, 2007).

Methodology

To address research questions which were what social media that they usually used the most to learn English and how they used their social media in their learning process, the writer employed qualitative study whose purpose was to explore and understand the meaning of individual's thoughts about human problems (Miller & L., 2000). Therefore, the writer collected the qualitative data to get in-depth the information about students' thoughts about this study.

Faculty of Language and Arts has 260 active students from batch 2014-2017. Using convenient sampling (Cohen, Manion, & Morrison, 2005), the writer recruited 130 from 260 students to participate in this study with the level of confidence was 90%. The reason why the writer chose Faculty of Language and Arts students was because the writer had access to the participant. The writer knew them well and had already established good rapport with them. Therefore, the writer was able to obtain good data, especially qualitative data. Qu & Dumay (2011) stated that qualitative researchers need to build rapport with their participants so that they could get rich and in-depth the data. Moreover, the students in Faculty of Language and Arts are social media users and have gadgets. Hence, they had a lot of experiences in using social media for learning.

a. **Instruments**

For qualitative data collection, the writer interviewed five selected students. Two students were in sophomore year, two students were in junior year, and a student was in senior year. The interviewees were social media users and students in Faculty of Language and Arts. Therefore, they learned English as the foreign language. They also got online when they had spare time since they were interested in social media. They also had compatible devices to get online.

Short Examples about Simple Coding

The Raw Data	The Manual Coding
[1]*Belajar menggunakan social media itu sangat membantu.* [2]*Tetapi, kita tetap membutuhkan guru untuk mengajari kita materi bahasa Inggris yang belum bisa didapat dan dijelaskan di social media.* [3] *Overall, social media dapat digunakan untuk belajar bahasa Inggris dengan baik.*	[1] HELPFUL [2] TEACHER [3] HELPFUL

b. Research Procedure

For qualitative analysis, the writer recorded and transcribed to analyze the data. The questions of the interview were used to elicit information that students might miss from the survey. The writer then transcribed and coded the interview. Coding is a process in which a researcher assigns a code to facilitate qualitative data analysis. A code is a word or a short phrase that are assigned in data to capture the most salient information or keyword. Coding helps researchers find conversation patterns in their transcripts in order to summarize and categorize each student's responses Saldana (2009).

Charmaz (2006) also mentioned in her book about simple coding in qualitative data analysis. She defined that coding was the process about finding and figuring out what data was about. She also stated that actually coding was giving understandable labels to the data collected to categorize and summarize the qualitative findings. Coding was also used to separate, sort, and select the raw qualitative data. Below are short examples of coding in qualitative data.

Findings and Discussion

The writer collected the qualitative data by interviewing the students. In interpreting the interview results, the writer did not mention the real name of the respondents. The results of the interview were aimed at getting in-depth the information about students' perception of social media and English as their foreign language. There were five respondents who were willing to do an interview with the writer. Two of them were in sophomores, two of them were juniors, and one of them were from senior year. The writer found out several same responses about their experience using social media.

The most frequently used social media to learn English as a foreign language

Based on the second research question mentioned above, the writer would like to find out what type of social media that the students use the most to learn English as their foreign language.

Based on the interviews with the students, the writer found that all of the students mostly chose *Instagram* and *Youtube* as platforms to learn

English because they could find a lot of interesting pictures, sentences, and videos which were delivered in English. The videos and pictures on *Instagram* and *Youtube* were impressive since the students tended to learn English audio-visually as stated by Jane, a junior,

> *Ya paling Youtube. Instagram juga bisa, tapi cuma visual. Kalau audiovisual tetep mendingan Youtube banget-banget.* (*Julia Lika, wawancara, 27 Juli 2018*)

> (I tend to use *Youtube*. *Instagram* is also good for visual learning. For audiovisual learning, I prefer to *Youtube*, *Julia Lika, interview, 27 July 2018*)

Similar statement was also expressed by Julia Lika. She was interested in using *Youtube* to learn English since it provided her with audiovisual materials. Both *Youtube* but also *Instagram* were important tools to learn English. However, *Instagram* mostly provided the visual media like pictures and captions rather than audiovisual media like videos on *Youtube*.

> *... Because on Instagram I find a lot of videos that using English. For example, do you know @gurukuMrDanis? Dia tuh kayak ngajarin kita bahasa Inggris gitu loh. Tapi bahasa pengantarnya Bahasa Indonesia.* (*Kunto, wawancara, 26 Juli 2018*)

> (... Because on *Instagram* I find a lot of videos that using English. For example, do you know @gurukuMrDanis? He teaches us English but he uses Bahasa Indonesia, *Kunto, interview, 26 July 2018*)

Kunto expressed his opinion by mentioning one of *Instagram* users that taught English, Mr. Danis. He also informed that actually Mr. Danis delivered his lessons by using Bahasa Indonesia to make learning English easier. Hence, he preferred using *Instagram* to learn English.

Another opinion stated by Kunto when the writer was asking about *Youtube*. He said he could find a lot of sentence and words which were written and uploaded in English on *Youtube*. The writer asked him why he usually found them on *Youtube* rather than on *Instagram*. Then, Kunto was able to explain the reason.

Instagram tuh banyak juga. Tapi Youtube yang paling banyak. Soalnya mostly kan aku nonton Youtube videos which are delivered in English. Jadi, aku mendengarkan Youtubers ngomong pakai bahasa Inggris dan membaca komen-komen fans nya juga pakai bahasa Inggris. Jadi aku sering banget lah membaca sama dengerin video pakai bahasa Inggris di Youtube. (*Kunto, wawancara, 26 Juli 2018*)

(*Instagram* has a lot of things to learn but *Youtube* has the most. It happens because actually I watch English videos on *Youtube*. Therefore, I listened to them (the *Youtube*rs) talking using English and read the fans' comments in English. I read the comments and watch the English videos very often on *Youtube, Kunto, interview, 26 July 2018*)

Kunto mostly used *Youtube* since he could find a lot of English videos on *Youtube* rather than *Instagram*. He also stated that the comments that were written by the *Youtube*rs' fans were also delivered in English. This activity pushed Kunto as a student to learn English as his foreign language more and more. However, another student, Susi Gadis, had different opinion about this.

Kalau Instagram kan banyak banget akun-akun yang khusus buat belajar ngga cuman bahasa Inggris. Kita bisa berbicara sama orang pakai bahasa Inggris di kolom komentar, kita juga bisa mengekspresikan feeling kita lewat nulis caption atau tweet kita. Agak mengasah writing skill. (Susi Gadis, wawancara, 26 Juli 2018)

(On *Instagram* we can find a lot of accounts which provide you not only to learn English. We can talk to another users using English by leaving comments. We can also express our feeling by writing caption or tweets. It can also improve our writing skill, *Susi Gadis, interview, 26 July 2018*)

Susi stated that actually on *Instagram* she could find a lot of sentences written in English. We did not have to follow or find accounts which purposely teaching English. By uploading pictures and expressing our feeling and situation in our captions in English, we learn the English language.

Emm… Instagram bisa (untuk belajar bahasa Inggris). (Maxime Xavier, wawancara, 27 Juli 2018)

(Hmmm... *Instagram* works (to learn English), *Maxime Xavier, interview, 27 July 2018*)

… Aku dapat vocab baru, aku dapat cara berbahasa yang baru, aku jadi tahu orang bule itu kalau ngomong gimana. Dari baca status, caption, atau kata-kata lain. Tapi di sisi lain aku belum dapat semua nya yang seharusnya aku gunakan untuk sekolah. (Risa Karen, wawancara, 27 Juli 2018)

(… I learn new vocabularies, I can understand new language, I also understand how foreigner speak by reading the caption, status, or another sources. However, I still cannot fulfill what I need to learn in the college, *Risa Karen, interview, 27 July 2018)*

Shown by the interview results above, students opted to use *Instagram* and *Youtube* to learn English. They stated that using both of those platforms really helped them learning English as a foreign language. Nonetheless, as reported by Risa Karen during the interview, she stated that actually the materials in the social media did not match the subject materials in college.

The same findings were also reported by a researcher in University of Romania. She studied about the impact of social media towards the improvement of students' vocabulary in class (Monica, 2014). She reported that social media provided students various vocabularies to learn English. Those vocabularies help students improve their writing and reading skill learning in the classrooms to some extent. However, these vocabularies often do not match with the required count words for college students to succeed academic writing.

In conclusion, to elicit the second research question, the writer concluded that the social media which they used often were *Instagram* and *Youtube*. They believed that actually *Youtube* and *Instagram* provided materials and lessons to learn English even though they were not looking for specific accounts about teaching English such as @skinnyfabs, @bbclearningenglish, and @translatepedia. They also claimed that actually they could get new vocabularies from *Instagram* and *Youtube* to help them develop their Englis skills.

On *Youtube*, they could listen to the various English videos and read the comments in English. On *Instagram*, they could read a lot of words and sentences which were written in English. They also usually expressed their feeling and current situation using English.

Students' learning process by using social media

The writer already figured out how actually students use social media to learn English as their foreign language. She also analyzed the pattern that basically students stated during the interview. They almost had the same answer about their process in learning English by using social media.

> *... Mulai dari takut salah, terus penasaran, terus akhirnya buka dictionary dan aku tahu jawaban yang sebenarnya. Misalnya, kata ini bahasa Inggris nya tuh apa, verb-verb nya tuh apa, atau adjective nya yang belum pernah aku temui di kelas. Kayak misalnya "stunning" aku awalnya ngga tahu, malah tahu nya dari social media. Aku tahu dari Instagram account nya Selena Gomez pas dia mau konser. Dia "stunning" banget artinya dia "flawless" banget. Begitu. (Kunto, wawancara, 25 Juli 2018)*

> (…At first I am afraid of doing mistake, then I am curious about those words, then finally I looked them up in the dictionary to get the right answer. I try to find out what those words mean, the verbs, the adjectives which I have never found before. For instance, 'stunning,' I have never understood that word before. I knew that from social media. I knew that from Selena Gomez's *Instagram* account. She is so stunning. It means she is so flawless, *Kunto, interview, 25 July 2018*)

Kunto stated that actually he was curious about some difficult words updated in social media especially *Instagram*. That curiosity appeared when Kunto felt very afraid of making mistakes or errors when he wrote something in social media. He said that those difficult words which were found in social media were usually used to express or explain. He also informed that actually he learned difficult words like verbs or adjectives which he had never read before. After he got curious about those words, he decided to find the meaning in the dictionary. The same response was also stated by Susi Gadis. She reported about the learning process by using social media.

Misalnya nih aku mau upload foto di Instagram, nah aku bingung kan mau nulis caption apa. Lantas aku cari di Google, tetep ngga tau arti nya kan. Aku lari ke Google Translate. Setelah aku cari tahu artinya, aku jadi tahu arti sesungguhnya dan aku belajar secara otomatis. (Susi Gadis, wawancara, 26 Juli 2018)

(For example, I would like to upload my photo on *Instagram*, I am confused about the caption. Then I search a quote from *Google*, I still do not know what the meaning is. I move to *Google Translate*. After I find the meaning, I can easily know the meaning. That is how I learn English from social media. It feels like I automatically learn English, *Susi Gadis, interview, 26 Juli 2018)*

Susi's statement was similar to Kunto's in that actually students still need a dictionary or *Google Translate* to learn English. They translated difficult words first before they did the next steps. Another similar response was expressed by Risa Karen. She told the writer about the same learning process using social media.

Sering! Banyak banget kata-kata yang buat penasaran di social media. Pokoknya sering. Kadang aku nih ngga tahu kalimat ini, maksutnya apasih, kok pengen tahu. Misal contoh simple nya "pathetic" aku ngga tahu kan kata-kata itu artinya apa. Pernah baca-baca quotes yang bijak-bijak gitu, aku ngga nangkep. Biasanya aku langsung cari gitu di Google. Sing literally cari gitu di Google. Aku sih apa-apa butuh Google. (Risa Karen, wawancara, 26 Juli 2018)

(Very often! There are so many words which make me curious in social media. Sometimes I do not know what they mean. Meanwhile, I really want to know them. A simple example is "pathetic." I did not know the meaning because I suddenly found it when I read a wise quote. I really did not get it. I usually searched difficult words on *Google* directly. I always need *Google* every time, *Risa Karen, interview, 26 July 2018)*

Julia Lika also said the same thing about *Google*. She admitted that she used to make some mistakes on social media but she always tried to correct them after she found the right answer on *Google*.

Iya pernah, pastilah. Orang aku juga kalau salah gitu larinya ke Google. Langsung tak Google Translate. Kalau aku ngga tahu

artinya juga aku langsung ke sana (Google Translate). (Julia Lika, wawancara, 27 Juli 2018)

(Sure. If I do some mistakes, I will directly translate it using *Google Translate*. If I do not know the meaning, I directly go to *Google Translate*, *Julia Lika, interview, 27 Juli 2018*)

Risa and Julia's statement also showed us that actually students needed support system to learn English using social media. They needed online and offline dictionaries. They also needed *Google Translate* and *Google* to help them find difficult meaning and words on social media. Another support systems that they needed in their learning process were teachers and friends. The students stated so since they were less-confident to express and explain something using English in social media. Hence, before they uploaded or wrote something on social media, they asked for the correction from their friends.

Iya! Karena aku anak sastra Inggris aku jadi merasa terintimidasi. Tapi it does not mean kalau aku ngga pernah update atau ngomong pakai bahasa Inggris di social media ya. Kalau aku update, ya aku bener-bener mikir gitu. Mesti lama banget mikirnya. Kayak sama si DC, aku pernah nanya ke dia gara-gara aku pengen update pakai bahasa Inggris di Instagram tapi aku takut salah. (Risa Karen, wawancara, 27 Juli 2018)

(Yes! I feel so intimidated because I am English literature student. But it does not mean that I never write or update using English in Social media. If I want to update something using English, I will think about it for several times. I used to ask DC (interviewee's friend) about sentence which I really wanted to update on *Instagram* but I was afraid of making mistakes, Risa Karen, interview 27 Juli 2018)

Risa told her story that actually she was afraid of making mistakes if she wrote or updated her status in English. She even needed her friend to proofread them before she posted them. In her mind, she thought that she was an English literature student. Thus, she believed that English Department students should not do errors while writing or posting sentences in English.

According to Maxime Xavier, he also reported that he did not want to use English too much on Social media. When the writer asked him

whether he ever did mistakes on Social media or not, he said that he also did.

> *Pernah, Kak. Tapi ngga sering. Sekali atau duakali. Ya benar karena dibenarkan orang lain itu. Kalau ngga dibenarkan ya tetap salah. (Maxime Xavier, wawancara, 27 Juli 2018)*

> (Yes, I did. But it was not that often. Maybe once or twice. It became right since some people corrected me. If they had not, I would have made the wrong sentence, *Maxime Xavier, interview, 27 Juli 2018*).

However, some respondents reported that they were confident enough to use English to write and post theor words on Social media. They felt confident because they learned English every day. Their education background as English department students was also also giving a positive impact. Since they were majoring in English department, they were not afraid of making mistake in updating or posting something written in English to improve their English skills.

> *Because I have a knowledge. Aku punya pengetahuan tentang grammar nya, aku punya pengetahuan tentang struktur kalimat, verb, dan segala macamnya. Jadi aku pede-pede aja. Setelah itu,* Social media *hanyalah alat bantu untuk mengasah dan memperdalamnya lagi. (Kunto, wawancara, 25 Juli 2018)*

> (Because I have a knowledge. I have knowledge about grammar, structure, verbs, and everything. It makes me more confident. After all, Social media are just a tool to get in-depth in it, *Kunto, interview, 25 July 2018*)

Susi Gadis was also stated the same thing related to the education background,

> *. . . Karena aku anak sastra Inggris! Tapi sebenernya tuh bukan masalah jurusannya. Orang teknik atau psikologi juga pasti ada yang bisa berbahasa Inggris. Tapi karena kita anak sastra Inggris, kan seharus nya memang bisa berbahasa Inggris dan lebih punya banyak ilmu dan lebih percaya diri untuk memakai bahasa Inggris tersebut. Begitu. (Susi Gadis, wawancara, 25 Juli 2018)*

> (. . . It is because I am English literature student! But actually it is not about the major. Engineering or psychology students are mostly

capable of using English. However, it because we are students of English literature, or knowledge are better than them. We also have to be more confident using English every time, *Susi Gadis, interview, 25 July 2018).*

However, compared with Julia Lika, she was confident in using English on social media not because she was an English literature student. She said she was confident if the grammar was not complicated.

Aku PD nya sih karena itu grammar nya ngga ribet. Tapi kalau banyak banget kaya ada adjective clause, passive, active, semua nyambung jadi satu, wah itu aku kadang bingung sendiri. (Julia Lika, wawancara, 27 Juli 2018)

I feel confident because the grammar is not that difficult. However, if the structure is too much, like I need adjective clause, passive, active, in my sentence at once, I will be very confused about that, *Julia Lika, interview, 27 July 2018).*

In this session, the writer concluded that actually students' curiosity led their learning process using social media. However, some of them were less-confident because they were afraid of making mistakes in using English to post and express their feeling on social media. Some of them were confident because they believed in themselves that actually they had English knowledge better than students in different department such as psychology, engineering, and architecture. Julia Lika also stated that she would be confident in writing or posting caption and picture in English on her social media account if she only used simple sentences.

Various language skills that students can learn from social media

In the interview session, the writer found what types of skill students believed the most useful for them from the social media. They stated that actually the social media could possibly improve both their receptive and productive skills in learning process using social media. They also stated that people who they followed on their social media account could be beneficial. They believed that if the people whom they followed using English for photo captions or comments, they would be able to acquire some words or expressions.

When asked what types of skills students could improve from their interaction on social media, students reported that they were able to learn various English skills. However, what they acquired from the social media did not always help them master advanced language skills such as academic writing.

> *Sebenernya semua itu bisa di asah dengan belajar melalui social media. Productive skill iya, tapi writing engga. Lebih banyak improve ke speaking skill karena di Youtube banyak banget orang ngomong pakai bahasa Inggris. Aku bisa tiru cara orang tersebut ngomong. Kenapa writing engga? Karena writing yang kita pakai itu kan lebih ke academic writing bukan kalimat yang biasa-biasa aja. Kalau buat text ke temen ya oke lah. Tapi kalau buat paper atau essay ya I think no. Kalau untuk receptive skills, listening itu bisa banget di improve, karena mau ngga mau kita nonton Youtube ya ndengerin orang ngomong pakai bahasa Inggris. (Kunto, wawancara, 25 Juli 2018)*

(Actually every skill can be developed by using social media. Productive skill is mostly for speaking skill. Since on *Youtube* we can find a lot of people talking using English, we can imitate what they say. For writing, I do not think it works since writing that we use is more like academic writing. It is not about a regular writing. If it is used to text our friends, it will be fine. However, if it is used for writing an essay or a paper, I think no. For receptive skills, listening is totally able to be improved because we will listen to people who mostly speak using English, *Kunto, interview, 25 July 2018)*

In another conversation, Kunto also explained that social media did not improve reading skill either. Reading materials that students in Faculty

of Language and Arts need were actually academic reading materials for TOEFL Test or another English test in advance. It also happened in Aforo's study (2014) about The Impact of social media in Academic Reading opined that actually social media give impact to students' English skills improvement. However, in the conclusion, to improve academic reading skill, social media did not give a positive impact. It happened because he found that people could possibly write sentences in grammatically wrong on social media.

Another statement was also delivered by Kunto,

> *Reading ngga terlalu ngefek. Hal ini disebabkan karena konteks reading yang aku butuhkan adalah academic reading untuk TOEFL Test bukan seperti reading-reading yang biasa. Vocab yang aku perlukan untuk mahasiswa seumuran aku seharusnya juga lebih high daripada vocab yang biasanya tersebar di* Social media*. Kalau cuma reading kayak short story atau novel, okelah. Tapi kalau buat ujian serius kayak TOEFL gitu,* Social media *belum bisa mempengaruhi banyak. (Kunto, wawacara, 25 Juli 2018)*

> (Reading does not affect too much. This is caused because the content of the passages that I need is academic reading for TOEFL Test. Vocabularies which I need are supposed to be higher than the general vocabularies which I find on Social media. If it is only about short story or novel, it will be fine. However, for the advance test like TOEFL, Social media have not affected too much, *Kunto, interview, 25 July 2018)*

Nevertheless, another perception was stated by Risa Karen. She implied that social media were able to improve her reading skill. She also explained another skill which could be improved using Social media.

> *Kalau reading, yang dibutuhkan kan seberapa cepat kamu membaca, seberapa besar kemampuanmu menangkap intinya, nah latihan aja dari sosmed. Karena kalau sudah sering membaca, pasti akan cepat terlatih. Kalau sosmed baca 1x bisa, 2x bisa, 3x bisa, lama-lama bisa melatih reading skill. (Risa Karen, wawancara, 27 Juli 2018)*

> (For reading, what we need is knowing how fast you read that passage and how fast you understand the main point. By practicing using social media, we will get used to it. Once, twice, three times,

you will get used to it to practice your reading skill, *Risa Karen, interview, 27 Juli 2018)*

She stated that actually by reading passage on social media, we would get used to it. She believed that Social media could improve reading skill by reading the passages which were provided on social media.

Another skill which could be improved were writing and speaking. They also mentioned that by reading some post or captions on social media, they could find new vocabularies which they had never found before. Almost all of the respondents mentioned the same skills which were probably improved by using Social media.

According to Maxime Xavier, he was able to learn pronunciation from *Youtube*, as the interview session, he stated that

Soalnya menurut aku, aku bisa belajar banyak dari orang luar kayak grammar dan pronunciation. (Maxime Xavier, wawancara, 27 Juli 2016)

(For me, I am able to learn English from foreigner to improve grammar and pronunciation, *Maxime Xavier, interview, 27 July 2018)*

However, for Julia Lika, she stated that social media could improve both listening and speaking. She tend to listen to the live news on *Instagram* or *Youtube* and started to learn by imitating their speaking style. Other than that, she also said that social media could also improve their writing skill.

Writing sama listening. Ya speaking juga kalau misalnya sarana nya memadahi kayak telponan sama partner yang cocok. Tapi lebih ke listening sih soalnya aku orangnya suka talk show gitu. Kalau writing, aku tahu dari membaca meme, caption, atau berita, terus aku tulis ulang lagi. (Julia Lika, wawancara, 27 Juli 2018)

(Writing and listening. Speaking is also improved if we could have conversation with the right partner. But I prefer to the listening skill because me personally like watching talkshow. For writing, I improve it from reading meme, caption, or news. Then, after that, I re-write it, *Julia Lika, interview, 27 July 2018)*

Teachers Roles in Learning Process

Even though students reported that they could improve their skills in their learning process, they admitted that teachers' roles were really important to them. They needed teachers to complete the lessons which they got on social media and add the lessons which they did not get on Social media. Since they learned English using Social media not on purpose, they realized that the materials which they got were not enough.

Ya butuh, mau gimanapun butuh. Kalau cuma bilang good morning doang atau yang simple gitu ngga usah nanya kan uda tahu sendiri. Tapi kalau yang sudah susah banget ya mesti nya butuh lah. *(Julia Lika, wawancara, 27 Juli 2018)*

(I still need them. No matter what happens, I still need teachers. If it is just saying something simple like 'good morning,' I know. However, for the difficult ones, I still need my teachers, *Julia Lika, interview, 27 July 2018)*

The same statement was also delivered by Susi Gadis, Risa Karen, Kunto, and Maxime Xavier. Some of them stated that,

Iya dong. Kalau cuma baca caption di social *media doang, kita ngga tau loh dia anak mana, background bahasa Inggris nya baik atau engga. Even though dia native speakers atau bule, kan belum tentu dia berbicara atau menulis dengan benar. Sama kayak kita orang Indonesia, belum tentu kita ngomong bahasa Indonesia dengan tatanan bahasa yang baik. Kenapa kita butuh dosen? Karena kita tahu background mereka adalah orang-orang yang berpengalaman banyak dalam berbahasa Inggris. Mereka juga memiliki pengalaman untuk membedakan mana yang benar dan yang salah. Bukan masalah kewarganegaraannya, aku juga sering tahu kok kalau bule grammar nya banyak salah, malah bagusan orang Indonesia yang berbicara. Itu sebabnya kita butuh guru atau dosen untuk mengajari dan memberi kita feedback. (Susi Gadis, wawancara, 27 Juli 2018)*

(Of course, yes. We cannot even know their backgrounds, whether they are good in English or not. Even though they are native speakers, it does not guarantee that they are grammatically correct in reading or speaking. As same as Indonesian, we cannot say if we are good in Bahasa Indonesia. Why we still need lecturers? It is

because we know their background. They are good in English. They are well-experienced in teaching English. They also have a lot of experiences to differentiate which one is right, which one is wring. It is not about the nationality, I know that even foreigner do mistakes, even Indonesians are better. Therefore, we still need lecturer to teach and give us feedback, *Susi Gadis, interview, 27 Juli 2018)*

Another same response from Risa Karen,

Tetep! Selain sosmed, aku juga selalu nanya orang-orang yang lebih expert daripada aku. Contohnya, pas itu aku lagi di ruangannya Bu Anggun, aku ngga tahu kan ini artinya apa, ya aku langsung nanya. Secara ngga langsung, ya aku masih butuh dosen dimanapun-kapanpun. (Risa Karen, wawncara, 27 Juli 2018)

(Sure! Excluding social media, I keep on asking to people who are expert than me. For example, when I was studying in Mrs. Anggun's office, I did not get what this sentence meaning was. I directly asked her. I still need my lecturers everywhere—every time, *Risa Karen, interview, 27 July 2018)*

All the participants agreed that teachers played an important role in their learning process. They also believed that teachers would keep on giving feedback if they were asking about the materials which they did not understand clearly. In addition, people on their Social media also affect them. For those who followed users whose account were mostly using English, they would get the impact in using English on their social media.

Discussion

According to the overall data, the writer found that social media were useful for students to learn English. Based on the result of qualitative data, the students stated that leaning English using Social media was totally fun. In addition, they also stated that actually Social media were the most important tools which they needed to use while learning English outside the classroom. They stated that social media provided captions, pictures, tweets, video, and short movies to learn English. However, some of the students admitted during the interview session that they still needed formal classes to learn English more as their foreign language. This statement was in line with Mubarak's findings (2016), in which he found that it was normal if students like to learn English as their foreign or second language through

social media. However, they still needed sessions to learn English in a more formal manner.

Students also agreed that Social media make them become an independent learner since Social media were flexible. They were able to use social media whenever and wherever. Some students reported that they learned English using social media deliberately. They followed people who often used English to update tweets, photos, captions, and those words were automatically read and understood by the students.

Since then, students believed that their learning process in social media could possibly improve their English skills either receptive or productive skills. The same view stated by Omar, Embi, & Yunus (2012); they said that social media now became a significant part of learning English. It was necessary for students to choose the best social media platform as their tool to learn English as a foreign language. In this study, generally, the students mostly chose *Instagram* and *Youtube*. They would also possibly find advance vocabularies and listen to the new difficult words from some credible accounts such as National Geographic (@natgeo), BBC News (@bbc), and Billboard (@billboard) if they were willing to follow those accounts.

Students have ample opportunities to become an independent learner. However, some of them needed support systems in their learning process using social media. The first one was *Google Translate* or *Google* as the general search engine. All of the respondents of this study stated that every time they were confused in defining or translating difficult words which were found on Social media. They sometimes moved to *Google* and opened *Google Translate* to find the right meanings of those words. Some studies also found that college students utilized MT or machine translator for difficult words they came across in Social media because they lack of vocabularies and make spelling errors (Läubli & Orrego-Carmona, 2017). The second was online and offline dictionary. Students tend to use online and offline dictionary after they read and write sentences or words in English. The third is teachers. According to the students, they still needed teachers in the classroom to teach them English since they believed that teachers had excellent education background and they could give comments or feedback to the students accurately.

Conclusion and Suggestions

Conclusion

The writer concluded that students had positive perception of the use of social media to learn English. They described social media as fun, flexible, and helpful platforms to assist them in learning English as a foreign language.

The findings of this study also show that students get pleasure in using social media platforms since they know that social media are beneficial. They will use those platforms in the future. Additionally, the most important factors like dictionary, Google Translate, teachers, and friends play a big role in supporting students when they learn English as a foreign language.

In sum, the writer created the model of the learning process through social media in Figure down below:
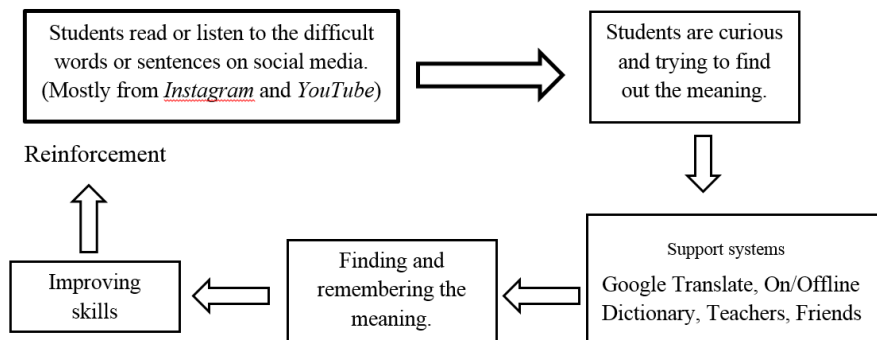
The figure had already answered the research questions about platforms that students use the most and how students learn English using social media. It also had explained that to improve their speaking and writing skill, teachers are the most important. They need feedback, comments, and face-to-face meeting with the teachers as the experienced educators. The last support system is their friends. Some students tended to check their sentences or words before they uploaded or updated them on their social media account. They would feel confident to share those sentences or words after their friends gave positive responses as a sign that their writing was grammatically correct. Furthermore, people whom they follow on social media also affect them in learning English; for instance, the

language that appears in social media timeline, word dictions which they read in the following's post, and the videos which they watch on social media. Even though there were several English skills which are not improved completely, the students would like to keep on using social media in academic environments. Therefore, the students have a big opportunity to become an independent learner using social media. However, to avoid negative contents which the students should not get in their learning process, the students as smart users must be selective in using social media as a tool to learn their foreign language.

Suggestions

Students should maintain their willingness to learn English as their foreign language not only by using social media but also by using another platforms which are provided in the cyber world. Those who are not confident to use English on social media should get encouraged by their friends, teachers, and parents. However, they should know that not all the materials and lessons which are written in English are totally correct. Hence, other references to learn English should be utilized. For English students, they should have more references to learn English instead of sentences and words which are found on social media. Consulting teachers, asking a lot of questions about contents that students do not understand, and having formal meeting in the classroom are the best ways to improve students' English skill. Last, for the future researchers who are interested in working on this topic, the writer suggests that they can recruit other participants in other departments. Future researchers can also recruit middle school or high school students.

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Part I Social Media for Learning

AN ANALYSIS OF A COLLABORATIVE DIGITAL STORYTELLING FOR LANGUAGE LEARNING

Cecilia Titiek Murniati

AN ANALYSIS OF A COLLABORATIVE DIGITAL STORYTELLING FOR LANGUAGE LEARNING

Cecilia Titiek Murniati

Introduction

Digital technology has provided various means for teachers and students to employ a range of modes to describe a concept or a phenomenon. Models, simulations, storytelling, and games can be delivered by the means of technology to make concepts or phenomena more interesting. Digital images, texts, and audio can be integrated and presented in a template or platform.

Digital storytelling is defined as 'the social practice of telling stories" which is done by means of digital technology (Meadows, 2003). Digital storytelling can be expressed in numerous terms such as computer-based narratives, digital essays, and interactive storytelling. Digital storytelling commonly employs the combination of texts, images, recorded audio narration, video or music clips (Robin, 2018). Digital Storytelling Association (2002) explains that storytelling has long existed in the history of mankind. Storytelling has been used to share knowledge, wisdom, knowledge, norms, and values. In the past, storytelling practice in some societies is done orally. Today, digital technology has made storytelling more enjoyable and real since it employs multimodality.

Studies on the impact of digital storytelling on student learning showed that digital storytelling, while may not have direct relationship with academic achievement, is a powerful tool to increase student engagement and cognitive development. Digital storytelling is an excellent tool to integrate course content with learning activities to create more engaging class atmosphere. Creating stories digitally allows learners to practice language in an expressive manner. Students are able to focus less on grammar and technology and more on creating compelling stories (Castaneda, 2013). Some studies also found that digital storytelling improves cognitive development, self-authoring, and identity construction (Davis, 2004; Sadik, 2008).

This study examined collaborative digital storytelling to learn a language. To date, many studies on digital storytelling have focused on individual project. Therefore, this study aims to bridge the gap by emphasizing collaborative projects on digital storytelling.

Literature Review

Digital Storytelling

Digital storytelling can be an appropriate tool to increase student engagement and participation in the classroom. Robin (2008) defined digital storytelling as a tool that

> "… allows computer users to become creative storytellers through the traditional processes of selecting a topic, conducting research, writing a script, and developing an interesting story. This material is then combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips, and music so that it can be played on a computer, uploaded on a web site, or burned on a DVD."

In the past, digital storytelling made use of camera, video, and audio capture devices. Nowadays, the advancement of technology has made it a lot easier and cheaper for students to create stories using the Internet and mobile devices.

The Influence of Digital Storytelling on Learning

In this proposed study, the word storytelling is understood as a medium popular culture that relies on illustrations or images created from panel to panel where each panel has almost identical images, so that will create an image movement when projected. The purpose of storytelling is to facilitate students in understanding, learning, memory, communication and the conclusion of a thing. Findings from Tversky, Morrison, and Betrancourt (2002, p 248) stated that, "The assumption is that graphics can facilitate comprehension, learning, memory, communication and inference "is evidence of the influence of good storytelling products on student learning. Subroto (2005, p.

25) support the above statement by arguing that students would rather see the movie broadcast rather than learning. In the context of learning, Jolly (2003, p.1) says that the use of images as a way of conveying information will improve understanding and the absorbency of something already read. Rieber (1990) also argues that the film storytelling can be an attraction for human strength to master forms media that rely on the skills to visualize.

The literature on teaching English for learners says that teachers should use teaching media that can stimulate imagination and attracts children's attention. One of the media that can be used is the form of a story like that described above. Actually, a story, whether pictorial or not, can be judged enrich the imagination of students and can attract students' attention. However, there is understanding that if a comic can be processed into an animated film then the student will more interested to pay attention to the film as a medium of learning. There technology makes students early enough to be familiar with multimodality, ie perform activities that use images, video, audio, and other media inside the same time. Therefore the storytelling uses some multimodal features then this feature is expected to be able to motivate students to be more interested in the activities learning. In addition, there is an opinion that compared to textbooks, technology multimedia like this animated film can make students more enthusiastic and more like learning activities. In addition, animated picture stories according to Gjedde (2015) will also prepare students to have cognitive skills better in making an understanding or "meaning-making" (page 3). In Another study, Surrah & Mohamed (2015) says students are using a combination images and texts learn more than students who only use text. When a person uses images, actions, and dialogues to understand something, they will better understand the meaning of a word (Gee 2004).

Methodology

Method of data collection and analysis

Data collection

Population and Sample

The population of this study will be freshmen in a private university in Semarang. The participants will be selected based on convenient sampling.

Instruments

This study is quantitative study. The main instruments in this study were questionnaires. The questionnaire consists of three parts. The first part of the questionnaire was used to capture the demography of the participants. It has three question items. The second part of the questionnaire was used to find out participants technology literacy and technology comfort level. It consists of two items. The last part of the questionnaire was used to elicit information about students' perception of the software and their experience in creating digital stories. This part has 28 question items.

Applications overview.

This study focuses on students' attitude towards digital storytelling for English learning. The web-based applications to use in this study will be web-based *Make Beliefs Comix* and *Toon Doo.* The writer will use these two platforms to explore students' experiences in using these two platforms to create stories digitally.

a. Make Beliefs Comix

Make Beliefs Comix is an online tool that people can use to create comic strips easily. This online tool is easy to use and is very user friendly. Make Beliefs Comix has a lot of options for characters, backgrounds, and many other features that make it easier for anyone to create stories individually or collaboratively. The comic strips that are created can be shared.

b. Toon Doo

ToonDoo is a great, comic-creating tool that people can use. In Toon Doo, users can create digital books or comic strips. Like Make Beliefs Comix, Toon Doo has rich options for characters, backgrounds, and other features. Users can choose page layout, characters, poses, and facial expressions that suit their stories. In Toon Doo, students can publish their stories online publicly or privately.

Procedure

In this study, participants were taught to create digital storytelling through a workshop. The writer taught the elements of storytelling and the steps to create storyboards. Next, she let students create stories in groups of three. Students had to make stories based on topics given and free topics. After students create their stories, they were given questionnaires to capture students' attitudes towards digital storytelling.

Data analysis

The data collected were analyzed using SPSS to examine the means and the standard deviation (descriptive statistics). The questionnaires used Likert Scale to examine student's attitude towards digital storytelling. The scales used were scored 1 to 4 ranging from the least favorable response to most favorable responses.

Findings and Discussion

This quantitative study intends to find out the best applications for collaborative digital storytelling and students' attitudes towards the collaborative digital storytelling. The questionnaire was the instruments that the writer used to collect data to address the above research questions.

Participants' backgrounds

The participants of this study were students in the Faculty of Language and Arts who took Structure 2 class. The participation in this study was voluntary. 38 out of 65 students filled out the online questionnaire.
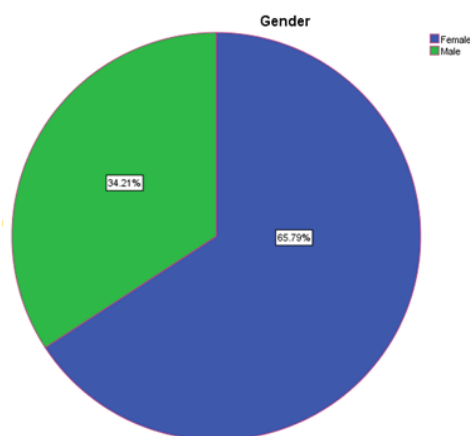
Out of the 38 participants, 25 students were female, while the rest was male students.

Technology literacy and comfort level

In the second part of the questionnaire, the writer was interested in finding out students' technology literacy and comfort level. In this part, students were asked to self-assess their technology literacy and how comfortable they are in using technology in their daily lives.

The data collected from the questionnaire showed the participants believed they are technologically literate person. Almost two thirds of the participants (73%) were of the opinion that they had good technology literacy. This means that they have the capability to effectively use technology to access, assess, integrate, create and communicate information to enhance the learning process through problem-solving and critical thinking. One fifth of the participants said they had excellent technology literacy.
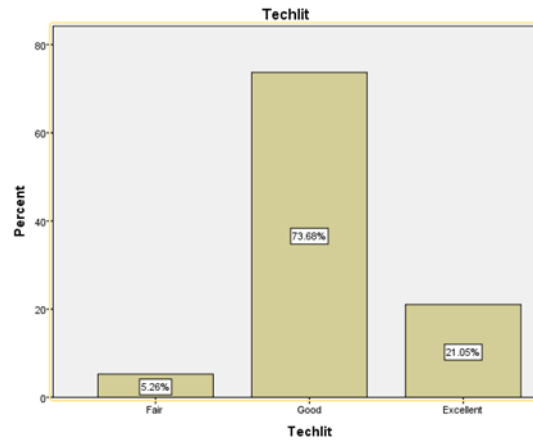
For comfort level with technology, more than half of them (68%) said they had medium level of comfort with technology. The rest of the participants had a high level of comfort.
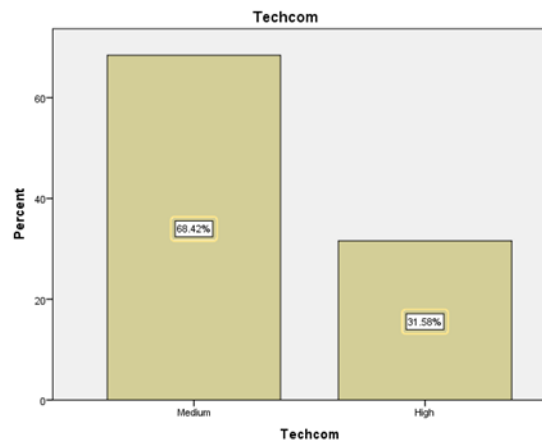
Attitude towards digital storytelling

The last part of the questionnaire consisted of question items designed to find out students' attitude towards collaborative digital storytelling project. As explained in Chapter 3, the desktop-based applications used in this study were Makebeliefscomics and ToonDoo. Questions 1 - 3 explored students' familiarity with digital storyboard and which tools they preferred. For questions 1 and 2

students were required to choose Yes or No, whereas in question 3, students had to choose one tool that they preferred.

Question item 1 "Are you familiar with digital storytelling?" For question item 1, more than half of the respondents (65.8%) reported that they were familiar with digital storytelling whereas 34.2 % said they were not familiar with it.
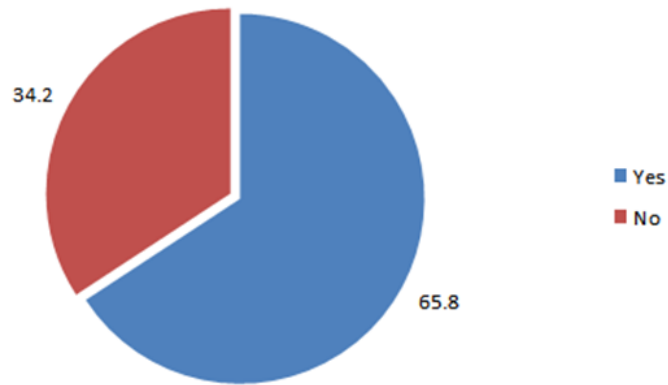
For question item 2, students were asked whether they have ever created stories using digital technologies. From the data collected, 84.2% of the respondents have ever created stories using digital technologies. The rest of the respondents, 15.8% said they haven't created stories with digital technologies, yet.
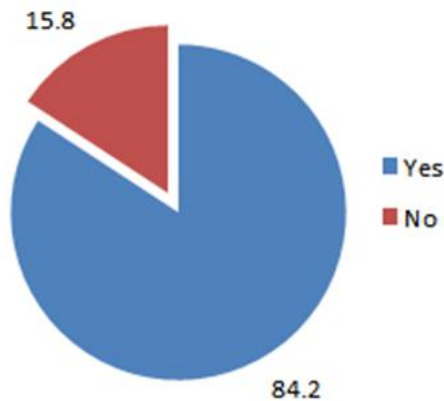
Question item 3 asked which tool students preferred in creating their stories. Two thirds of the students reported that they like ToonDoo, while the rest (36.8%) liked Make Beliefs Comix better.
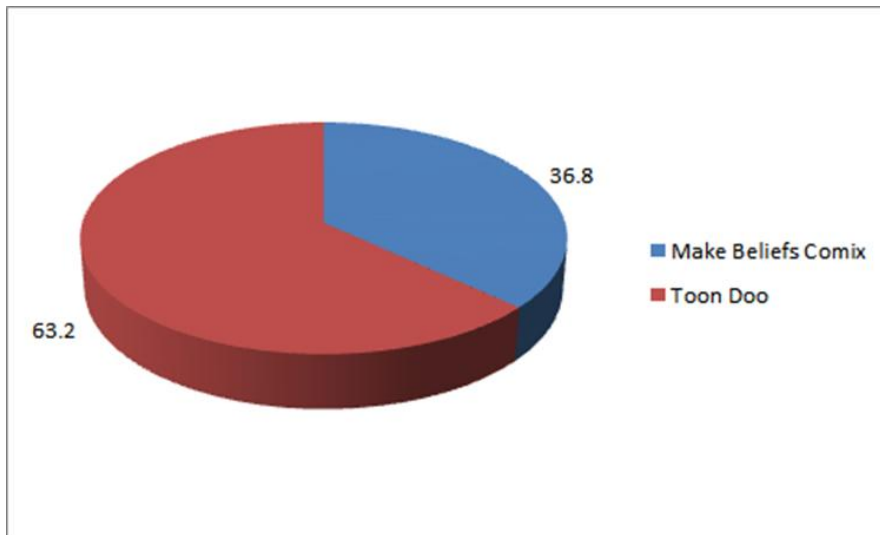
Question 4 was designed to find out students' interest in creating stories with the digital tools. From the findings, we can see that students were interested in creating stories with digital tools. Out of 39 respondents, 28 students agreed with the statement, 5 students said they strongly agree with the statement and 5 other students said that they were not interested in creating digital storytelling.

When asked whether creating digital storytelling made them happy, more than half of the participants (33 students) agreed that they were happy because they could create stories using digital tools. 3 participants disagreed and only one strongly disagree with the statement.

Statements 6, 7, and 9 were related to language skills. In these questions, the writer would like to find out whether students were able to apply their language skills through digital storytelling. Out of the three questions, statement 6 had the highest mean score (3.24). This means that many students agreed that creating digital storytelling help them practice their writing skill. The respondents also said that digital

storytelling allowed them to practice their grammar. This statement had favorable responses. The mean score for this statement was 3.18. They further said they had to pay attention to the grammar rules when they created their story (Statement 9). The mean score of this statement was slightly lower than that of Statements 6 and 7.

Statements 8 and 10 were intended to elicit students' attitude regarding the project. For statement 8, the participants of this study mostly agreed (97.4%) that one of the strengths of the digital storytelling project was the fact that they were able to show their creativity. The mean score of this statement was 3.37. When asked whether the project was challenging, many students expressed that creating stories using digital tools was challenging. The mean score of statement 10 was 3.16.

Statements 10 - 16 were designed to obtain information about the collaborative nature of the project. In this project, students were asked to work in groups of three. As shown in the next figure, Out of the 7 statements, statement 15 (Working collaboratively help the group create better stories) had the highest mean (3.21). The next statement that had slightly lower mean score than statement 15 was Statement 11 (All team members are engaged in creating a story). The mean score of that statement was 3.18. This means that creating stories through digital tools allowed students to work together. Students reported that every one in the group were willing to contribute their ideas in creating stories (statement 14). From the findings, we can also find that even though students work together well, each member had different workload. The mean score of Statement 3 (Team members have similar workload) was 3.05. Even though the response was still favorable, we can infer that not all members have equal workload. The statement that had the lowest mean score was Statement 16 (Schedule conflicts make it difficult for all team members to meet). For this statement, the mean score was 3. This digital storytelling project was designed to be completed as an out of class project. The students agreed that schedule conflict was one of the challenges that they encounter in order to complete the project. Since this project had to be done in groups, students had to

arrange their time to meet out of class. The findings suggest that schedule conflict made it difficult for them to meet.
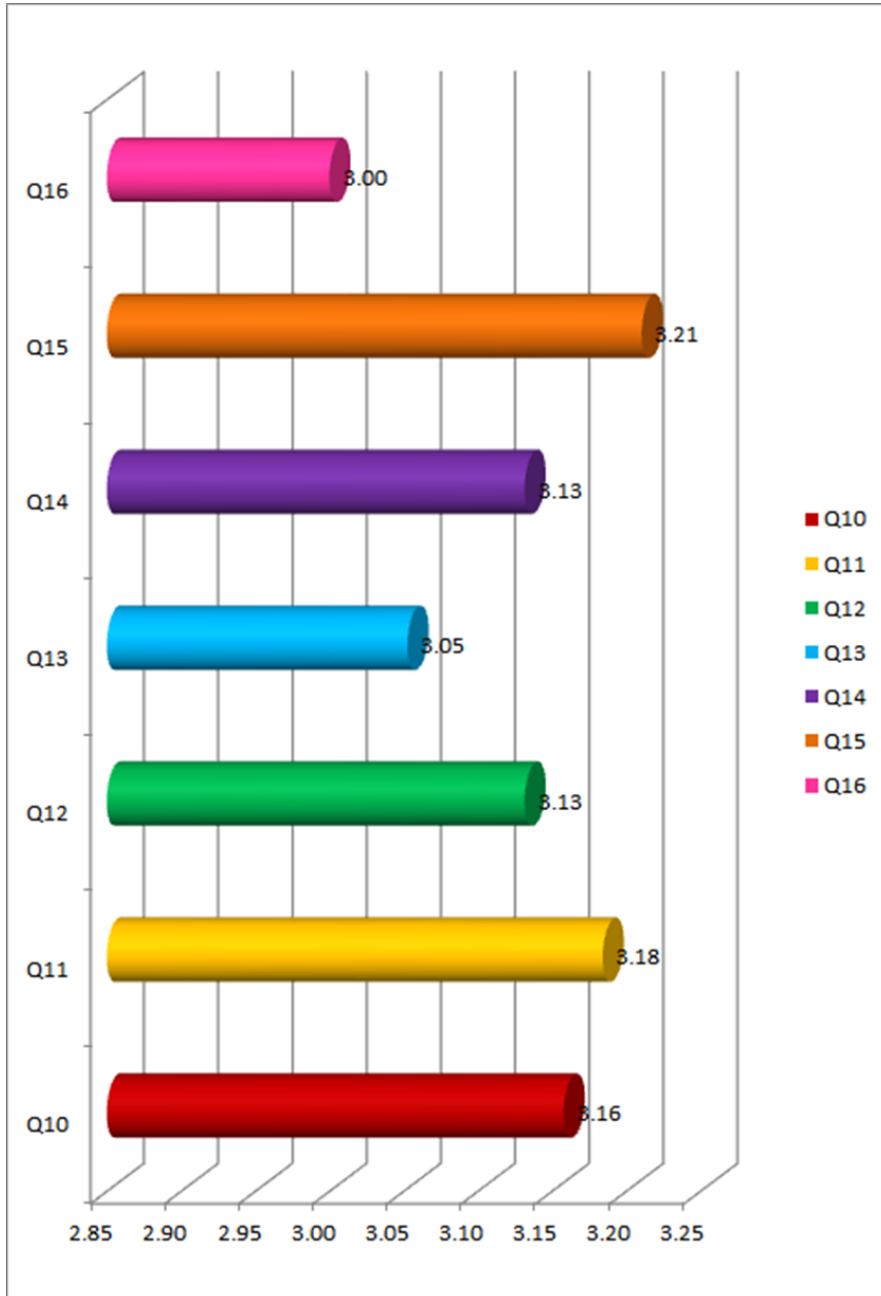
From Statements 17 - 19, the writer would like to find out students' challenges in creating the stories.
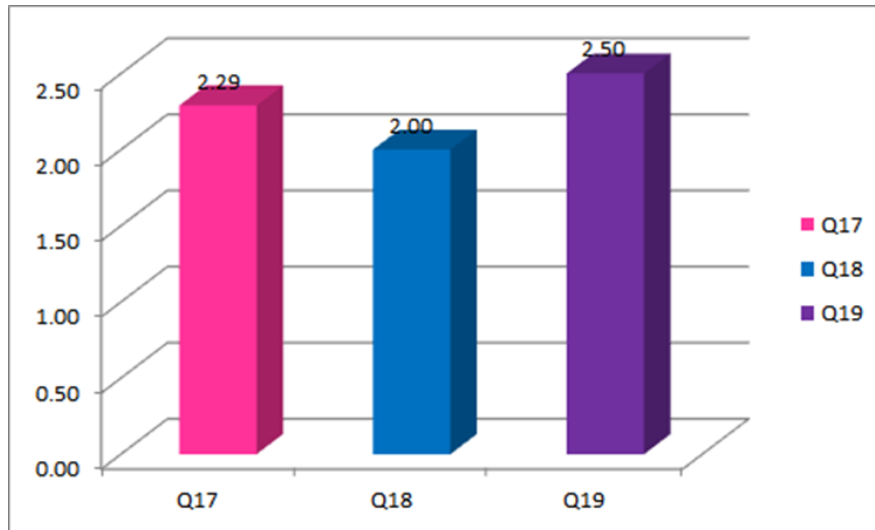
In Statement 17 (It took me a long time to finish a digital story), we can see from the figure above that student mostly disagree that they spent a lot of time to finish the story (m=2.29). They did not agree that it took them a lot of efforts to create a story using digital tools. This is shown in the mean score of Statement 18 (m=2). From this finding, we can infer that students did not need a lot of time, nor did they spend a lot of effort. Most students also reported that technology was not a challenge for them. The mean score of Statement 19 was 2.50. This implies that they have enough technology competence to complete their digital storytelling project.

Statements 20 - 22 were designed to find out the strengths of Make Beliefs Comix. From the findings, we can see that the highest mean score (2.79) was for Statement 20 (Make Beliefs Comix is easy to use).
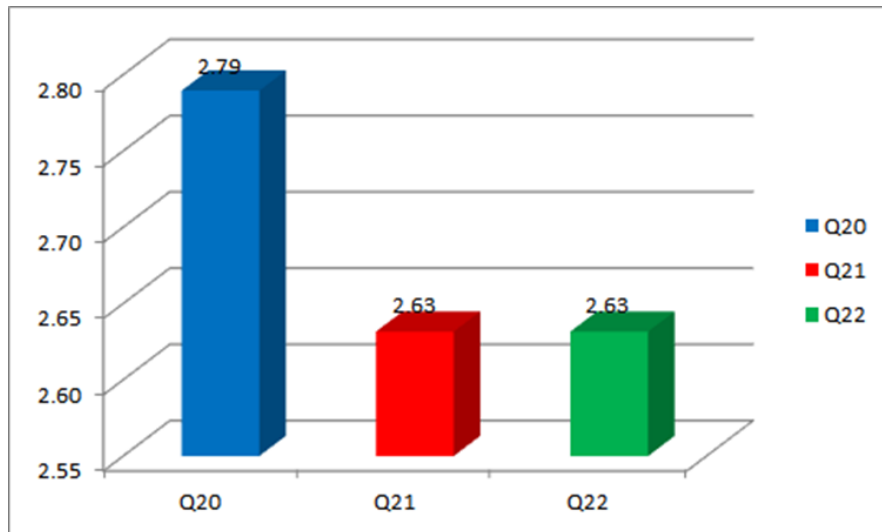
Most students (63%) agreed that the tool is easy to use. 11 students disagreed with the statement. Half of the participants in this study also liked the tools because it has interesting choices of characters and backgrounds for them to create stories (Statements 21 and 22).

Compared with Make Beliefs Comix, students said that Toon Doo, another digital tool to create stories, were better for them (Statements 23 and 24). Almost 90% students said that the Toon Doo was easier to use. In addition, it has better choices of characters. 83% of the students agreed that it has more varied options of characters they can use for their stories.

However, when they were asked whether Make Beliefs Comix was easier to use, the responses were almost similar, although more students (52.7%) would agree that it was easier to use. Many of them (71%) liked Toon Doo because it allowed them to create either books or comics.

The last statement was designed to find out whether they are interested in creating stories using digital tools. Most respondents

agreed (63%) and strongly agreed (13.2%) with the statement. This means that these two digital tools had a lot of potential to be explored.

Conclusions and Suggestions

Conclusions

This study aims to find out the best online tools to create digital stories and students' attitude regarding digital storytelling project. The findings suggest:

1. Toon Doo was viewed as a better platform for digital storytelling since it allows students to create either books or comics
2. Students viewed collaborative digital storytelling as useful for them to practice their grammatical rules and writing skills.
3. Through the collaborative digital storytelling project, students can showcase their creativity.
4. The collaborative nature of the project enable each member to share tasks and responsibilities to create a story.

Suggestions

This study is quantitative in nature. The data collected cannot capture how students actually worked together and what kind of features they liked from these two online forms. The next research should focus on the qualitative method.

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Part II Google Applications for Learning

THE USE OF GOOGLE CLASSROOM IN TEACHING COMMERCIAL CORRESPONDENCE TO THE ENGLISH DIPLOMA III STUDENTS'

Novita Al Ihyak Dieni

THE USE OF GOOGLE CLASSROOM IN TEACHING COMMERCIAL CORRESPONDENCE TO THE ENGLISH DIPLOMA III STUDENTS'

Novita Al Ihyak Dieni

Introduction

Correspondence, whether it is by letter, fax, or email, is a key aspect of the world of commerce and business. It reflects on the competence and professionalism of the person who has written it and the company who he or she works for. Thus, effective correspondence is an important part of running an efficient business, and can promote good relations. Unclear or confusing correspondence can cause many problems, and can lead to misunderstandings, delays, and business, and poor relations between individuals, departments, and companies. Therefore, writing skills, what is written and that it is expressed, should be as much a part in a business education as accountancy or economics.

But in the real condition, the students' writing skill is low. Most of them are unable to fulfill those requirements. This condition appeared in several indicators. Based on the observation data, I found that the students have some difficulties in writing. They have difficulties on: (1) expressing their idea in writing; (2) using formal language; and (3) mastering the vocabulary.

This research was done in Language and Culture Faculty of 17 Agustus 1945 Semarang University. It is located on Seteran Dalam Street 9, Semarang. Language and Culture Faculty of 17 Agustus 1945 Semarang University has three departments; S1 of English, Diploma III of Japanese, and Diploma III of English. I decided to choose Diploma III of English; Firstly, the students of English Diploma III have so many practical course they should master. Secondly, the allocated time to study written English for the students is very limited and some students still have difficulties in writing.

The fourth semester students of English Diploma III in Language and Culture Faculty of 17 Agustus 1945 Semarang University have studied how to write in Writing 1 and Writing 2 course. Actually, what they need is just to practice the formal writing in Commercial Correspondence course. But in fact, they still have difficulties in their English acceptance, especially in writing. It can be seen from the result of the writing test in the Writing 2 course.

To reinforce students' ability in writing, I take a media to help them. The media is Google Classroom. Google Classroom is "a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way" (Google Group). The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. I assumed that Google Classroom can improve the students' writing skill.

In the teaching writing I also uses a teaching method. The teaching method is guided writing. By using guided writing, I also assume that it will create a good interaction between the teacher and students. Interaction is the key in the teaching language for communication. Through interaction, students can increase their language store as they listen to or read the authentic linguistic material, or even the output of their fellows in discussion, skits, joint problem-solving tasks, or dialogue journal. How interaction is achieved in formal situations is a matter of technique or classroom approach; in less formal situations it involves imaginative planning with students input. In other case, the teacher has a number of options drawn from the experiences of predecessors and contemporaries.

Based on the explanation above, the student's condition, and the needs to improve student's productive skills, especially writing skill, I decide to use Google Classroom to improve their writing skill. In order to measure the students' improvement who have been taught by Google Classroom, I conducted a classroom action research.

Literature Review

Guided Writing

Bram states that in principle, to write means to try to produce or reproduce written messages (Bram, 1995, p. 7). Before we write, we need to determine what to write; we should have something meaningful to convey. It is true that we improve our writing mainly through writing itself.

Guided writing is "a small-group instructional framework presented to students who share similar needs at a particular point in time" (Fountas & Pinnell, 2001). Guided writing provides an important context for teachers' in-the-moment assessment and immediate instructional scaffolding of students' construction of their own, individual texts. As students completed their hands-on examination of a celery stalk, for example, the following discussion supported their construction of an informative title for their own text. All writing is collaborative. Effective writing teachers collaborate with students, creating apprenticeships for them through guided practice (Englert, Mariage, & Dunsmore, 2006). Thus, writing instruction should include explicit teaching in which teachers step in to model and prompt and then step back to encourage students to make decisions and solve problems while writing (Englert & Dunsmore, 2002). Effective writing instruction should make the elements of good writing and the strategies of good writers visible and accessible to native writers (Vaughn, Gersten, & Chard, 2000). The guided in guided writing lessons, then, refers to the essential nature of the support provided by expert teachers while students write.

Guided writing instruction in a small-group context allows teachers to provide high levels of immediate, targeted support while each student writes his or her own short but complete text. A typical format for a 20-minute guided writing lesson might include the following four steps (Gibson, 2008) :

1. Engagement in a brief, shared experience that is of interest to students, including both a linguistically and informationally rich activity and accompanying conversation, and expansion of students' ability to talk about content of interest

2. Discussion of strategic behavior for writing, including a presentation of a think-aloud or a cue for strategic activity along with active discussion of ways in which students can integrate this strategy into their own writing
3. Students' time to write individually with immediate guidance from the teacher, who "leans in" to interact with individual students about immediate decisions and strategies and uses prompts to guide students' thinking for problem solving while writing
4. A brief sharing activity in which the writer's immediate work is shared with an audience, and writers experience their newly written texts as a whole

Google Classroom

Google Classroom is "a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way" (Google Group). Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, and Google Calendar for scheduling. In teaching, the function of Google Classroom is to streamline the process of sharing files between teachers and students. Students can be invited to join a class through a private code, or automatically imported from a school domain. Each class creates a separate folder in the respective user's Drive, where the students can submit work to be graded by a teacher. Mobile apps, available for iOS and Android devices, let users take photos and attach to assignments, share files from other apps, and access information offline. Teachers can monitor the progress for each student, and after being graded, teachers can return work along with comments.

eLearningIndustry tested and made a review of Google Classroom, in which they highlighted many positive and negative aspects (Pappas, 2015). Among Google Classroom's strengths, the review highlighted ease of use, universal device accessibility, use of Google Drive as an effective way for teachers to quickly share assignments with students, the paperless process meaning the end of printing, handing out, and potentially losing work, and the fast feedback system between students and teachers.

Methodology

In completing the data, I use the action research since its nature is for improving the quality of action within it. In this study, I will conduct classroom action research aimed at overcoming the students' problems in writing commercial correspondence. This classroom action research is carried out by the researcher by using Google Classroom.

This action research used the model developed by Kemmis and McTaggart. There are four steps in action research, namely: plan, action, observation, and reflection (Hopkins, 2008, p. 48). These steps can be illustrated as follows (Kemmis and McTaggart in Hopkins, 2008, p. 51):

Diagram 1. Steps of Action Research
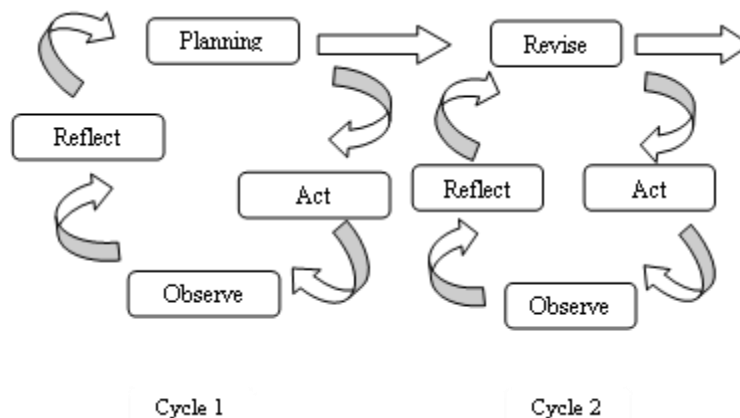
Type of research

This research makes use of a mixture of quantitative and qualitative type. It is quantitative in the writing test. This is necessary to know the students' ability in writing.

It is qualitative because, the research done has to observe the students' condition in the class. It is following the model developed by Kemmis and McTaggart. There are four steps in action research,

namely: plan, action, observation, and reflection (Hopkins, 2008, p. 48). Thus, quantitative and qualitative data needs in the action research.

Research subjects

There were 12 students from the of English Diploma III Department, Language and Culture Faculty in 17 Agustus 1945 Semarang University in Indonesia as subjects for the research. The reason for having students from English Diploma III; Firstly, the students of English Diploma III have so many practical course they should master. Secondly, the allocated time to study written English for the students is very limited and some students still have difficulties in writing. Therefore, they need a help in mastering writing ability.

Research procedure

It is very important to collect data in a research because the data are used to get the result of the research. In this classroom action research, the techniques of collecting the data used are observation, questionnaire, and test.

1. Observation

   The observation was done by the researcher as the observer and the lecturer herself. In this way, I observed all activities done in the process of teaching and learning writing using Google Classroom. I made field notes based on the result of the observation.

2. Pre-test

   I gave a test in order to measure students' achievement in learning the material. I gave the pre-test to the students before implementing the action. They did the pre-test based on the knowledge they got in Writing 1 and Writing 2 course.

3. Post-test

   After implementing the action, I gave the post-test to the students. They were instructed to reply a complain letter provided. From the result of post-test, it can be seen the improvement of the students' writing skill.

I conduct a pre-test and post-test in order to measure students' writing improvement. The results of the pre-test and post-test are calculated by using the following formula:

Explanation:

$\overline{x}$: mean of pre-test $\overline{x} = \dfrac{\sum x}{N}$ $\overline{y} = \dfrac{\sum y}{N}$

$\sum x$: amount of pre-test

$\overline{y}$: mean of post-test

$\sum y$: amount of post-test

N   : number of subject

(Sumanto, 1995, p. 210)

From the calculation result using the formula above, it can be seen whether there is improvement of the result of pre-test and the post-test. Finally, by analyzing the observation result, questionnaire result and test result, it can be concluded whether Google Classroom can improve students' writing skill or not.

4. Questionnaire

I gave a questionnaire to the students. The questionnaire is about the problem faced, the knowledge in writing, the way I implemented the technique, the benefits they got, and the media used.

Findings and Discussion

Result

Google Classroom can improve the students' writing skill in Commercial Correspondence course. The improvement of the students' score from the mean score of pre-test and post-test in cycle one and cycle two can be seen below:

Table 1.

The Mean Scores of Writing Commercial Correspondence Test in
Cycle One and Cycle Two

The Mean Result of Writing Test	Pre-test	Post-test one	Post-test two
	61.25	76.67	80.83

Table one tells us that there is improvement from the result of each test. The improvement of students' score from the pre-test to post-test one and post-test two can be seen in the table two below.

Table 2.

The Improvement of Students' Score in Cycle One and Cycle Two

Sub-cycle	Cycle 1		Cycle 2
Kinds of test	Pre-test	Post-test 1	Post- test 2
Mean of the students' score	61.25	76.67	80.83
Increase of the students' mean score	15.42		4.17

Based on the table two, it can be summarized that the students' writing skill improved, from pre-test to post-test one to post-test two. In cycle one, we can see the result of the pre-test is 61.25 increased to 76.67 in post-test one. And in cycle two, the result of post-test increased to be 80.88.

The sample students' score can be seen from the table below, it can be seen that there was improvement between pre-test to post-test one to post-test two. The three students' sample indicated that the students' writing skill in making commercial correspondence score improves.

Table 3.
The Sample of Students' Writing Commercial Correspondence
Score

Students' Initial Name	Dian	Anet	Ardhi
Pre-test	65	80	80
Post-test one	80	85	75
Post-test two	85	90	95
Mean score	76.7	85	90

Table above is the sample of three students who are categorized as high competence, medium competence, and low competence. From the table, it can be seen that there is improvement of the score between the pre-test, post-test one and post-test two. The three samples of student's writing commercial correspondence score show that the students' score improves.

Discussions

Based on the pre-research observation, it is found that students' writing skill related to vocabulary mastery, sentence structure knowledge, and self-confidence is still low. The students are not prepared well to do the writing so that they often fail in their writing. Their knowledge in writing is still unsatisfying.

Based on the explanations above, the teacher should use appropriate technique or media to improve students' writing skill. A technique which makes the students of young learner writing better is by using guided writing. Guided writing can be defined as a writing process guided by the teacher limited in structuring sentences, direct answers to questions, and language-based exercises which concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminate in a piece of writing to build students' writing skill.

Guided writing helps the students write any kind of text preceded with the model paragraph given. In guided writing, students' vocabulary mastery is improved by exercises guided by the teacher.

Furthermore, the knowledge about sentence structure as the linguistics aspects in writing is involved so that students have a better preparation to do writing activity. It is in line with Cross in Reid who states that ESL writing classes, particularly at the lower levels of language proficiency, successfully use guided writing techniques to build vocabulary and sentence structure knowledge (Reid, 1993: 26). In addition, students' creative thinking is not fully limited in sentence pattern. Guided writing allows the students to be more flexible in sharing their ideas and thoughts and eventually to deliver their message through their writing. It is in line with Huebener who states that more practice in guided writing the students will be able to express their selves freely and independently (Huebener, 1965: 82).

Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. In this case, the use of media in teaching- learning process is needed to attract students' attention and to make teaching-learning activities more interesting and also effective. The media used in this research is Google Classroom. Google Classroom is very helpful in teaching Commercial Correspondence to the students of English Diploma III Department.

By using Google Classroom, assignments are stored and graded on Google's suite of productivity applications that allow collaboration between the lecturer and the student or student to student. I shared the assignment or material of Commercial Correspondence in Google Classroom. I chose a file that can then be treated as a template so that every student can edit their own copy and then turn back in for a grade instead of allowing all students to view, copy, or edit the same document. Students can also choose to attach additional documents from their Drive to the assignment.

I have the option to monitor the progress of each student on the assignment where they can make comments and edit. Turned in assignments can be graded and returned with comments to allow the student to revise the assignment and turn back in. Once graded, assignments can only be edited by the lecturer unless the lecturer turns

the assignment back in. Thus, the students are very interested in writing commercial correspondence. They are expected that their result of writing can be better than their friend.

From the result of questionnaire, it can be seen that actually the students like writing, but they still have difficulty. The process of writing in a paper can a little decrease their difficulty. But, there were many of them still have difficulties in writing. The method which was used by the researcher, guided writing, is effective. Moreover, the researcher also used the appropriate media; Google Classroom that can motivate and make them to be interested in writing. From the explanation above, it can be concluded that Google Classroom can solve the students' weakness in writing commercial correspondence.

Conclusion

The use of media in teaching and learning process has several advantages. Media can help teachers/lecturers to get students' attention back and to make learning process more effective. Therefore, the use of media really helps both teachers/lecturers and students in teaching and learning process. Here, Google Classroom is a technology that can be used as a media in the teaching and learning process. When used properly, technology can give teachers greater control, and a heightened ability to help and support learners. In Google Classroom, when the results and responses appear instantly on teachers' screens, they can very quickly identify and address problem areas, giving unparalleled insight into student understanding during the lesson. There is no need to wait to collect worksheets at the end of a lesson or wait to see mistakes in workbooks. So, the real-time assessment can be used effectively here.

I also think that guided writing as a teaching technique in teaching English is effective especially in writing skill. This is because it can help students to focus their attention to the lesson which is being explained. In addition, it can stimulate the students to learn how to write well. For the students, to improve their writing skill, all the students have to do is practicing writing as much as possible,

since, once more to say, writing is a skill gained by practicing.
Practicing writing does not mean that they have to write something
scientific. They can write freely anything they want without worrying
about the correctness of every kind. They should understand that the
main function of writing is conveying meaning or communicating.

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Part II Google Applications for Learning

AN ANALYSIS OF THE EFFECTS OF SYNCHRONOUS ONLINE PEER REVIEW USING GOOGLE DOC ON STUDENTS' WRITING PERFORMANCE

Emilia Ninik Aydawati

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Introduction

Writing is a process which sees writing primarily as the exercise of linguistic skills and writing development as an unconscious process that occurs when teachers facilitate the exercise of writing skills (Badger & White, 2000). Through the exercises of peer review activities in Academic Writing Class, teachers can facilitate the students to gain their writing ability. Berg (1999), Zhang (1995) and Keh (1990) as cited in (Grami, 2010) for instance believe that peer response is actually part of the process approach to teaching writing and feedback in its various forms is a fundamental element of this approach. The process approach gives students the opportunity to understand the importance of all activities during the writing process, including peer review.

Then, student centered learning has been started by applying peer review .according to Liu & Carless (2006) peer review is a communication process between learners who have dialogues related to perfo9rmance and standard. A study on peer review conducted in Indonesia was done by Miftah (2016) shows that the areas of peer response gained from each session of peer response activities focused much on the idea development, grammar, and mechanic. The points of peer response were incorporated into revisions because of its advantages to the developments of an essay in terms of grammar, essay structure, and coherence, and were not incorporated into revisions because of irrelevant feedbacks. The suitable area between peer response and writer expectation was in terms of grammar accuracy. During peer response activities students engaged in the improvement of their writing ability, and the most improvements of the writing aspects were content and grammar.

This peer review activities were in line with collaborative learning design which provided an opportunity upon pre-service English teachers' genre-based writing competence increase and problem solving and the model was suitable, adaptable and functional to re-duce the conventional assessment in order to gain the reflected learning effectiveness (Sumekto, 2016). The writers have also conducted peer review activities in the academic writing and found that peer re-view activities can improve the students' writing skills. They may do it both synchronously and asynchronously, as both activities have resulted in an increase on their writing scores although the increase of the score is higher when they do it synchronously where they can share their thought directly. Thus, it is recommended that they can learn and improve their writing skills by practicing peer review that they feel appropriate for them, either synchronously or asynchro-nously (Aydawati, Rukmini, Bharati, & Fitriati, 2019). Meanwhile, another study done by Astrid, Rukmini, Sofwan & Fitriati (2017) found that students either having low or high writing anxiety had lack of confidence, ability and management control in delivering appropriate feedbacks, but students showed active participation and independency.

Literature Review

The role of technology in learning

In the field of foreign language learning a lot of research on the role technology in language learning has been done. Many experts are doing research to investigate the extent to which technology is effective in assisting foreign language learners. The study shows that technology has little effect of learning. However, many studies show that the use of technology has many advantages, especially if the material is designed in such a way that there is a match between the objectives of the subject, the learning style of the students, the technology used, and the situation in which the learning was done (Alessi & Trollip, 2001). For example, technology will greatly help the subjects in need simulation (flight school), individual learning (language learning), eyes lessons requiring special logistics

(physical or chemical experiments), or lessons which requires a high interest and motivation (world history) because of technology generates interest and a positive attitude to the material being studied. Furthermore they said "Multimedia technology has the potential and functionality to hold enjoyment for the users compared to that of a standard textbook. Any learning or teaching should be associated with the feelings of pleasure and enjoyment instead of boredom or fear "(page 10). Proponents of constructive learning theory say that to keep in mind in the use of multimedia in learning is that technology is used as a tool for learning, "where its role is to provide a" space "in which learning takes places, to store the results of learner's activity, and to take care of the time-consuming tasks that detract from learning ... "(Alessi & Trollip, 2001, p. 6).

The adoption of technology in classroom

The adoption of technology in classrooms are extremely varied and limited. Many factors account for the successful adoption of technology in the classroom. These barriers can be categorized as internal and external factors. Internal factors affecting the adoption of technology come from students and teachers themselves. Many studies indicate that one of the most crucial factors in the adoption of technology is teachers' pedagogical beliefs (Chen, 2008; Christensen, 2002; Deng et al. 2014; lnan and Lowther 2010). Teachers are willing to integrate technology in their classroom if they believe in the effectiveness and the usefulness of technology. Teachers' conception of what is considered 'good' teaching practice will be key in determining whether technology is adopted as an integral part in the curriculum. Teachers and students' lack of basic knowledge of ICT integration is key in the adoption of technology (Ozdemir, 2017)

The external factors influencing the integration of technology include lack of support, lack of training, insufficient managerial support, and lack of infrastructure are the most frequently cited factors determining the successful adoption of technology in classrooms (Ozdemir, 2017; Tondeur et al., 2016). This is particularly true in many developing countries since many schools do not have access to internet connection or access to technology.

Methodology

This study was conducted to examine the effects of online peer re-view activities using Google Doc on the students' writing performance. The peer review activities were conducted synchronously where 24 students who were divided into 12 pairs could communicate by typing the comments and the peer could reply it. This study applied mix-method. It used a questionnaire and an interview. In addition it compared the result of pre-test and post-test which were scored by two writing teachers using the same rubric and the scores were counted to get the final average score. The study consisted of three major steps: (1) conducting pre-test, (2) giving training to do synchronous online peer review, and (3) conducting post-test. Overall, the study lasted for 14 sessions.

Findings and Discussion

To come to the objective of the study, data on the score of their writing were collected. Two writing teachers were asked to score the pretest which asked the students to write an argumentative essay. The data set consisted of students writing samples. Before students received any intervention, a pre-test to 24 participants was administered to determine the students starting points and their ability to write an argument essay in the first session. The students were asked to write an essay on the following topic "To what extend do you agree that Government should improve the public transportation?" The result of the essays were scored by two English writing teachers using the rubrics from 0 to 9 with the criteria based on bands in IELTS for writing task 2. There are four items scored in IELTS like task achievement, coherence and cohesion, lexical resources, grammatical range and accuracy. However, for the purpose of this study, the score of grammatical range and accuracy was the one that was analyzed. The scores then were calculated to get the average from the two raters. Then, after they practiced synchronous online peer review, the students were asked to write an argumentative essay with the following topic:" To what extend do you agree that **modern technology makes people more sociable?"** The score

gotten from the final test was compared with the score gained from the pre test. This study investigated whether there are impacts of synchronous online peer review activities using Google Doc on the writing performance. The following was the average score gotten from the two raters. The researcher asked the raters to do a reliability check. Prior to rating the writing essays, two raters met to discuss the rating scale and how to approach the task of scoring the essays so that they became familiar with scoring procedures, evaluate practice samples, and then compared their results to one another.

Table 1. The following is the average score of the two raters and the increase

Participant	Average rate of pre test	Average rate of post test	The increase
1	4	4	0
2	5	5.5	0.5
3	5.5	6.5	1
4	6	5.5	-0.5
5	5	5	0
6	6.5	7	0.5
7	6.5	6.5	0
8	4	4	0
9	4.5	5	0.5
10	4.5	5	0.5
11	5	4.5	-0.5
12	5.5	6	0.5
13	5.5	6	0.5
14	6	6.5	0.5
15	4	5	1
16	6	6	0
17	5	6	1
18	6	6.5	0.5
19	4	5	1
20	3.5	4.5	1
21	4	4.5	0.5
22	5.5	6	0.5
23	5	6	1
24	5	5.5	0.5

The data above shows that most students could improve their score in grammatical range and accuracy. There are eleven out of 24 (45.8%) students showed 0.5 increase and six (25%) students increase 1. There are two (8.3%) students showed 0.5 decreased and 5 (20.8%) students showed no change. This proves that the activity of synchronous online peer review has impacts on the students' writing performance as the total of 70.8% students showed an increase rate.

The mixed methodology of this study required analysis of both quantitative and quantitative data. The data got from closed- ended questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS) to get the frequency, percentages, and the average of four item mean scores from 'strongly disagree' to 'strongly agree' on the Likert-point scale. There are 9 items in the questionnaire. The following is the results.

Table 2. I enjoy synchronous online peer review activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	8.3	8.3	8.3
	2	11	45.8	45.8	54.2
	3	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

The table shows that the percentage of the students who enjoyed synchronous online peer review activities is the same as those who did not enjoy these activities. This fact needs to be analyzed to see the reasons behind their decision to like or not. There were

Table 3. Synchronous online peer review activities help me write a hook in my introduction paragraph

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	25.0	25.0	25.0
	2	8	33.3	33.3	58.3
	3	6	25.0	25.0	83.3
	4	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

Around half of the students (41.7%) perceived that the synchronous online peer review activities help them, while more than half said that the peer review activities did not really help them improving their skills to write a hook to start an introduction paragraph.

Table 4. Synchronous online peer review activities help me improve to write a thesis statement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	20.8	20.8	20.8
	3	18	75.0	75.0	95.8
	4	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Most students (75% and 4.2%) agreed that the synchronous online peer review activities help them improve to write a thesis statement, while 20.8% disagreed the impacts that they got from these activities to develop their skills in writing a thesis statement.

Table 5. Synchronous online peer review activities help me
develop my ideas in body paragraphs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	25.0	25.0	25.0
	2	8	33.3	33.3	58.3
	3	8	33.3	33.3	91.7
	4	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

More students (58.8%) acknowledged that the peer review
activities did not help them develop their ideas in body paragraphs.
To do that, each student needed to write based on their own ideas.

Table 6. Synchronous online peer review activities help me
write closing sentences for my paragraphs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	29.2	29.2	29.2
	3	9	37.5	37.5	66.7
	4	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

In terms of writing conclusion, 63.9% students declared that
the synchronous online peer review did not help them so as they
disagreed with the statement.

Table 7. Synchronous online peer review activities help me improve my writing skills in general

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	29.2	29.2	29.2
	2	9	37.5	37.5	66.7
	3	5	20.8	20.8	87.5
	4	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Only around one third of the respondents (33.3%) said that the synchronous online peer review activities help them improve their writing skills in general. It may due to the fact that writing is a complex activity that needs students to gain self-improvement.

Table 8. Synchronous online peer review activities help me improve my grammar in my essay

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	4.2	4.2	4.2
	1	1	4.2	4.2	8.3
	2	4	16.7	16.7	25.0
	3	13	54.2	54.2	79.2
	4	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

This statement was on grammar. It seems that three quarters of the students (75%) of the students find that the activities help them do improve their grammars. Based on my observation, in the peer review activities, many students pay attention on their peer's mistakes in grammar so that by commenting the grammar mistakes, they also learn.

Table 9. After practicing synchronous online peer review
activities, I am aware of what sentence fragments are

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	12.5	12.5	12.5
	3	13	54.2	54.2	66.7
	4	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

The table above shows that most students (54.2% and 33.3%)
agreed that after practicing synchronous online peer review activities,
they were aware of sentence fragments which should not be used in
writing paragraphs.

Table 10. After practicing synchronous online peer review
activities, I am aware of what run-on sentences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.2	4.2	4.2
	2	4	16.7	16.7	20.8
	3	11	45.8	45.8	66.7
	4	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

The similar result is conveyed in this paragraph where more
students agreed with the statement. There were 79.2% of the students
agreed that they were aware of what run-on sentences are.

To get deeper data, an interview was conducted with four
students to explore more deeply students' perceptions. Based on the
interview with the participants it was found out that they were afraid
and had no self-confidence to do the peer review activities. One of
them said

> I have difficulty in writing because there are many things to
> do. And I am not good at grammar so it is really hard to write.

I have no idea what to write. I feel that I am not capable to write so I cannot give review to my friends' essay. I am really afraid to make mistake. But then after practicing the peer review activities with my peer who is cleverer than me, I find it is nice to do the peer review (participant A)

Based on the interview above, it can be interpreted that the lack of knowledge in writing has made them want to avoid the synchronous online peer review.

The same thing also describes by another participant

I really did not want to do the peer review activities because I can write. I am still learning so I think that it is the teacher that has to do the review and gives comment. But then my peer helps me a lot.

Other two participants who are good at writing declares that although they first did not want to do the synchronous peer review, finally they found that by chatting and explaining on the things that they commented on, it has improved their fluency in writing paragraphs.

Conclusion

Based on the discussion above it can be concluded that through synchronous online peer review students get some impacts .There was an improvement in grammar usage in their paragraph. In addition, they al-so believed that online peer review activities makes them be able to identify their writing errors during the writing process so that they could improve the quality of their essays. In the beginning of the study, students were reluctant to do the online peer review activities because they were afraid that their friend might look down on their es-says. However at the end of the writing class they found that online peer review activities have supported them to express their ideas through online interaction using Google doc, and during the activities, they can discuss and negotiate differences so that it helps them im-prove their skills.

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Part II Google Applications for Learning

USING *'GOOGLE CLASSROOM'* APP FOR TEACHING LANGUAGE

Inti Englishtina

USING *'GOOGLE CLASSROOM'* APP FOR TEACHING LANGUAGE

Inti Englishtina

Introduction

Everyone has their own gadget especially smartphone. People can do many things using this kind of gadget; play games, communicate with others, search for information and even assist them in getting their work done. It is not surprising that many people from young to old become addicted using smartphone for pleasure though if it is being used properly, it will give big advantages for the user in the way other than just for fun.

The writer is interested in using smartphone technology for teaching language in order to optimalize its function. Knowing that everyone in the class own a smartphone makes it easier to conduct the lesson using application installed in the smartphone. There are many kinds of based-learning applications that can be installed and used in smartphone. The writer chooses an application produced by Google called Google Classroom to conduct the lesson.

Google is a well-known search engine that can be employed to find informations in the internet. Google also created some applications. One of its creation named Google Classroom. Google Classroom is an application designed to help students and teachers in their learning process.

Literature Review

Google Classroom

Google Classroom is developed by Google for academic purposes that support a blended learning platform.This application is so simple to use, does not take too many space on smartphone's memory and help teacher and student keep on the lesson's track. The

users can create a virtual class where can be functions as in conventional class but save more time, money, and space. S. Iftakhar states as follows:

> Google classroom allows teachers to spend more time with their students and less time on the paperwork, and it is now even better. Google's latest announcement brings new fuctionality to Google Classroom. Included in the new functionality is the ability to add more than one teacher, as well as to preparing for classes in advanced as well. (2016, p. 12-13)

Google Classsrom is an easy to use application, as M. Janzen points out below :

> Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notification. (2017)

Technology for Education

Today education uses technology to increase the learning process and outcomes. Technology as a tool to support better education is stated by Collins as follows:

> Technology provides us with powerful tools to try out different designs, so that instead of theories of education, we may begin to develop a science of education. But it cannot be an analytic science like physics or psychology; rather it must be a design science more like aeronautics or artificial intelligence. For example, in aeronautics the goal is to elucidate how different designs contribute to lift, drag maneuverability, etc. Similarly, a design science of education must determine how different designs of learning environments contribute to learning, cooperation, motivation, etc. (1992, p.24).

It is important for educators to keep on improving their teaching method. One thing an educator can do to make it happen is by involving technology in his/her teaching. Technology is a medium to make changes as it is also stated by O'Shea and Self.

Educational technologists would not therefore consider the computer as just another piece of equipment. If educational technology is concerned with thinking carefully about teaching and learning, then a computer has a contribution to make irrespective of its use as a means of implementation, for the design of computer-based learning environments gives us a new perspective on the nature of teaching and learning and indeed on general educational objectives. (1983, p. 59).

Methodology

The study uses descriptive qualitative for the research method. The subjects are twenty students of second semester of English Language Program at University of 17 Agustus 1945 Semarang. Cresswell (2007) states that qualitative research begins with assumptions, general views, the use of theoretical frameworks and uses problem formulation to solve phenomena that occur in individuals and groups. Using qualitative descriptive methods will make it easier for researchers to be more flexible in determining the instruments to collect data. The development of this English learning model uses a type of Research & Development research. It is a type of research that is widely used to solve practical problems in the world of education.

Nineteen students were assigned to join in the Google Classroom titled 'Speaking 2' and 'Phonetic'. They were given material, assignment and quizzes through the Google Classroom. For each assignment and quizzes were design to have due date in order to see whether the work was done on time or late. The scores and comment were also given in the application so that the students can directly find out their results.

The participants were given questionnaire after the final-test was in the form of closed-ended and open-ended questions. The closed-ended question is given to find out the students' opinions about using Google Classroom for the teaching and learning process. The open-ended questionnaire is used to obtain better responses from

the students about the positive and negative things from Google Classroom. From this questionnaire, the writer is able to know the strengths and weaknesses of this application. According to Foddy (1993) open-ended questions give freedom to respondents to give their opinions; meanwhile the closed-ended questions provide fewer response options. The following questions were asked:

1. What is your opinion about using Google Class for Speaking 1 and Phonetic Class. Circle one of the following options:
   a. Like…very much   b. Like   c. Neutral   d. Do not Like
   e. Do not like…very much.
2. What are the strengths of using Google Class in Speaking 1 and Phonetic Class?
3. What are the barriers of using Google Class in Speaking 1 and Phonetic Class?

Findings and Discussion

Research Procedure

- **Planning**

  In preparing the classes, the writer designed a syllabus to meet the purpose of the course. The syllabus was designed for 14 meetings. The meetings began with the theory for speaking and phonetic before the writer assigned the students to do the assignment in Google Classroom.

- **Implementing**

  The writer introduced how to use Google Classroom to the students and asked them to install the application on their smartphone to access it easily. The syllabus was distributed to the students so that they know the purpose of the course and know what to do.

- **Observing**

  The observation was conducted during in-class and online meetings. During in-class meeting the writer gave the students feedback, corrections, or suggestions. Then continue to online meetings, she typed the comment on the Google Classroom.

- **Reflecting**

In this step, the writer analyzed the collected data. There were 12 assignments of speaking 1 and 8 assignments of phonetic given to be done and submit. The assessment result will be discussed for the next meeting in class. The purpose of this assessment is that the students will learn from their mistakes and reach for improvement in the future.

How Google Classroom Works

Teachers often get frustrated by the pile of papers containing their students unmarked assignments or materials preparation for their class. Google Classroom offers a tool to help them doing their work paperless and efficient. It is a free application that can be operated using smartphone or computer.

The steps to start using Google Classroom for the teacher or admin are as follows:

Step 1: Installed the application
Google Classroom can be installed from Play Store found in smartphone for free.

Step 2: Create a class
Find the plus (+) sign on the right top side. Click it and then choose 'create class'. Complete the information about the class such as the class name, the section, the room, and the subject. Then click 'create' on the right top of the screen.

Step 3: Add the students
The students can be added by either inform the code that is provided by the application or invite the students by email.

On the other hand, the students should do the following steps to join in the class.

Step 1: Install the application
The student can find and install the Google Classroom application from Play Store without any charge.

Step 2: Join the class
Different from the steps for the educator, the students have to choose 'join class' then enter the class code and click 'join' on the right top of the screen.

Once all done, the application is ready to use. Those steps show how easy it is to use Google Classroom in teaching and learning process. The other thing the teacher and the students need to have to be able to access Google Classroom is that they have to possess a Google account. The Google account will integrate with Google Classroom and also with other Google's product such as Google Drive, Google sheet, Google Doc and many others.

Google Classroom for Teaching Language
Google Classroom enables the users, both teachers and students, to share the materials, the assignments, questions for quiz, and even for connecting one to another. The teacher can easily manage the class from his/her smartphone. No more paper needed for assignments, notes or quizzes. Students can do the assignment and submit it in the folder provided by teacher in the application.

Teacher can create announcement and assign an assignment for the class to be submitted in Google Classroom. The types of file that can be submitted in this application are also vary. Any types of file such as doc, pdf, ppt, xl, jpeg, mp3 or even mp4 are accepted. This service is very useful especially for language class. Language class includes spoken and written skills. Therefore, Google Classroom is perfect choice as it can accommodate the teachers in giving material and assignment especially audio and visual one.

It is also efficient in a way of time consuming. Unlike conventional class that required the teacher and the students to meet in a classroom at certain time, this application can be operated at anytime anywhere. No need to be in particular classroom to have a lesson. What the users need is just their smartphone with internet connection.

This application has a calendar system that help the users to keep the class activity on track. Teacher can set the dateline schedule

for submitting the assignment and get notification when the students submit on time, late, or miss the assignment. This such system is very handy for students to see what he or she needs to do to fulfill the class requirements.

The data shows that Google Classroom increases the number of students who successfully complete the class requirement. The students get more motivated to do their tasks because they just need to open their smartphones, see what they need to do, work on it and then submit it and that is it, all done!

Teacher does not have to face paperwork anymore as he/she can checks and scores the students' work from the smartphone as well. He/she will get notification once the student submits the work. The teacher can give score or comment on the students' work then return it to them to be seen.

The Features

Google Classroom offers features that can be used by the users. Those features are mentioned below:

- **Assignment**: This feature gives advantage for teachers to assign the students online. When the students are done with the assignment, they can submit it in this section as well as many various format.

- **Question**: This feature enables the teachers to do assessment paperlessly. Students can do the assessment directly from their smartphone as soon as the teacher share it.

- **Material**: Teachers can easily share their material just by uploading it here. The students can have it just by downloading it.

- **Topic**: It lets the teachers to classify the lesson easily by giving topic here.

- **Reuse post**: When the teachers have announcement to be reposted, they can easily do it by using this feature so they do not have to retype the announcement. Just click and share!

- **Stream**: This section allows teacher to communicate interactively with all students in that class.

- **Comment**: There are two kinds of comment that can be used in Google Classroom. One is class comment and the other one is private comment. Class comment is used if the teacher want to interact with the whole class. The private comment is found in individual account and can be used to comment of the students' assignment privately.

The Advantages

There are several advantages found in using Google Classroom. Followings are some of them as mentioned by C. Pappas:

- **Easy to use and accessible from all devices.**

  It does not need to be a Google expert to use this application. It is very easy to use with simple format. Everyone with Google account can access this application using any gadget, such as: smartphone, computer, and tablet. The user can access it anytime anywhere as long as they have internet connection and the gadget.

- **Effective communication and sharing.**

  Google Docs is one of Google product that can be used in Google Classroom. It can be tool for sharing the documents and it is saved online and shared with a limitless number of people. When teacher creates an announcement or assignment using a Google doc, the students can access it immediately through their Google Drive. Teacher just needs to make sure that he/she has shared it with the students. Furthermore, Google Docs are easily organized and personalized in Google Drive folders. So emails are no longer needed to share information. Teacher just need to create a document and then share it with the students.

- **Paperless.**

  No more paper needed material and assignment are shared and submit in a cloud-based location. No need to worry about printing out or losing the students work anymore.

- **Speeds up the assignment process.**

  Google Classroom make the process of learning becoming fast and efficient. The students do not have to meet the teacher to hand

out their work. The just need to be uploaded in the provided folder. The teacher can easily see who has submitted their assignment and who is still working on it, as well as offer your feedback immediately.

- **Effective feedback**.

  Google Classroom gives the teacher the opportunity to offer their online support by giving feedback to the students right away. In other words, feedback becomes more effective, as fresh comments and remarks have bigger impact on students' minds.

- **Clean and user-friendly interface.**

  Google layout standards stay loyal to clean, Google Classroom invites the user to an environment where every single design detail is simple, intuitive, and user-friendly.

- **Great commenting system.**

  The class member can make comments that can become an online class discussion.

- **Is for everyone.**

  Everybody can use Google Classroom not only limited to the teaching and learning process but also can be use for sharing information, professional development or a meeting.

Conclusion

Based on the results and discussion above, it can be concluded that Google Classroom application gives many advantages for teachers as well as for students who use it. Google Classroom provides features that help the teachers to manage the class efficiently and effectively. Google Classroom is easy to use, free of charge, paperless, and flexible. The research found that teaching EFL students could be interesting when lecturers are able to integrated teaching strategy and technology. The students enjoyed the class which directly led to their improvement in their language skill. Moreover Google Classroom facilitated working students with effectiveness to access teaching materials from anywhere using their smartphones.

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Part III Mobile Learning

A STUDY OF STUDENTS' ATTITUDES AND SELF-EFFICACY TOWARDS THE USE OF MOBILE TECHNOLOGY FOR LANGUAGE LEARNING

Eling Kustriwardani, Cecilia Titiek Murniati, and Y.E. Budiyana

A STUDY OF STUDENTS' ATTITUDES AND SELF-EFFICACY TOWARDS THE USE OF MOBILE TECHNOLOGY FOR LANGUAGE LEARNING

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Introduction

People of the 21st century are living in a digital world. Mobile technology plays a key role in this digital world. Mobile phone users in the world reach over four billion users; on the other hand, computer owners are mere approximately 800 million people (Cochrane & Bateman, 2010). This fact is not surprising due to mobile phone handy characteristics that make human's life easier by connecting two or more people in different places. The rapid development of mobile technology such as a smartphone allows people not only to communicate with each other but also in many cases serve as a tool for people's social and work life, and perhaps, an influential tool for academic life (Vazquez-Cano, 2014). A smartphone is best used for learning since it is much more mobile compared to a laptop. Smartphone mobility makes it indispensable in a certain situation yet an obligation for others (Franklin, 2011).

Most students are familiar with mobile technology. In schools, mobile technology plays a crucial part in college students' scholarly lives (Vazquez-Cano, 2014). Students wish they can have various handy learning tools which enable them to learn anywhere they wish to (Kim, Rueckert, Kim, & Seo, 2013). The utilization of mobile devices for educational purposes referred to as mobile learning or m-learning. The focus of m-learning is facilitating and broadening teaching and learning sources, such as information collection and exchange, learning construction, and collaborative learning (Hine, Rentoul, & Specht, 2004 as cited in Yang, 2012).

The existence of mobile learning (m-learning) in the field of education is becoming more important. Currently, 90% of college students own a mobile phone and believe that the device is their most important communication tool as it connects them with other learners and information in modern ways (Franklin, 2011). M-learning is capable of providing numerous information and supporting ubiquitous as well as collaborative learning for students (Yang, 2012). Chang, Yan, & Tseng (2012) also stated that ubiquitous learning will be a trend in the coming years because students could learn anywhere and anytime without limited place and time.

Many scholars have conducted numerous studies on the impacts of mobile learning. A study conducted by Gikas & Grant (2013) stated that location cannot restrict the process of learning because potential learning could happen in spite of place. M-learning gives an opportunity for students to do independent learning, especially outside the classroom when their teachers are not around. This affirms that the students act as the main role, whereas the teachers become guides (Niño, 2015). Technology plays a fundamental role in the instruction of either second or foreign language that has become one of the main courses in the educational field over the past three decades (Oz, 2015).

Mobile technology gives new learning experiences and opportunities for language learning. Students of English as a foreign language ought to learn and practice the language continuously in order to improve their skills. Nonetheless, teaching and learning process in the classroom has a place and time restriction, thus it is necessary to develop devices which do not have a place and time restriction for learning English such as mobile devices (Chang, Yan, & Tseng, 2012). Eight areas and skills of language are grammar, vocabulary, reading, writing, pronunciation, listening, speaking, and culture (Levy, 2009). Today, mobile phones are highly used for learning vocabulary (Wang & Smith, 2013) since mobile device could be an effective tool to improve vocabulary. For example, Suratno, Murniati, & Aydawati (2016) reported that students' vocabularies in their study were improving since they used mobile device.

Furthermore, Wang & Smith (2013) also added that a mobile phone can be an effective tool to improve students' reading and grammar skill. It can be concluded that m-learning can be an efficient instrument for assisting English learning performance and motivation (Chang, Yan, & Tseng, 2012).

M-learning can be a helpful instrument for students to succeed in learning. In addition, it gives a feeling of personal control over a learning task that affects the success of academic achievement or self-efficacy (Hsieh & Kang, 2010). Self-efficacy is defined as someone's personal judgment of his/her capabilities to manage and perform particular activities to achieve goals that have been set (Bandura, 1997). Self-efficacy beliefs affect people on goals they set, an effort that they will mobilize, and their tenacity in facing an obstacle or an unpleasant process (Zimmerman, Bandura, & Martinez-Pons, 1992). A positive correlation has been consistently discovered between self-efficacy and academic achievement (Hsieh & Kang, 2010). The main concern of previous studies on self-efficacy beliefs is mostly about students' assessment of their capability (Cubukcu, 2008). A great number of previous research findings indicate that self-efficacy takes part in predicting and mediating students' achievements, motivation, and learning (Dinther, Dochy, & Segers, 2011).

This study was conducted to discuss mobile technology development in academic life. The study aimed to discover and analyze students' attitudes and self-efficacy towards the use of mobile technology in language learning processes, the correlation between self-efficacy and gender, and the correlation between self-efficacy and level of technology comfort. The writer analyzed the use of m-learning specifically on learning English as a foreign language.

Literature Review

Mobile Technology in Education

Mobile technology is not considered new in academic life, in which students implement mobile technology to complete certain

tasks. The implementation of mobile technology gives advantages and disadvantages to learning processes. In addition, mobile technology can be implemented for any learning purposes such as language learning.

a. Mobile Technology Advantages and Disadvantages

Mobile technology can be accessed through mobile devices such as cell phone, e-book, netbook, laptop, pocket electronic dictionary, MP3 player, iPod, iPad, tablet, and latest mobile device trend, smartphone and other devices that characteristically lightweight, portable, and connect to the internet (Franklin, 2011; Niño, 2015). Previous studies on m-learning showed that m-learning has several advantages (Gikas & Grant, 2013; Al-Emran, Elsherif, & Shaalan, 2016; Cochrane & Bateman, 2010; Niño, 2015). They are as follows:

1. mobile technology connectivity allows students to access numerous information immediately without time or place settings;
2. mobile technology supports communicative as well as collaborative learning between students, their peers, and teachers outside the classroom;
3. mobile technology offers innovative learning experiences and practices;
4. mobile technology provides authentic resources for students.

Gikas & Grant (2013) mentioned not only the advantages but also the disadvantages that students suffered from mobile technology, as follows:

1. students were frustrated with teachers who were reluctant to utilize mobile technology in teaching and learning process;
2. students were frustrated with the small keyboard of a mobile phone that causes difficulty in typing long sentences;
3. social media applications in mobile devices that do not give any contribution to teaching and learning process may distract students' focus.

b. Mobile Technology for Language Learning

Language students can take the benefits from mobile technology for learning. Niño (2015) explained that students who were learning a language mostly used mobile technology for:

1. searching for words, phrases, and idiomatic expressions. Translating words/phrases into their first languages first (for comprehension purposes), then into the second language (for production purposes).
2. listening how to pronounce certain words.
3. searching the meaning of certain words from the target language, improving, correcting, and practicing vocabulary.

Students' Attitudes towards Mobile Technology

Students mostly give positive attitudes toward m-learning. Wang & Smith conducted a study on reading and grammar learning through a mobile phone. They found that forty-one out of fifty-six participants chose a mobile phone over other devices to receive learning materials. The other 14 participants preferred PC's email addresses and only one participant chose iPad. The next data in their study are consistent with their data mentioned before. It showed that two hundred and seventy-nine out of 372 subscribers registered their email for the project given with their mobile phone, even though they knew that they were permitted to use PC email addresses. Students mostly thought that a mobile phone was a useful device for reading short essays to improve their reading ability (Wang & Smith, 2013).

Students' reactions toward mobile technology for learning are not always positive. Similar to Gikas & Grant (2013) findings, Kim, Rueckert, Kim, & Seo (2013) reported students' frustration when using technology in learning activities. A student in their study revealed that several students were not able to access all new technologies. It is necessary to keep in mind that students might face an obstacle in accessing learning courses for independent learning outside the classroom using mobile technology considering the device and service cost. The most lovable mobile devices among students were laptop followed by netbooks, Apple iPhone, Android phones, and tablet in the last place. Most students preferred a laptop over a cell phone for implementing mobile learning activities owing to cell

phone small screen and keyboard. This finding from Kim, Rueckert, Kim, & Seo (2013) is similar to Gikas & Grant (2013) where students found it uncomfortable to perform mobile learning activities using a small screen and keyboard.

Self-efficacy

Self-efficacy refers to ones' ability to control their choices of activities, feelings about doing certain activities, how they think and motivate themselves, and the amount of effort they produce on such activities (Bandura, 1982; Bandura, 1993; McAuley & Blissmer, 2000). Judgment of self-efficacy should be expressed in terms of can do rather than will do. "Can is a judgment of capability; will is a statement of intention" (Bandura, 2006). Perceptions of efficacy are about someone's certainty on doing or solving particular activities, not how well they expect to do those activities (Zimmerman, 2000). Bandura (1997) explained that there are four main determinants that raise students' self-efficacy, as follows:

1. mastery experiences: students give an interpretation of the outcome of their activities and use it to develop beliefs about their capability to do the further activities;
2. vicarious experiences: students seeing a fellow classmate's who is similar to them to observe his/her failure and success, thus students can get the information about their capability;
3. social persuasion: students get information that persuades and asserts them about their capability to implement an activity;
4. psychological arousal: students may feel anxious, wrought-up, and depressed that can be concluded as a signal of failure and weakness, whereas positive mood states can strengthen students' self-efficacy, on the contrary miserable mood states weaken it.

Self-efficacy towards Technology in Academic Field

Previous studies have indicated that self-efficacy influenced technology-based performance achievement. The higher levels of computer anxiety will be the lower levels of self-efficacy, as a result it reduced computer-based performance achievement (McInerney, McInerney, & Sinclair, 1994 cited in Saadse & Kira, 2009). A study has also demonstrated that students with a high level of internet self-

efficacy could execute internet-based learning assignments better than students who had lower level self-efficacy (Tsai & Tsai, 2003 cited in Peng, Tsai, & Wu, 2006). Similarly, Yang (2012) in his findings showed that students with high level of self-efficacy towards m-learning faced no problem in operating the functionalities in the mobile devices such as downloading online material, reading as well as accessing information. It can be concluded that students with a high level of self-efficacy have better technology-based performance that can lead to better achievement. Another study pointed out that university students with sufficient self-efficacy toward internet tended to view the internet as a functional tool-a functional technology (Peng, Tsai, & Wu, 2006).

Students' Level of Technology Comfort

Today students mostly express a high level of technology comfort. Matherly, Watson, & Ivancevich (2009) in their studies showed that students' level of technology comfort in two different universities was almost the same which was around 7.0 out of 10. Similar to Matherly, Watson, & Ivancevich (2009), Bishop (2010) conducted a research and designed a questionnaire to find out students' level of technology comfort. There were 34 students son the pre-test and 25 students on the post-test, surprisingly the findings indicated that both tests result were nearly the same and considered high which were 7.91 and 7.96 ranging from 1 to 10 (Bishop, 2010). Furthermore, Stolte, Richard, Rahman, & Kidd (2011) in their study also reported the students to have a high level of technology comfort wherein almost 90% of students were comfortable with technology for learning purposes.

Methodology

This study used quantitative methods to collect and analyze the data. Matveev (2002) and Curry, Nembhard, & Bradley (2009) mentioned that quantitative methods allow the researcher to state the research problem in a specific, definable, and set terms, to follow the original set of research goals, to statistically test hypotheses, to specify the independent and dependent variables clearly and precisely, to produce numeric data through standardized processes and instruments with predetermined response categories, to attain high levels of reliability of collected data due to mass surveying, and to reach more objective conclusion by minimizing subjectivity of judgment.

The writer used a quantitative method to answer the research questions. An instrument to collect the quantitative data was a close-ended questionnaire. For the first and second research questions, the writer analyzed the data using descriptive statistics to describe and present the means and the standard deviation (Cohen, Manion, & Morrison, 2007). However, to address the third research questions, she used inferential statistics to make conclusions and predictions based on the collected data (Cohen, Manion, & Morrison, 2007). To examine the correlation between self-efficacy and level of technology comfort she used Pearson Correlation. The independent variables were level of technology comfort. The dependent variables would be students' attitudes and self-efficacy.

Data Collection
a. Population and Sample

The participants in this study were the students of Faculty of Language and Arts, Soegijapranata Catholic University. There were 150 active students ranging from sophomores, junior, and senior who participated in this study. Ninety-seven samples are considered as the minimum number to collect quantitative data for 150 populations (Cohen, Manion, & Morrison, 2007). The greater quantity of samples will bring out a better accuracy (Youssef &

Agrawala, 2004); therefore, the questionnaire was distributed to 150 students.

b. Instruments

The writer used a close-ended questionnaire to collect the data. Close-ended questions mean that the respondent has to choose the answer from the choices provided (Krosnick & Presser, 2018). In addition, the writer used Likert Scale in the close-ended questions. Likert Scale usually contains 5-point scale ranging from Strongly Agree, Agree, Neither, Disagree, Strongly Disagree (Bertram, 2007). Below was the scoring system in the questionnaire:

Strongly Disagree = 1
Disagree   = 2
Neither   = 3
Agree   = 4
Strongly Agree   = 5

The questionnaire contained 10 statements regarding attitude and 10 questions regarding self-efficacy. The questionnaire was a modification of Yang's study. It comprised three background questions (name, gender, and technology comfort level).

Research Procedures

There were several procedures to collect the data in this study. First, the writer adopted and modified a questionnaire from the previous study on attitude and self-efficacy towards mobile technology (Yang, 2012). Second, the writer did a pilot study to pre-test or try out of a certain research instrument such as a questionnaire. Pilot study helps the researcher to check the validity and reliability of the questionnaire to minimize the possibility of research failure (Teijlingen & Hundley, 2001). The writer did the pilot study by distributing a questionnaire to fifteen random students of Faculty of Language and Arts who were out of sample. The questionnaire would be considered valid if the r value is more than 0.514 and reliable if the Cronbach's Alpha value is more than 0.60.

Table 1. The Validity Table of the Result of Students' Attitudes

Statements	Rvalue	Rtable	Interpretation
A mobile device can help me attain more ideas.	0.754	0.514	VALID
A mobile device is helpful for me to improve my language skills.	0.748	0.514	VALID
A mobile device can enhance my motivation to learn a language.	0.731	0.514	VALID
A mobile device allows me to express myself in a foreign language.	0.880	0.514	VALID
A mobile device makes learning language easier.	0.456	0.514	INVALID
A mobile device makes me an independent language learner.	0.585	0.514	VALID
A mobile device allows me to access authentic material anywhere and anytime.	0.580	0.514	VALID
A mobile device allows me to access materials faster.	0.619	0.514	VALID
Interacting with peers is easier with a mobile device.	0.543	0.514	VALID
A mobile device can save time in learning a language.	0.627	0.514	VALID

Table 2. The Reliability Table of the Result of Students' Attitudes

Reliability Statistics

Cronbach's Alpha	N of Items
0.847	10

Table 1 showed that the questionnaire regarding attitude had an invalid statement with r value 0.456, thus the writer dropped that statement. Consequently, the questionnaire that would be distributed contained 9 statements regarding attitude. Furthermore, the Cronbach's Alpha value for this data is 0.847. The reliability of the questionnaire regarding attitude is considered good.

Table 3. The Validity Table of the Result of Students' Self-efficacy

Statements	Rvalue	Rtable	Interpretation
I can use a mobile device to download English lessons from internet.	0.704	0.514	VALID
I can access language learning websites using a mobile device easily.	0.797	0.514	VALID
I can find more resources to access authentic language material faster using a mobile device.	0.715	0.514	VALID
I can read language articles using a mobile device effectively.	0.763	0.514	VALID

I can download and install mobile applications for language learning.	0.685	0.514	VALID
I can submit my assignments in a timely manner using a mobile device.	0.466	0.514	INVALID
I can complete my language assignments faster using a mobile device.	0.357	0.514	INVALID
I can execute internet-based language learning assignment well.	0.553	0.514	VALID
I can use Ms. Office applications for language learning.	0.421	0.514	INVALID
I can operate a mobile device for language learning without hesitation.	0.446	0.514	INVALID

Table 4. The Reliability Table of the Result of Students' Self-efficacy

Reliability Statistics

Cronbach's Alpha	N of Items
0.769	10

The questionnaire regarding self-efficacy contained 4 invalid statements (see Table 3). The invalid statements would be dropped from the questionnaire, hence there would be only 6 statements

regarding self-efficacy. Furthermore, the questionnaire regarding self-efficacy is considered acceptable since the Cronbach's Alpha value is 0.769.

After finding out the validity and reliability of the questionnaire, the writer distributed the questionnaire to the respondents who were sophomores, junior, and senior of Faculty of Language and Arts. Then, the writer inputted the quantitative data by using SPSS 20.

Data Analysis

The writer analyzed the data using SPSS 20. The writer used descriptive statistic to find out the mean scores. They helped the writer defined whether or not the result is positive or negative. To find out the correlation between the level of technology comfort and self-efficacy the writer used inferential statistics. The table below shows the meaning of the correlation coefficient (Budi, 2006):

Table 5. The Interpretation of Correlation Coefficient

Value of r	Interpretation
0.001 – 0.200	Very Weak
0.201 – 0.400	Weak
0.401 – 0.600	Moderate
0.601 – 0.800	Strong
0.801 – 1.000	Very Strong

Findings and Discussion

In this chapter, the writer analyzed the collected data. The analysis started with the demographic information of the students. The demographic information contains the information about students' gender and their technology comfort level. After that, the writer continued to discuss students' attitudes towards the use of mobile device for m-learning to answer the first research question. The writer not only defined whether the students' expressed positive

or negative attitudes but also discussed how mobile device assisted students in learning English as a foreign language. The further analysis discussed students' self-efficacy towards the use of mobile device for m-learning. The writer discussed students' self-efficacy level along with their capability to perform m-learning. In the last part of this chapter, the writer discussed the correlation between students' self-efficacy and their level of technology comfort.

Demographic Information
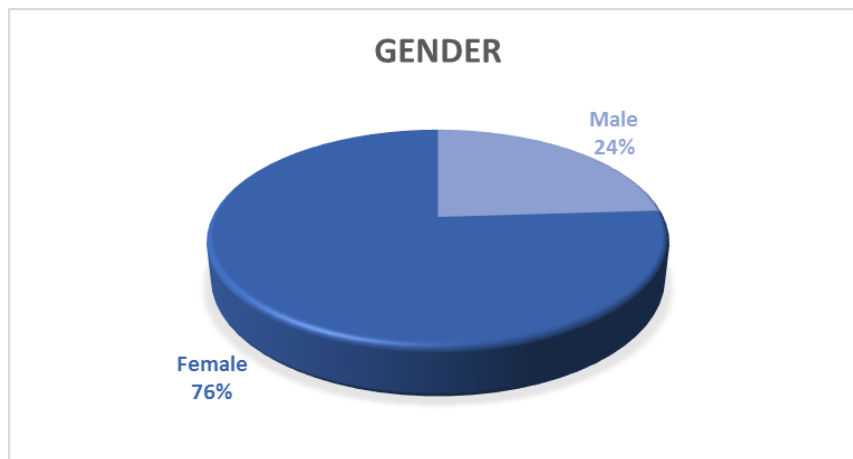
Figure 1. The Participants' Gender Information.

The writer succeeded in collecting data of 100 students out of a possible 150 students after distributing the questionnaire. Specifically, there were 24 male and 76 female students (24% and 76% of the students) who participated in this study by filling out the questionnaire.
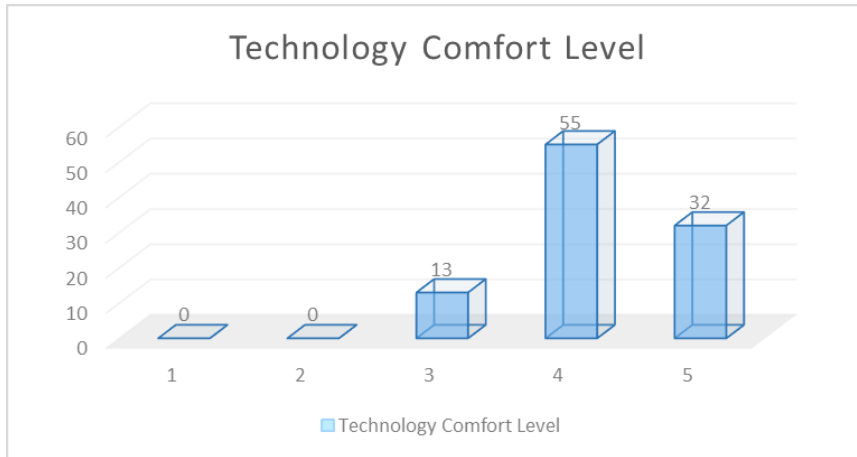
Figure 2. The Participants' Technology Comfort Level.

The chart showed students' comfort level in using technology. The scale started from 1 to 5 (very uncomfortable to very comfortable). The result implied that the overall students had a high level of technology comfort since there was no student who rated the item 1 or 2. Only 13 (13%) out of 100 students who perceived somewhat comfortable towards technology. The other 55 students (55%) felt comfortable and the remaining 32 students (32%) felt very comfortable with the use of technology.

Students' Attitudes towards the Use of Mobile Device for M-learning
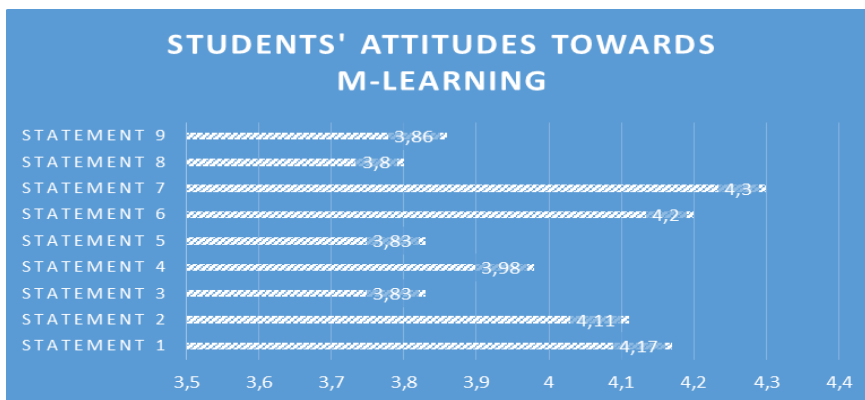
Figure 3. Students' Attitudes towards M-learning

Figure 3 presented the mean score of every statement in the attitude questionnaire. The mean score for overall statements is 4.01; therefore, it can be concluded that students expressed positive attitudes towards the use of mobile device for language learning. The following is the discussion of data analysis related to students' attitudes. The writer discussed three statements with the highest mean scores and three statements with the lowest mean scores.
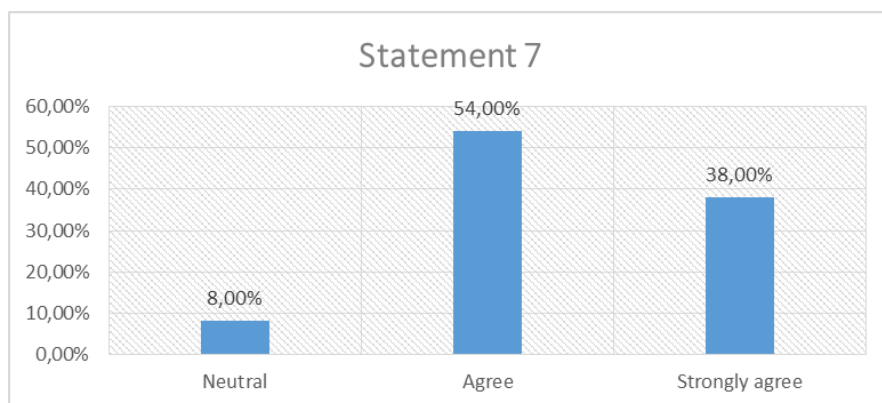
Figure 4. A mobile device allows me to access materials faster.

Statement 7 has the highest mean score of all statements regarding attitude. This statement represented the advantage of using a mobile device to access any information. The result indicated that most of the students considered mobile device connectivity helped their learning processes by allowing them to access learning materials faster. Gikas & Grant (2013) found a similar result, wherein the students in their study declared that mobile device connected them with the subject matter in a split second.
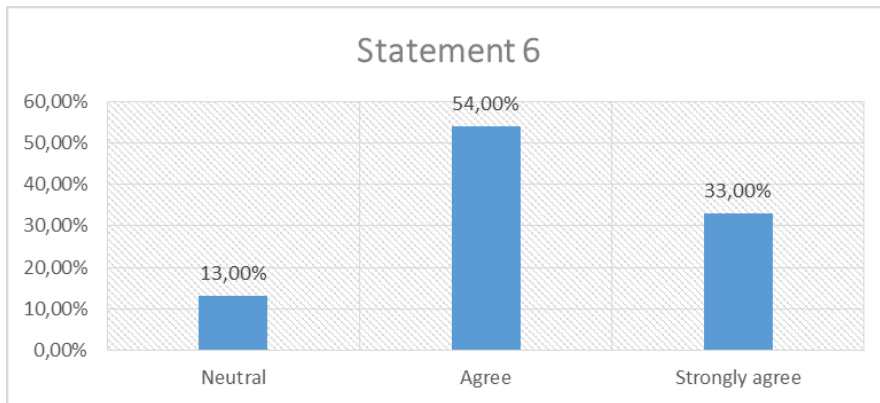
Figure 5. A mobile device allows me to access authentic materials anywhere and anytime.

Figure 5 showed that the students favored not only the mobile device capability to access information in a quick time but also the authentic material which it offered. Eighty-seven (54% agreed and 33% strongly agreed) or more than a half of the students in this study agreed that mobile device could fulfill their needs of obtaining authentic material whenever and wherever they wanted to.
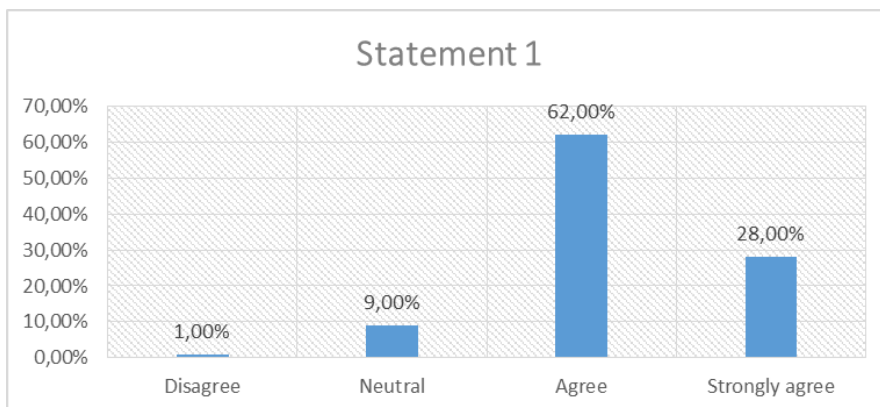

Figure 6. A mobile device can help me attain more ideas in learning a language.

Mobile device connected students to plenty language learning resources that could bring better ideas. This is shown in Figure 6. The

result showed that even though there was a student who disagreed, the other 90% of the students stated that mobile device was helpful to attain ideas for language learning purposes.
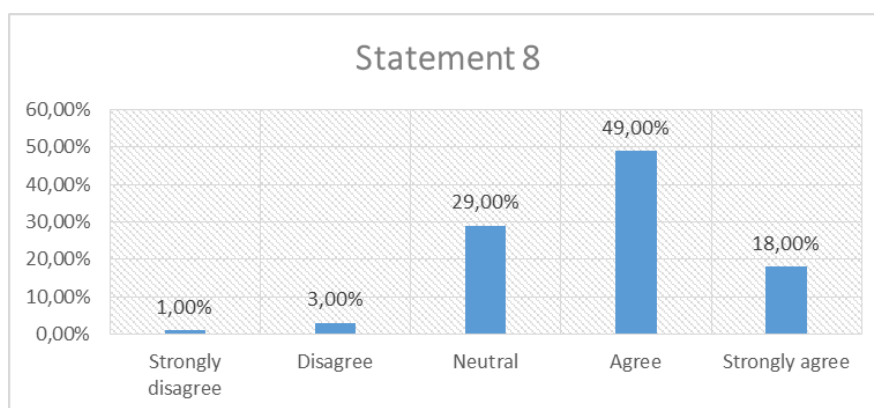
Figure 7. Interacting with peers is easier with a mobile device.

Statement 8 has the lowest mean score compared to the other statements. It discussed mobile device as a means of communication. There were 4 students (1% strongly disagreed and 3% disagreed) who disagreed that mobile device made communication with their classmates easier. Nevertheless, 67 students (49% agreed and 18% strongly agreed) agreed that communication with other learners using mobile device was easier since it allowed them to create collaborative learning. Students in Rossing, Miller, Cecil, & Stamper (2011) also showed their enthusiasm towards collaborative learning using a mobile device. They stated that mobile device allowed them to do a group work in a separate place yet simultaneously.
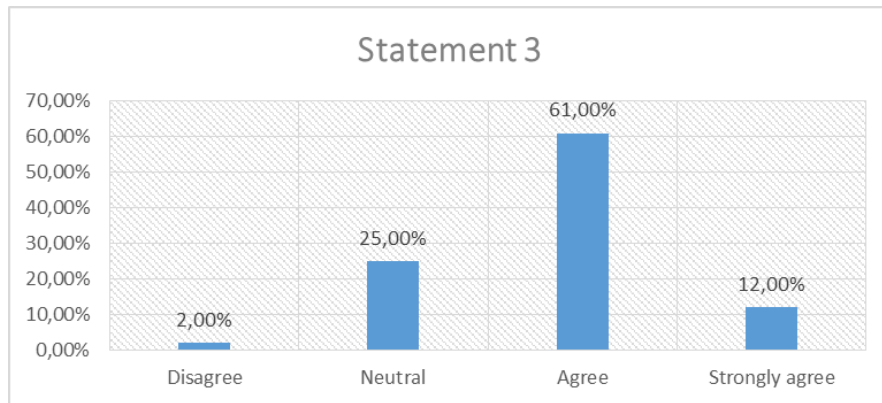
Figure 8. A mobile device can enhance my motivation to learn a language.

The advantages of using a mobile device for language learning did not affect 2 students. These students stated that mobile devices could not enhance their motivation to learn a language (see Figure 8). However, mobile device succeeded in encouraging other 73 students (61% agreed and 12% strongly agreed) to stay motivated in learning language. A mobile device is capable of enhancing not only college students' learning motivation but also elementary students. An elementary teacher in Ciampa (2014) reported that her students became more motivated to finish challenging assignments using a mobile device.
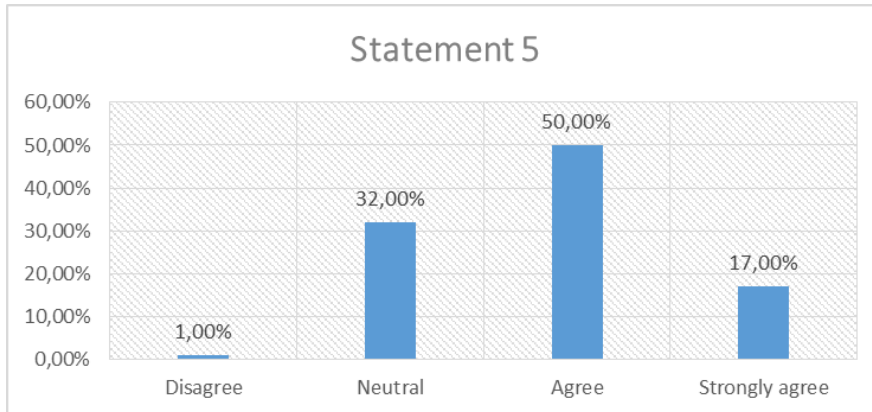
Figure 9. A mobile device makes me an independent language learner.

Figure 9 indicated that mobile device could not be a perfect companion for a student in this study to be an independent language learner. On the contrary, the other 67 students (50% agreed and 17% strongly agreed) expressed a positive reaction to the fact that the mobile device gave a chance to them to do independent learning without a guide or a teacher.
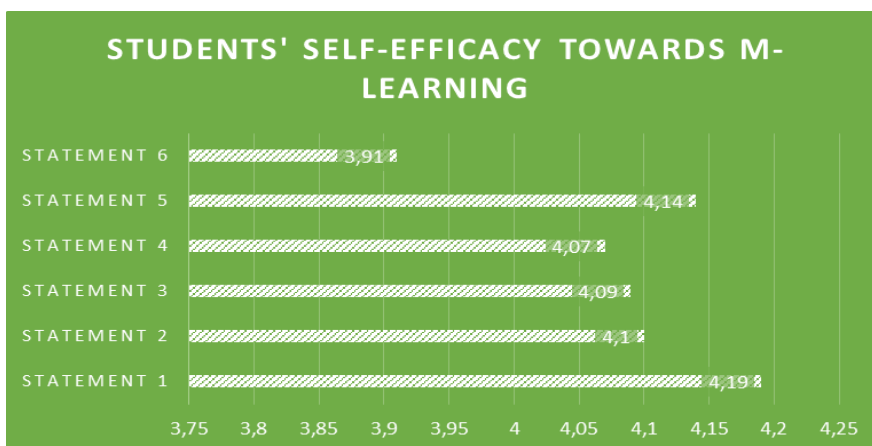
Students' Self-efficacy towards the Use of Mobile Device for M-learning

Figure 10. Students' Self-efficacy towards M-learning

The next discussion in this chapter is about students' self-efficacy. The mean score for overall statement regarding self-efficacy is 4.08. The result is the same case as in students' attitude, wherein the mean score for overall statement is more than 2.5; hence, it can be concluded that students had a high level of self-efficacy towards the use of mobile device for m-learning. The writer would like to break down all the statements to give more details on how students utilizing their mobile devices for learning language. The writer started the discussion from the highest mean score to the lowest mean score.
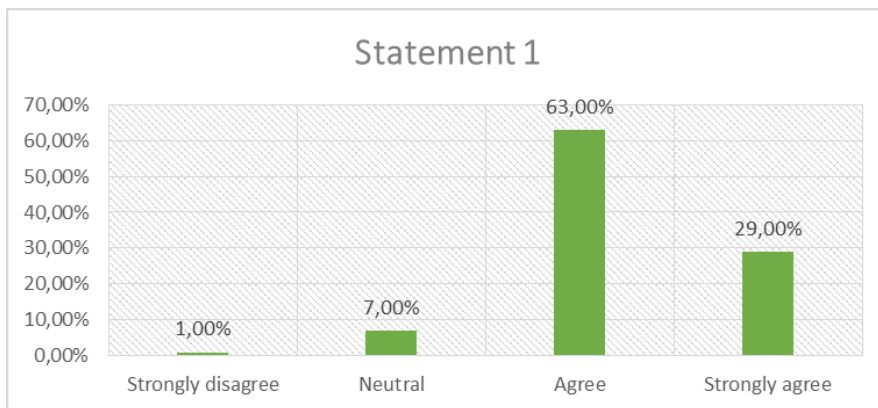

Figure 11. I can use a mobile device to download English lessons from internet.

Statement 1 received the highest mean score among the other statements regarding self-efficacy. There was only one student who faced an obstacle to download online English lesson. In addition, it could be implied from Figure 11 that 92 students in this study (63% agreed and 29% strongly agreed) were capable of downloading English lesson from the internet without facing any significant problem. The result is similar to Yang (2012), in that students in his study stated that they could download learning material on the internet using their mobile devices without facing any trouble.
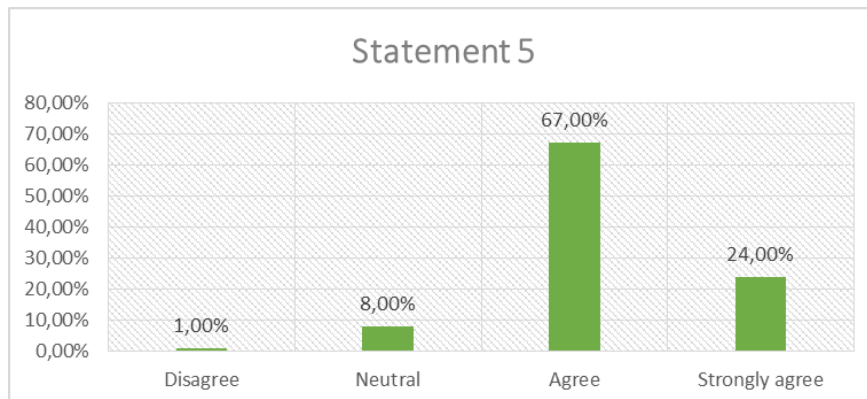
Figure 12. I can download and install mobile applications for language learning.

The students' capabilities to download any kind of data for language learning purposes also reflected in Figure 12. There were 91 students (67% agreed and 24% strongly agreed) who were able to download and install applications for language learning from their mobile devices. Only 1 out of 100 students faced a difficulty in getting access to mobile application for language learning.
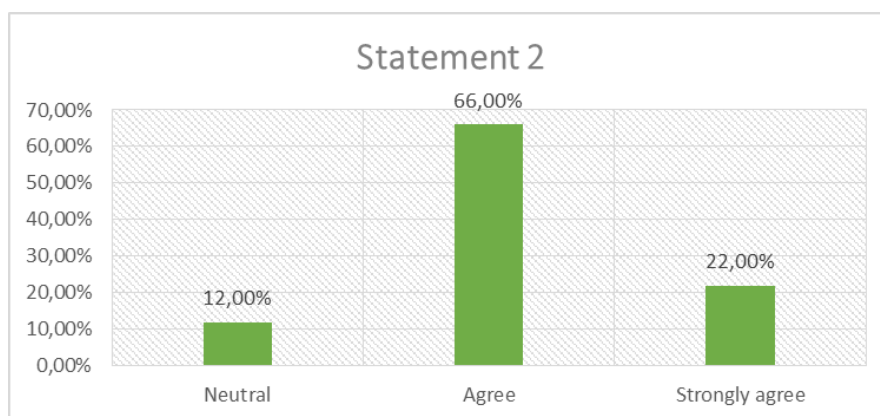

Figure 13. I can access language learning websites using a mobile device easily.

Eighty-eight students (66% agreed and 22% disagreed) demonstrated that they could surf the internet and find many language learning websites without any problem. None of the student disagreed, presumably, since they did not need to download or install to access the websites. It could be implied that most students in this study could get the access to language learning websites easily.
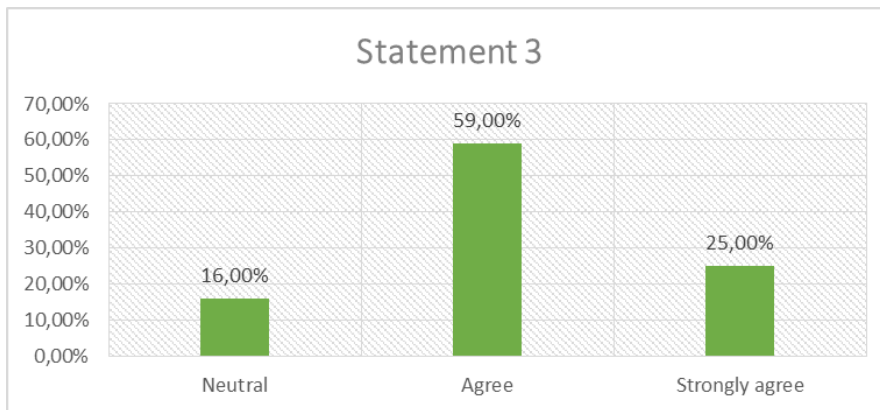

Figure 14. I can find more resources to access authentic language materials faster using a mobile device.

The result in Figure 14 showed that 84 students (59% agreed and 25% strongly agreed) were capable to find a great number of resources to access authentic language material in a quick time using their mobile devices. None of the student disagreed or strongly disagreed with Statement 3. It can be concluded that almost all of the students knew how to access authentic language material using their mobile devices.
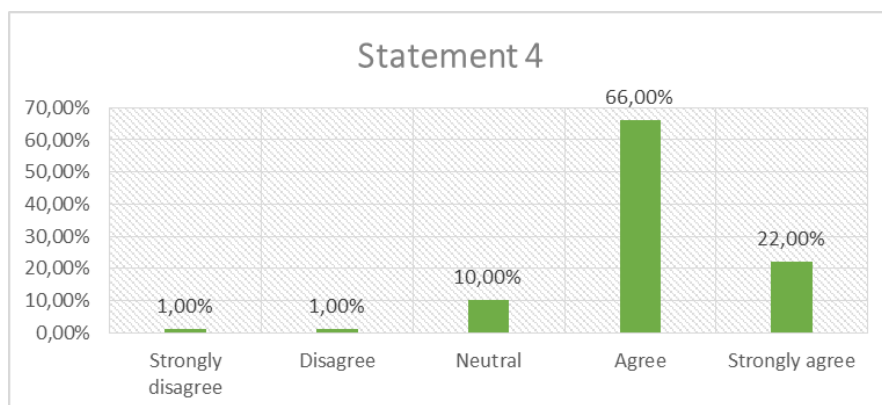
Figure 15. I can read language articles using a mobile device effectively.

Eighty-eight students (66% agreed and 22% strongly agreed) revealed that they were capable to optimize their performance in reading language article using their mobile devices. Unfortunately, there were 2 students (1% strongly disagreed and 1% disagreed) who still had difficulties in using a mobile device to read language articles effectively.
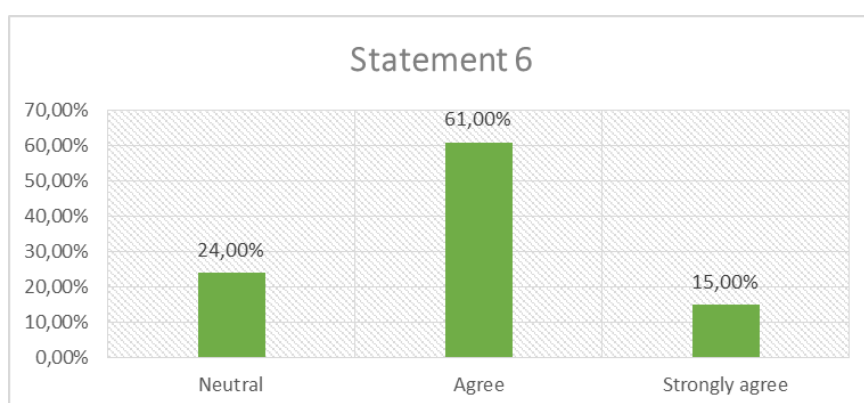

Figure 16. I can execute internet-based language learning assignment well.

The lowest mean score in the questionnaire regarding self-efficacy is 3.91. Statement 6 obtained the lowest mean score, yet the result of students' self-efficacy remained high. It became clearer that

students had a high level of self-efficacy since there were more than a half of the students (67 students) who could implement language assignment which delivered on the internet well.

The Correlation between Self-efficacy and Technology Comfort Level

In this study, the writer would also like to know the correlation between self-efficacy and the level of technology comfort. Below is the result of the data analysis using Pearson's Product Moment.

Table 6. Correlation Coefficient

		Technology Comfort Level	Self-efficacy (TOTAL)
Technology Comfort Level	Pearson Correlation	1	.392[**]
	Sig. (2-tailed)		.000
	N	100	100
Self-efficacy (TOTAL)	Pearson Correlation	.392[**]	1
	Sig. (2-tailed)	.000	
	N	100	100

The correlation between self-efficacy and technology comfort level in this study was weak, yet positive. There was a possible explanation for this result. The explanation could be owing to the mobile technology primary function. The primary function of mobile technology is as a means of communication and entertainment (Kim, Rueckert, Kim, & Seo, 2013). Today students mostly used their mobile devices for communication and entertainment purposes rather than learning purposes. For example, the students in Jambulingam & Sorooshian (2013) viewed the mobile device as a communication and entertainment tool and not as a learning tool. Consequently, students may be capable of accessing any kind of communication or entertainment resources easily, but not for learning resources since they may need to be trained first to utilize their mobile devices for learning purposes. Training is capable of lessening anxiety and boosting self-efficacy in operating technology (Bates & Khasawneh,

2004), wherein psychological arousal such as anxiety is one of self-efficacy determinants (Bandura, 1997). Thus, even though students may have a high level of technology comfort, it did not make them had high level of self-efficacy towards the use of mobile device for m-learning.

Conclusion and Suggestions

Conclusion

This study confirmed that mobile device could be an influential tool for academic life regardless of its primary function as a means of communication and entertainment. The finding on students' attitudes towards the use of mobile device for m-learning showed that the students showed their excitement using a mobile device in learning language environment. The students loved the fact that mobile device could save their time in learning since it connected them to learning sources faster. They also expressed positive reactions towards the possibility of doing independent and collaborative learning using their mobile devices. The mobile device also enhanced students learning motivation, allowed them to learn without time or place restriction, and provided rich learning facilities for the students.

Another finding reported that the students had a great level of self-efficacy by being able to optimize their mobile device performance for language learning. The students were capable to download and install mobile application for learning language. They also confidently could surf the internet and access language learning websites. Moreover, they were capable to execute an assignment delivered on the internet well. It can be concluded that almost all the students were capable to utilize their mobile devices for learning purposes.

Suggestions

A mobile device such as a smartphone may be a helpful tool for learning. Nevertheless, the students should be smarter than the device itself. They should be aware that they could not simply take

any unreliable information from their mobile devices. The students should be able to filter the information since everyone who is connected to the internet could not only access but also upload information. Thus, intentionally or not, sometimes people shared invalid information. That invalid information may lead to false comprehension. The students would be better using those considerations to check the information validity from an expert such as their lecturer. For future research in the same topic, it is suggested that the researcher broaden the scope into other universities since this study conducted only in one university. The researcher may use not only quantitative method, but also mixed method to collect and analyze the data to go deeper into the discussion. For the instrument, the future research should use a questionnaire which consists of the 4 determinants of self-efficacy (mastery experiences, vicarious experiences, social persuasion, and psychological arousal) (Bandura, 1997). In addition, mobile device should be defined more clearly. Therefore, respondents will have a better understanding whether mobile learning refers to smartphone, laptop, tablet, or other mobile devices.

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Part III Mobile Learning

STUDENTS' PERCEPTIONS ON THE USE OF SMART PHONES TO ENHANCE ENGLISH LEARNING

Heny Hartono

STUDENTS' PERCEPTIONS ON THE USE OF SMART PHONES TO ENHANCE ENGLISH LEARNING

Heny Hartono

Introduction

Teaching English as a foreign or second language to Z generation is a challenge for teachers who are commonly from generation X or Y. As digital native, the Z generation who were born between 1995 and 2012 (Kleinschmit, 2015) are the native citizens of the cyber world. Commonly, they develop life styles and learning styles which are quite different from generation X and Y who were born around 1970s and 1980s. Teachers from generation X and Y are used to be familiar with some teaching methods such as grammar translation, direct method, and audio lingual method while the auditory learning (discussion, lecture) are not liked by the Z generation (Rothman, 2016). The Z generation are more challenged to have interactive games, collaborative projects, and digital related tasks. Therefore, language teachers need to equip themselves with technology-based techniques in their class, including in English class.

Using ICT (Information Communication Technology) to enhance language learning is not a new issue in language pedagogy. Technology has been integrated in language learning which is more familiar with the term CALL (Computer Assisted Language Learning) since 1980s. Along with the technology advancement, there has been a switch from CALL to MALL or Mobile-Assisted Language Learning (Burston, 2013). MALL is defined as "language learning using cell (mobile) phone devices, MP 3 or MP 4 players, Personal Digital Assistants (PDAs)" (Valarmathi, 2011). Since then, there have been many studies around the use of MALL. Until 2012, Burston (2013) reported that there have been 345 publication about MALL. The number is possibly increasing in the last five years. It proves that the studies of MALL have attracted many researchers around the world.

Researchers and those who are concerned with the improvement of English language teaching and learning have been aware of the coming wave of generation Z in the education world. At this present time, students from the basic level of education until undergraduate level are those who belong to generation Z. In fact, today's young generation is the digital native. Recently, it is reported that the world population has been dominated by Z generation. 1.44 billions of the population are the X generation, 1.72 billions of the population are generation Y, and 2.52 billions of the population are Z generation (Kleinschmit, 2015). Regarding this issue, English teachers can not ignore the fact that their students now come from generation Z and that they have to adjust themselves with the shift of teaching trends which are more suitable for generation Z including the application of MALL in English class.

One among the simple applications of MALL is the use of mobile phones in English classroom. It is undeniable that the cell phones used by students today are smart phones which are completed with sophisticated features and various interactive applications. Some if it cannot be said a lot of the applications are designed and developed to assist and facilitate language learning. By that reason, some English teachers especially those who teach at university level allow students use their mobile phones in the class or during the lesson. The use of mobile phones in the class can be beneficial while at the same time can also be a threat for the success of English language learning process in the classroom.

Methodology

This study was based on a research question which was formulated as the following: To what extent does the use of mobile phones enhance English learning process in the classroom? The participants of this research were chosen based on convenient sampling. It involved 35 undergraduate students whose age ranged from 19 to 21 years old. By age, they belonged to Z generation or the digital natives. They went to English Department in a reputable private university in the capital city of Central Java, Indonesia. Seen from their socio-graphical background, they live in one of the big cities in Indonesia and their access to technology is quiet easy.

To collect the data, the writer used semi open ended questionnaire, interview, and observation. The questionnaire were distributed to all respondents while the interview only involved some of the respondents. Observation was done during the class hours. The various use of means to gather data is meant as validity strategy that is by triangulating the various data sources (Cresswell, 2008, p.191). The data were then qualitatively analyzed.

Findings and Discussion

From the result of the questionnaire, it was found out that most of the respondents (91.4 % of the respondents) had used smart phones for more than three years and only 3 persons (8.6 %) had used smart phones less than three years but more than one year. In fact, from further interviews they admitted that they had got their own smart phones since they were in high school. Hence, they had got more chances to learn, experiment, and get along with their own smart phones since they were younger. It is in accordance with what Expozito (2017) contends, "generation Z has never known a world without internets, cell phones, or iPods". In fact, some of the respondents stated,

"My smart phone is sometimes more important than my lunch and dinner. As long as my phone is in my hands, I can do a lot of fun things. My mom has to yell at me more than three times just to ask me to have my dinner" (N, 19 years old).

"The first thing I touch every morning is my smart phone. I need to check the updates of my friends and check if I have some new messages" (S, 20 years old).

"I spend my pocket money more on phone credit than on books. That really makes sense because I can also get pdf books from the internet" (T, 19 years old).

The respondents' statements above reflect how Z generation has high dependency on technology, especially the smart phones and internet. Among other kinds of digital devices, generation Z uses smartphones more than other devices. Kleinschimdt (2015) reported that generation Z averagely uses their smartphones 15.4 hours per week or 2.2 hours a day. However, as it could be observed in this study, generation Z who were at undergraduate program spent more than 2.2 hours a day. Just in one lecture session which lasts for more or less 90 minutes, 14 student respondents (40%) said that they almost always opened their smartphones during the class; 15 students (43%) opened their smartphones every 15 minutes and 6 students opened their smartphones only at the beginning and at the end of the class. From this phenomenon, it can be said that students of generation Z have attachment to smartphones. Their being attached with internets and smartphones has affected their way to cope with problems and their choice of learning styles.

In their perceptions, studying in the classroom using smart phones is fun. For them, it is more interesting and it also helps them understand the lesson easier and better. It is because in common smart phones have various features which facilitate learning and developing language skills such as reading, writing, and listening. Students from Z generation are multimodal learners. Therefore, they are always challenged to learn through several modes. They also tend to be independent learners who do not need to be spoon-feeding. Hence,

125

basically they can help themselves get supporting materials even learn something new from the internet. Instead of lecturing or discussion, students enjoy interactive communication. They love to be involved in classroom interaction. Therefore, two-way communication in the classroom is preferable rather than just having one-way communication such as lecturing technique. Students also enjoy working collaboratively with their classmates either in pair or small groups. It is in accordance with what is stated by Rothman (2016) who argues that Z generation do not like auditory learning techniques such as discussion and lecture. Students like to work with other students including in discussion but the activity is more suggested as the one involving technology. Although they can work independently with their peers as well as using technology assistance, the students under this study also admit that they still need feedback for their work from their lecturers. Below is the quotation from focus group discussion:

> "I feel happy and satisfied if my lecturer discussed my work in front of the class. Sometimes, my lecturer also asks us to upload our assignment to youtube. I feel proud when our lecturer said that our work is good"

Feedback from teachers still plays crucial role in teaching and learning process. In one side, students can learn and improve themselves independently but on the other side, they still need their teachers as the more superior party to help them expand their potential zone. Therefore, teachers are encouraged to give feedback to students as well as facilitating students to develop their competence using technology. However, considering Z generation's nature as multimodal learners, teachers should be wise and creative in choosing the appropriate teaching techniques in order to avoid students' boredom.

In relation with students' boredom in the class, the allowance of using mobile phone in the class can be a kind of boredom escape for the students. Almost half of the respondents said that their main reason to open the smartphone during the class was because they felt bored while the rest of the respondents opened the smartphones to get supporting material for their class assignment. Only a few of them

opened their smartphone to chat or update their status in social media. Some of the most used applications in the smartphones which were used to help them study in language class were dictionary, audio and video recorder, and browser. They said that they could find a lot of information related with their assignments in the internet. Students from higher level also make use some other features in their smartphone such as google doc to create research instruments (questionnaire) and collect the data through the application.

During focus group discussion, there were some interesting statements quoted by the respondents. Some of those statements show how smartphones are useful and helpful in their language class. Most of the respondents agree and have positive perspectives on the use of smart phones in their language classrooms. However, it can not be ignored that the use of smart phones in the class may give a crack for students to do non-academic things in the class such as updating their status, chatting with friends, or just enjoying other friends' posting in social media. It can be seen from the following statements.

"Some of my lecturers allow us to use our smart phones in class. Most of the time, my smart phone is my savior especially when I got bored with the lesson" (P, 19 years old).

"I don't mean to cheat but when my lecturer gives us a chance to search some materials to support our assignment, sometimes I just need to search, copy, and take the material for my assignment. It's very easy to get everything we need through internet" (C, 19 years old).

It is even more dangerous if students do not pay attention on the way they cite or quote other people's work through internet just as it is described in the last quotation above. Lecturers who allow students to use smart phones in the class must remind their students many times to avoid plagiarism and teach them how to quote properly. In other words, in term of internet wise, lecturers need to be strict on the rules.

In students' perception, smart phones have a lot of functions. Nowadays, it is not just a tool of communication, but it is also means to explore the world because smart phones is completed with some applications which allow students to get easiness to access information such as e-dictionary, translation tools, discussion forum, and social media.   Bentley (2017) mentions nine uses of smart phones in the classroom. Those uses are including these following purposes: research, twitter, social media, text messaging, calendars, discussion forums, student response systems, photos and videos, and audio recording. With those rich uses of smart phones in the classroom, in students' perception, smart phones can do various tasks for them in the class. Some of students' perceptions on this issue are presented in the following statements.

> "My lecturer only allows us to use smart phone to check our pronunciation in English. So, I only use it for that purpose. I think we should be allowed to use smart phones in the class because we can do more with our smart phones than just checking pronunciation and spelling" (A, 21 years old).

> "It is very wise if the lecturers allow students to use their mobile phones in the class. We can easily get supporting materials for our assignment" (D, 20 years old).

Students also have positive perspectives towards teachers who have been using technology to support their teaching. They show respects to teachers who have made use smart phones in the teaching and learning process. The following quotations are taken from the interview and focus group discussion with the respondents.

> "In some of our classes, we use e-learning program and of course sometimes we are allowed to use our smart phones especially when the university internet gets down and we can not access the e-learning using the computers in the language lab" (B, 20 years old).

> "I also use my smart phone to get the materials from my lecturer. It's very easy. We just need to have QR scanner

program in our phone and we can capture the barcode in our lecturer's slide. In a second the material is in our hand and we do not need to write down or ask the lecturer if we can save the material in our flash disc" (R, 19 years old).
"I love my lecturers who join our line group. It becomes easier to get information about the class.... Like class cancelation, assignment, exam, group work, even we can freely ask questions to our lecturer through the line group" (F, 21 years old).

Apart from the risks of allowing students to use their smart phones in the class, there are more benefits which both teachers and students may get. As long as teachers can control the use of smart phones in the class, the smart phones can be a powerful tool to engage students' attention; help students have better understanding of the lessons; and make lesson presentation more attractive, lively, practical, and efficient. Besides, smart phones can also help teacher and students build communication through social media or other online application which provides opportunities for teacher and students to share and exchange ideas.

Using smart phones has been a part of students' life style. The students who are definitely digital natives will find it more enjoyable to learn with technology. Therefore, in term of internet wise, teachers, who are in this research are lecturers, need to consider the benefits of using smart phones in the class, especially in language class. With good lesson plan and classroom management, the use of technology in the classroom is really helpful to increase the quality of language teaching. During the interviews and focus group discussion, students share their experiences in some classes which involve technology and how they use their smart phones to help them complete their assignments. The following describe some of their experiences.

"I used smart phones a lot in interpretation class because in interpretation class, first we've got to record our interpretation and analyze it with our group. In other tasks, we got to make a short video ..of course we're the actors ...it was fun. We could record it with our smart phone and share the results to

other members of the group using our smart phone" (C, 20 years old).

"We also use smart phone in speaking class. Our lecturer asked us to make a short conversation and then record it with our smart phone. It's cool when we did the shooting outside the classroom. Our lecturer also allowed us to upload our video in the faculty's you tube and we could ask our friends to visit our youtube and like it"

"In translation class, our lecturer allows us to use dictionary in our smart phones. We can also get materials and sample of translated texts from the internet using our smart phones. We enjoyed working with our smart phones because we feel more relaxed and happy" (D, 20 years old).

From the results of the research above, it can be said that none of the respondents have negative perceptions on the use of smart phone in the classroom. For language classroom especially, the use of smart phones is helpful and it brings some benefits to the teaching and learning process. In other words, the use of smart phones in language classroom enhances English teaching and learning process.

Conclusion

Based on the results of the research conducted qualitatively at the English Department, Soegijapranata Catholic University, Semarang, Indonesia, it can be concluded that:

1. All respondents under this study whose age ranged between 19 to 21 years old are familiar to technology. All of them have been using smart phones for more than one year.
2. All respondents have positive perceptions on the use of smart phones in the classrooms. Only a few of them use smart phones in the classroom to overcome their boredom.
3. The use of smartphones in language classrooms are beneficial to engage students' attention, to increase students' understanding of the lessons; make lesson presentation more attractive, lively, practical, and efficient, and to build communication between teacher and students as well as among students themselves.

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Part IV E-Learning

THE ANALYSIS OF E-LEARNING ACCEPTANCE AMONG COLLEGE STUDENTS

Cecilia Titiek Murniati

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Introduction

E-learning has gained prominence in the last few years. The advancement in the information technology has prompted the change of learning and teaching approaches worldwide (Tick, 2006). Teachers and educational practitioners have begun to acknowledge the benefits of integrating technology in their classes. E-learning has been broadly defined as system of course delivery that are conducted through electronic tools and web-based platforms. Currently, e-Learning is emerging as the teaching paradigm shifts from teacher-centered class to student-centered class. Students are in charge of the knowledge transfer. E-learning allows students and teachers interact in the exchange of knowledge without being limited by time and space (Sun et al, 2009).

E-learning is commonly defined as the delivery of teaching materials through various types of digital technology such as audio/video tape, interactive TV, Internet, Intranet, and CD-ROM (Egelbrecht, 2005). Others view e-learning as the delivery of teaching materials via digital technology and web-based media in the form of web-based communication, collaboration, knowledge transfer, and training (Kelly & Bauer, 2004; Sun et al. 2007). Masrom (2007) proposed a broader definition of e-learning to include communication via information and communication technology.

In the last few decades, universities in Indonesia are increasingly moving towards the innovative pedagogy involving e-Learning. However, university administrators have not yet assessed to what extent and how these blended learning or e-Learning affect students' learning outcome and how well the system is accepted and adopted. Many studies on technology adoption utilized Technology Acceptance Model (TAM) developed by Davis (1989). TAM posits that a user's acceptance and use of technology rely on users'

perceived usefulness and ease of use. Perceived usefulness is defined as "the degree to which a person believes that usin g a particular system would enhance his or her job" (p. 320) while perceived ease of use is defined as "the degree to which a person believes that using a particular system would be free from effort" (p. 320). Studies on learner's acceptance on e-learning TAM has been applied in various contexts and fields such as healthcare (Chau and Hu, 2002; Grover, 2015), banking (Martins et al., 2014), education (Fathema, 2015; Ong & Lai, 2014) and business (Bjursten, Classon, & Steen, 2016).

Studies on the successful adoption of e-learning demonstrated that learners' perceived ease of use was dependent upon computer self-efficacy (Vankatesh & Davis, 1996). Ong & Lai (2004) investigated gender diff erences among dominants aff ecting e-learning acceptance. They surveyed 67 female and 89 male employees in six international companies. The findings of their study showed men's rating of computer self-efficacy, perceived usefulness, perceived ease of use, and behavioral intention to use e-learning are all higher than women's. Men's adoption of e-learning are more likely to be influenced by their perceived usefulness. Saade et al. (2007) conducted a study on multimedia technology environment acceptance among students. Their findings showed that learners' perceived ease of use was significantly correlated with their intention to use, while learners' perceived ease of use had a positive correlation with learners' attitude towards multimedia learning environment.

While numerous studies have been conducted in many countries worldwide, studies on learners' acceptance of e-leaners have been extensively studied. This study aims to address the research gap on this particular topic.

Literature Review

The definition of e-Learning

Although the term e-learning has been used since the 1990s, its notion has not been widely agreed upon. Some researchers view e-learning as the delivery of teaching materials via electronic media,

such as audio/video tape, interactive TV, Internet, Intranet, and CD-ROM (Engelbrecht, 2005) while others view e-learning as a web based learning which includes web-based communication, collaboration, knowledge transfer, and training (Kelly & Bauer, 2004; Sun et al. 2007). The broader definition of e-Learning incorporates both notions. Masrom (2007, p.1) defines e-learning as "learning facilitated and supported through the utilization of information and communication technology (ICTs).

Technology Acceptance Model

Technology Acceptance Model or TAM (Davis, 1989; Davis, Bagozzi & Warshaw, 1989) is one of the models to explain user acceptance and usage behavior regarding information technology. In other words, it is one of the most widely accepted models widely to investigate the determinants of technology acceptance. Many studies analyzing how people use technology have used and expanded this model (Jantan, Ramayah & Chin, 2001; Koay, 2002, Lee, Yoon, & Lee, 2009; Ramayah, Siron, Dahlan & Mohamad, 2002).

Technology acceptance model posits that people's desire to use technology is influenced by two beliefs; they are perceived usefulness and perceived ease of use. Perceived usefulness refers to the degree to which a user believes that technology is useful and can increase their productivity. Perceived ease of use refers to the degree in which a user believes that technology can be used with minimal efforts (Davis, 1989). Literature shows that perceived ease of use has a direct effect on both perceived usefulness and technology usage (Adams et al., 1992; Davis, 1989).
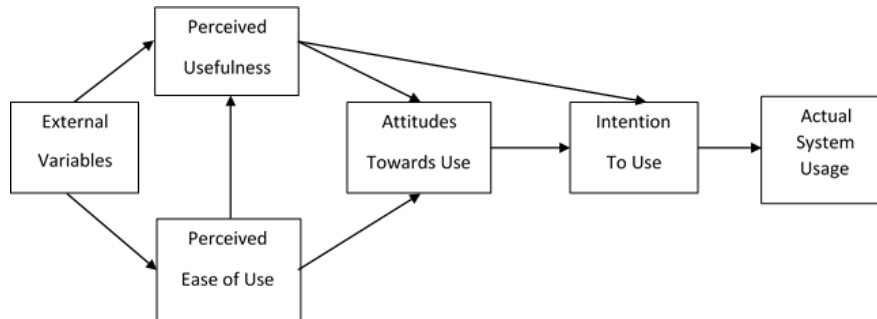
The following is the model:

Figure 1: Technology Acceptance Model

In this model, we can see that external factors influenced perceived usefulness and perceived ease of use. Perceived usefulness and perceived ease of use have some influences on the attitude towards technology and intention to use technology (Davis, 1989).

TAM constructs have been used to include many aspects of technology in learning, including e-Learning. Research on technology acceptance in universities indicates that (Selim, 2003). Results revealed that perceived usefulness and ease of use of course website were the strongest determinants for the acceptance and usage of course website. Students who believed that course websites were useful and easy to use were more likely to accept it as an effective tool (Selim, 2003). Some studies focus on the motivational aspect of TAM. Roca & Gagné (2008) introduced three motivational factors that affect technology acceptance. They are perceived autonomy support, perceived competence, and perceived relatedness. The perceived autonomy support, competence, and relatedness were shown to influence perceived usefulness, playfulness, and ease of use.

Literature on technology acceptance indicates mixed results. Some researchers found that perceived usefulness was the key determinant in technology acceptance, whereas some studies show mixed results for the perceived ease of use construct (Adams et al.,1992; Hu et al., 1999; Ndubisi et al., 2001).

Although the TAM literature reveals that certain inconsistencies exist but they are rarely dealt with clearly (En Mao & Palvia, 2001). So this research delves into one of the many inconsistencies which may be explored to enrich the literature in the TAM research.

Methodology

This study is quantitative in nature. It intends to look e-learning acceptance among college students. The data were taken from Technology Acceptance Survey distributed to students in a private university in Semarang.

Population and sample

The population of this study was students in the Faculty of Language and Arts Soegijapranata Catholic University. Currently, there are approximately 400 active students. The data were taken using convenience sampling. We were able to recruit 100 students for the study.

Instrument

The questionnaire used in this study was a modified version of Technology Acceptance Model questionnaire. It consists of two parts. The first part asks about participants' gender, class standing, and level of comfort with technology. The second part concerns with the four constructs in the technology acceptance model. They are Perceived Usefulness, Perceived Ease of Use, Attitude Towards e-learning, and Intention to Use e-learning. Each construct is divided into several measures. There are 14 question items in this questionnaire. Likert Scale was used to elicit responses from the respondents. Each statement has five response options. They are Strongly Agree, Agree, Neutral. Disagree, and Strongly Disagree.

Procedures

The questionnaire for this study was modified from Technology Acceptance Model. Before administering the survey, I used pilot study to test the reliability and the validity of the the survey

question items using Cronbach's Alpha to a sample of students. Once I collected the data, the questionnaire will be analyzed to look at the interaction between the dependent variables (gender and level of comfort) and the independent variables (Perceived Usefulness, Perceived Ease of Use, Attitude Towards E-learning, and Intention to Use E-learning).

Findings and Discussion

This study aims to investigate students' acceptance of e-learning in Faculty of Language and Arts Soegijapranata Catholic University. The questionnaires were distributed to 100 students. Out of the samples, 69 students were female and the rest were male.
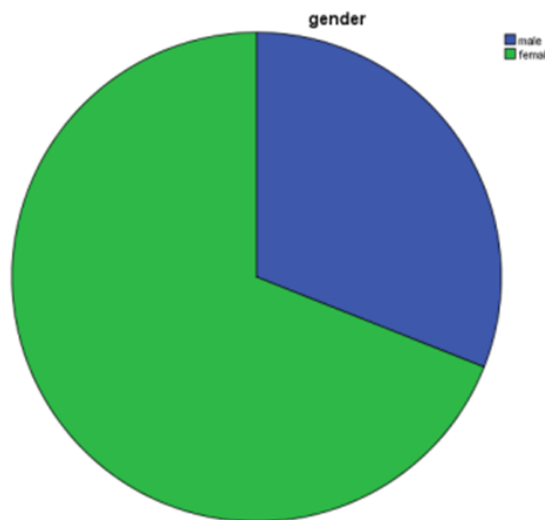

Figure 1. Gender of respondents

Graph 2 shows that out of 100 students, 68 students reported that they were quite comfortable using technology (68%) and 31% stated they were very comfortable using technology. Only 1 student had low comfort level.
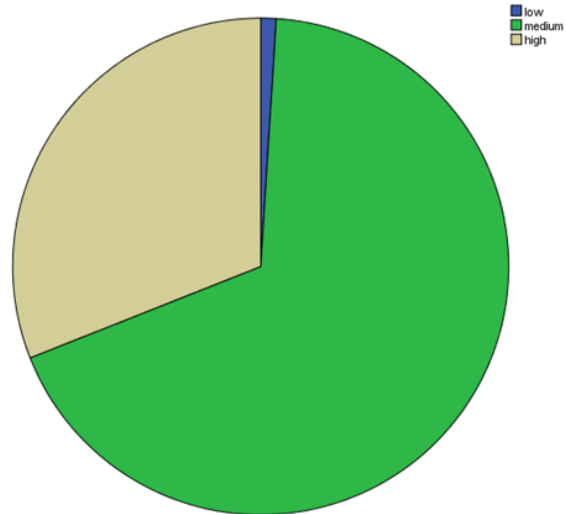
Figure 2. Technology Level

Table 3 below shows the Cronbach's alpha of the question items. We can see that each item has a Cronbach's alpha greater than 0.9. This means that each question item is consistent.

Table 1. Cronbach's Alpha test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.921	.922	14

Table 2. Cronbach's Alpha for each question items

	Cronbach's Alpha
usefulness1	.916
usefulness2	.917
usefulness3	.916
usefulness4	.916
usesulness5	.916
easytouse1	.915
easytouse2	.924
easytouse3	.920
attitude1	.914
attitude2	.912
attitude3	.911
intention1	.913
intention2	.915
intention3	.911

Hypothesis testing using Pearson Correlation was intended to test whether 1) learners' perceived ease of use positively affects their perceived usefulness, 2) learners' perceived usefulness positively affects their intention to use e-learning, 3) learners' perceived ease of use positively affects their intention to use e-learning, 4) level of comfort positively affects learner's perceived ease of use. The results of Pearson Correlation Test demonstrated that learners' perceived ease of use was positively correlated with affects their perceived usefulness (.492). The higher the perceived ease of use, the more likely students perceive that e-learning was useful for them. Further, the test indicated that learners' perceived usefulness had significant correlation with their intention to use e-learning (.598). Students who viewed e-learning as useful for them were more likely to have a higher desire to use e-learning. Pearson Correlation test in addition showed that learners' perceived ease of use positively correlated with their intention to use (.552). The more learners believed that e-learning platform was easy to use, the more likely they planned to use it. Finally, the table 4 below shows that learner's level of comfort using

e-learning significantly correlated with learner's perceived ease of use (.341).

Table 3. The results of Spearman's Correlation test

Correlations

		tot_usefulness	tot_easytouse	tot_attitude	tot_intention	level_of_com
tot_usefullness	Pearson Correlation	1	,492**	,675**	,598**	,408**
	Sig. (2-tailed)		,000	,000	,000	,000
	N	100	100	100	100	100
tot_easytouse	Pearson Correlation	,492**	1	,532**	,552**	,341**
	Sig. (2-tailed)	,000		,000	,000	,001
	N	100	100	100	100	100
tot_attitude	Pearson Correlation	,675**	,532**	1	,776**	,354**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	100	100	100	100	100
tot_intention	Pearson Correlation	,598**	,552**	,776**	1	,469**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	100	100	100	100	100
level_of_com	Pearson Correlation	,408**	,341**	,354**	,469**	1
	Sig. (2-tailed)	,000	,001	,000	,000	
	N	100	100	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Discussion

The study demonstrated several findings that supports the findings of other researchers. In this study learner's perceived ease of use had a significant correlation with their perceived usefulness. Learner's intention to use e-learning had a positive correlation with their perceived ease of use and perceived usefulness. This findings corroborate with those of other studies which suggested that perceived usefulness and perceived ease of use are the two major determinants of user's intention to use or behavioral intention for the adoption of technology (Hamid et al. 2015; Katharaki et al., 2009; Masrom, 2007; Ngai et al; Saade et al., 2007).

Another highlight of this study is that learners' level of comfort in using technology was significantly correlated with their attitude towards e-learning. This supports the findings of several other researchers who focus on the effect of the level of comfort with technology on attitude towards technology (Palak & Walls, 2014)

Conclusion and Suggestions

Conclusion

The purpose of this study is to test four hypotheses. They are was intended to test whether 1) learners' perceived ease of use positively affects their perceived usefulness, 2) learners' perceived usefulness positively affects their intention to use e-learning, 3) learners' perceived ease of use positively affects their intention to use e-learning, 4) level of comfort positively affects learner's perceived ease of use. Pearson's Correlation Test showed significant correlation between learners' perceived ease of use and perceived usefulness, learners' perceived usefulness and intention to use e-learning, learners' perceived ease of use and intention to use e-learning. Finally, learners' level of comfort with technology had a significant correlation with learner's perceived ease of use.

Students in this institution had a favorable attitude towards the use of e-learning; thus, they were more welcoming. The findings imply that the majority of students were comfortable using technology; thus they did not perceived e-learning as obstacles.

Suggestions

The results of this study can be useful for the institutions in several ways:

1. The results concerning students' comfort with technology mirror the findings of other studies on technology and young generations. Young people adapt better to technological advances. Thus, institutions should encourage teachers, who sometimes are less flexible with technological changes, to adopt e-learning in their courses.
2. Students reported that e-learning is useful; therefore, teachers need to invent ways to include e-learning model in their courses.
3. The next research should be designed to focus on the qualitative analysis and investigate students' challenges and motivations in using e-learning. In-depth analysis of learner's e-learning acceptance will help teachers and university administrators in design e-learning policies.

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Part IV E-Learning

A QUALITATIVE STUDY ON TEACHERS' PERCEPTION OF TECHNOLOGY ADOPTION IN JAPAN

Cecilia Titiek Murniati

A QUALITATIVE STUDY ON TEACHERS' PERCEPTION OF TECHNOLOGY ADOPTION IN JAPAN

Cecilia Titiek Murniati

Introduction

Scholars mostly agree that technology is a powerful tool for teaching and learning a subject matter (Robin, 2008). Despite the inconclusive evidence on the effectiveness of technology for academic achievement, young generations, especially Z generations or the centennials continue to use technology in their daily life. This trend is likely to increase in the near future as more and more people have access to cheaper and various technological tools to help them accomplish their goals.

Literature on the impact of technology for learning suggested that technology is a tool that teachers and students can use to increase motivation, arouse interest, and increase student engagement. In addition, Hoban et al. (2011) stated that technology often serves as a catalyst for learning. Technology makes it possible for learners to create content and become a producer of knowledge. Instead of using technology to obtain information, students have more opportunities to use technology collaboratively or individually to create and share their knowledge.

Digital technology makes it possible for teachers and students to integrate a range of modes to visualize a concept. Some examples of such modes of representations are models, simulations, digital storytelling, and games. In the classroom, the key to the successful implementation of technology is the teachers. Teachers have to be familiar with the latest technology and be skillful in using the latest technology. They have to be confident and motivated in order to be able to find ways to implement technology in their classroom.

However, not many teachers receive sufficient trainings on technology as well as support (Van Horne et. al. 2016).

Considering the important role of teachers in the integration of technology for language learning, this study will investigate teachers' perception of the use of technology to learn a language in Japan. Japan is considered as one of the most developed countries. Technological development in Japan surpasses technological development in other Asian countries. To date, many studies on technology were conducted in the West. However, there is a lack of studies conducted in Asian countries including Japan. Therefore, this study is necessary to better understand how Japanese teachers use technology in teaching and learning.

Literature Review

The role of technology in learning

In the field of foreign language learning a lot of research on the role technology in language learning has been done. Many experts are doing research to investigate the extent to which technology is effective in assisting foreign language learners. The study shows that technology has little effect of learning. However, many studies show that the use of technology has many advantages, especially if the material is designed in such a way that there is a match between the objectives of the subject, the learning style of the students, the technology used, and the situation in which the learning was done (Alessi & Trollip, 2001). For example, technology will greatly help the subjects in need simulation (flight school), individual learning (language learning), eyes lessons requiring special logistics (physical or chemical experiments), or lessons which requires a high interest and motivation (world history) because of technology generates interest and a positive attitude to the material being studied. Furthermore they said "Multimedia technology has the potential and functionality to hold enjoyment for the users compared to that of a standard textbook. Any learning or teaching should be associated with the feelings of pleasure and enjoyment instead of boredom or fear "(page 10). Proponents of constructive learning theory say that to keep in mind in the use of multimedia in learning is

that technology is used as a tool for learning, "where its role is to provide a" space "in which learning takes places, to store the results of learner's activity, and to take care of the time-consuming tasks that detract from learning ... "(Alessi & Trollip, 2001, p. 6).

The adoption of technology in classroom

The adoption of technology in classrooms are extremely varied and limited. Many factors account for the successful adoption of technology in the classroom. These barriers can be categorized as internal and external factors. Internal factors affecting the adoption of technology come from students and teachers themselves. Many studies indicate that one of the most crucial factors in the adoption of technology is teachers' pedagogical beliefs (Chen, 2008; Christensen, 2002; Deng et al. 2014; lnan and Lowther 2010). Teachers are willing to integrate technology in their classroom if they believe in the effectiveness and the usefulness of technology. Teachers' conception of what is considered 'good' teaching practice will be key in determining whether technology is adopted as an integral part in the curriculum. Teachers and students' lack of basic knowledge of ICT integration is key in the adoption of technology (Ozdemir, 2017)

The external factors influencing the integration of technology include lack of support, lack of training, insufficient managerial support, and lack of infrastructure are the most frequently cited factors determining the successful adoption of technology in classrooms (Ozdemir, 2017; Tondeur et al., 2016). This is particularly true in many developing countries since many schools do not have access to internet connection or access to technology.

Methodology

Population and Sample

The population of this study was teachers in a Japanese university and high school. The participants were selected based on convenient sampling. The researcher contacted some English teachers

who agreed to participate in the study. There were five teachers who agreed to be interviewed.

Instrument

This study is a qualitative study. The data for this study were collected through interviews. The researcher used an interview guide to help guide the direction of the interviews. She used structured interviews.   In order to ensure that the interview questions are good, she tested the questions by asking several students in her department.

Data collection

This study focuses on teacher's perception of the use of technology in language classrooms. To obtain responses from teachers, the researcher asked permission from the Dean of the English Department and the language coordinator of Nagoya High School.

Data analysis

After we completed the interviews, we downloaded and transcribed the audio files.   To make transcribing easier we used Express Scribe, a free transcription software program, to facilitate transcription of the audio files. The program allowed us to use foot pedals and a headset in transcribing several hours of interviews easily and quickly. When we finished gathering the data for our study, we coded all interview and looked for emerging patterns in the data such as teachers' perception of the use of technology; the perceived benefits and downsides of the technology, the challenges of technology adoption.

Findings and Discussion

How teachers use technology for language learning

From the interviews, the writer found that many English teachers used the most common types of digital technology such as videos, images, power point, and other Microsoft Office applications. Not many teachers used mobile applications available in Google Play or App Store. Out of the five teachers, two of them used an application

called Study Plan in their independent Study class. One of the teachers, Kagawa, said that some mobile applications are very useful to keep track of students' learning management. He asked students to download study plan in App Store. In this application, students could record how many hours they spend time studying, reading, having entertainment and other activities. Students had to be very honest because this application is used to make a learning reflection. Kagawa is one of the teachers in this study who seemed very enthusiastic in using technology. He said that he would like to motivate students to be independent learners and to be proud of what their work. In one of his classes, he asked students to create a mobile application. Initially students felt that it was a difficult task but later on they were happy to see their completed product. Students felt proud that they could actually create an application. Even though the applications that the students created were not uploaded in App Store, the students felt encouraged and happy that they learned something new. Many applications related to English language are available for free in Google Play or App Store. One of the teachers, Ben, in a university asked students to download an application to practice TOEIC. Ben wanted students to do independent study at home. The application that students could download was very useful in learning vocabulary in TOEIC test. Many teachers used the most common digital technology because they are readily available. They did not use mobile applications because of limited Internet connection. One teacher, John, said,

> It's very difficult to use technology here, to tell you the truth, because we don't actually have wifi in most classrooms. Yeah, I think it's difficult really. This is the only room in this school where we can get reliable wifi. When we want to use technology, we have to use out own smartphones projected to the TV screen (John, personal interview).

In order to engage students, teachers did use technology such as showing videos or creating interactive power point so that students can showcase their works. Teachers often gave assignments by asking students to do research. Teachers gave students websites to look for information for their particular topics.

Another common type of assignment using technology is the use of videos, emails, and video conferencing. Teachers liked to use these types of technology because they are in control of the substance and levels of English that are appropriate for their students. Video conferencing and emails were used mostly to give language exposure to students. For instance, teachers assigned students to email someone in a company in the Philippines or Taiwan.

Microsoft Office applications such as power point are used mostly in courses where teachers had to deliver a lot of content materials. In language skill classrooms, teachers did not have to use power point because they focused on the development of students' communicative skills. Thus, they gave classrooms assignments where students could interact with one another without having to use various forms of technologies.

The perceived benefits and downsides of technology for language learning

The interviews with five teachers showed that technology can bring about many advantages and disadvantages for learners if the teachers cannot use it wisely in their classes. All teachers agreed that technology is beneficial if teachers use it properly. The most commonly-cited benefits of technology for teachers are:

Technology can encourage students to become independent learners

Some teachers who taught independent study courses or skill courses used various forms of digital media and social media for independent learning. Aaron, one of the teachers in the university, commented

> In my TOEIC classes, I used an application, a free application that can be downloaded from Appstore. Students can use the application to learn vocabulary for their TOEIC test.

Kagawa, who taught Independent Courses, used an application to track students' learning habit. By using the application, he wanted the students to track their activities, especially activites related to learning. He further stated that students needed to manage

their time well, especialJy because in independent study classes the teachers are merely facilitators. Student's success was dependent on their effort in improving their language skills independently.

Technology can encourage students to become more creative

Some teachers express their agreement .that digital technology and social media are powerful tools to make students more creative. Some class assignments made use of technology such as iPads. video conferencing tools, voice recorders, video, audio, or other types of digital technology to encourage students to become a creator. For example, in Aaron's class, students to use iPads to "fruitpicking" activities. In those activities students were required to create a plan for picking fruits across Australia. Aaron said that students often came up with very creative plans. Another teacher, Kawaga, assigned students to create a mobile application. Regardless of their .difficulties in writing the codes for the application, the students felt proud that they could create a mobile application.

Technology can help students develop various language skills

All teachers expressed their agreement that technology is helpful for students in language classrooms as long as teachers know how to use it well to reach the objectives of the course. Many teachers stated that they were willing to incorporate technology as long it helps students to become a more fluent learner. Many of the applications they used were carefully integrated into the lesson plans so that students can have the utmost benefit. Many of them taught skill courses and they said that the teaching goals are the most important. Technology was a tool to help students reach the goals.

While many teachers reported the benefits of technology, they also suggested that technology can sometimes hinder the flow of the class if not handled and managed ahead of time. Some of the most commonly-cited disadvantages of technology are:

Time consuming

Time consuming is one of the most common responses from the participants. Many of them said that using technology can be time consuming if teachers are not familiar with it. Indeed, everyday many

mobile applications, software, and gadgets are available for free. However. teachers and students need to spend time to be familiar with them.

Costly

In Japan, even though its high speed internet connection ranks 4th among Asian countries (Akamai Report. 2017), many schools in Japan have limited internet connections that students and teachers can use. This becomes a big obstacle for teachers and students when they want to use technology because they had to depend on their own internet data. Teachers are reluctant to resort to this because they were wary that parents may not agree if their children spend a lot of money to buy internet data.

The challenges in adopting technology in language classroom

The findings of this study indicate that Internet connection and confidentiality are some of the barriers in adopting technology in language classrooms. Limited Internet connection was said to be a common problem in schools. Teachers who would like to use technology would have to ask students to use their own Internet data. Even in a classroom where students could enjoy free Internet connection, teachers had to be very careful in implementing technology. One of the high school teachers, Ken, reported that during a video conference event with another high school event, the connection crashed because too many students Jogged in at the same time,

> We had technical difficulties the first few times ... First time, we had forty students. Everyone logged on at the same time and then it crashed. And now we had five students Jogged on and the net another five students logged on and so on (Ken, personal interview).

High school administrators had technicians to help the process of video conferencing go smoothly. Schools also provided laptops that students could use during the video conferencing.

Another barrier in adopting technology is confidentiality. John, a high school teacher, indicated that teachers had to be really

careful in giving assignments such as uploading videos in YouTube because high school students are underage.

> With high school students we have to be a little bit careful about social media or things like that because they are still children. In Japan you are considered children if you are under twenty one. Social media is always the one that we have to be really careful about. Some of the things that we would like to do are difficult to accomplish because we have to be really careful. They are not adults, you know (John, personal interview).

Conclusion and Suggestions

Conclusion

This study attempts to examine how teachers use technology for language learning. the perceived benefits and downsides of technology for language learning and what the challenges are in adapting technology in language classrooms. The findings of the interviews indicate the following conclusions:

a. Teachers have used various forms of digital technology, mobile applications, and gadgets to teach in their language classrooms.
b. Technology provides several benefits for learners. It can make students independent, creative, and fluent. On the contrary; technology has downsides. It is time consuming and costly.
c. In Japan, lack of internet access in schools and confidentiality were some of the biggest concerns for teachers when they would like to adopt technology in their classrooms.

Suggestions

This study is preliminary study attempting to find out the adoption of technology in a Japanese university and high school. This study is limited for a number of reasons. Only five participants agreed to do the interviews. During the data collection, many high school teachers were busy marking students' test. Thus, many of them could not come to the interviews. In the university, most teachers had busy schedules. Only three teachers were willing to do the interviews. Even then, they did not have a lot of time for the interviews. Each interview lasted about one hour. Thus, the data we collected were far from sufficient for a qualitative study. Future studies require longer interviews and more participants in order to yield better findings. In addition, quantitative study on this topic might be interesting if time and funding permit. Qualitative study might reveal interesting findings related to barriers and challenges for technology adoption in language classrooms.

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Part IV E-Learning

RESPONDING TO THE DISRUPTIVE ERA OF DIGITAL NATIVE CENTENNIALS WITH CULTURAL HYBRID TEACHING-LEARNING MATERIALS

Ekawati M. Dukut

RESPONDING TO THE DISRUPTIVE ERA OF DIGITAL NATIVE CENTENNIALS WITH CULTURAL HYBRID TEACHING-LEARNING MATERIALS

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Technology in a 4.0 and 5.0 society

Becoming a good teacher entails a number of criteria. In following the Javanese culture, one of those criteria is the need for a teacher to become a *guru*. The word *guru* originated from Sanskrit to mean the one having the power and quality, and thus, must be respected highly by others. In Java island, it is popularized as an acronym for *digugu lan ditiru* (Zamtinah, 2014, p. 169), which literally means that a teacher should be someone who is highly respected because her teachings should be obeyed and actions should be followed by her students. A *guru* must, therefore, have no flaws.

When in previous years, most Indonesian, especially Javanese students have the responsibility to listen attentively to lectures and do whatever is assigned by the teacher because of the *guru* concept above, the Revolution Industry of 4.0 has altered the importance of the teacher as the only source of information in the classroom. The easy intrusion of media technology via the internet has influenced students to also use their android or iPhone gadgets to access information and follow their teachings, that attending class could be just for the formality sake of obtaining a grade. Consequently, some teachers find their classrooms are disrupted by students who prefer to keep their eye on their gadgets and play with the keyboards in a classroom, rather than showing their full attention to whatever is being taught by their teacher in front.

Technology gives birth to innovations, but at the same time, those innovations give birth to a disruptive era. The most disruptive technology in today's society is the internet because the internet is creating a fragmented society that no longer has clear borders

(Karman, p. 186), it is making an intrusion to people's privacy. Nowadays, people's personal secrets are at stake because so many people can tune in to an individual's stories, such as those posted on Instagram, Facebook and WhatsApp social media via the internet. The internet has also affected the culture of reading because technology makes people prefer to have information from content videos rather than textbooks (Karman, p. 189). Although the internet can help make better the relationship of an individual with much wider society, it is at the same time decreasing the face-to-face communication that an individual ought to do to create a good relationship with others.

Centennial or Gen-Z students are born in between 1994-2010. By 2019, the oldest of the generation would be around 25 years old. It is this generation that is currently studying in Indonesian universities. Quoting a Glocal Thinking website (HR, 2016), the Gen-Z are "currently representing more than 50% of the world population". Unlike the previous generation, known as the Millennials (Gen-Y), in the midst of the digital age, the Gen-Z prefer to be "self-educated, loyal, creative", and in favor of "financial security". For this reason, 3% of the generation have either launched their own start-up or become boss at a business corporation. Because of the easiness of using the internet for their lives, media technology for Gen-Z is used as a tool to earn money and not only as a consumer item. This becomes reason for them to be referred as the "true digital natives" to understanding and using future innovations (HR, 2016). Life for Gen-Z is, therefore fruitful, only if they can use technology daily to not only find information to be skillful and creative but to also be innovative in securing their financial situation for their better future.

Taking into account the encroaching Society 5.0, where humans should have the ability to take control over technology, and the characteristics of the Gen-Z university students – teachers from a Gen-X, like myself are, therefore, greatly challenged to provide interesting lecturing methods to fulfill the Gen-Z's needs of actively using the internet. In order to keep the Gen-Z students to respect and

focus on my lecturing, I need to also use the internet, so I can be creative and innovative in my teaching methods.

As a Gen-Xer, my generation is characterized by "high levels of skepticism" in life but is "arguably the best-educated generation with 29% [of them] obtaining a bachelor's degree or higher" (Generation X, Y, Z, and the others, 2014). I find this to be true, in that many undergraduate teachers in Indonesia are urged to not only have a Master's Degree but more importantly have obtained a Doctorate Degree. This means that having a high education is important for Gen-X. Because of this, Gen-Xers are also considered "resilient survivors" in the workplace due to a big concern in one's own family's welfare (Sandeen, 2008, p. 16). In a way, this is similar to Gen-Z's believe for being in favor of financial security. With this knowledge of who the Gen-Z and Gen-Xers are, I am then encouraged to devise interesting teaching methods that will make me and my students match up because we are both challenged with producing a creative and innovative teaching-learning environment.

Professional teacher qualities for Gen-Z students

Wanting to respond appropriately to Gen-Z students, I find an opinion from La Ode (2010) on the kinds of qualities a professional teacher should have. The five qualities are:
1) a teacher is committed to the teaching and learning activity for students,
2) lessons taught by a teacher is mastered by using the most appropriate methods for students,
3) learning activities are monitored by a teacher through various evaluation instruments,
4) systematic thinking is used by a teacher for every teaching-learning activity, and
5) a teacher ought to be a member of the teaching community of his/ her professional environment (Zamtinah, 2014, p. 169).

In actualizing criteria number 1 and 2, I committed myself to learn about my students who are members of the Gen-Z. Knowing

that Gen-Z is also referred to as digital natives, I deliberately make use of digital facilities and materials to support my teaching. This strategy will help me to blend better with whatever my students are doing with their gadgets. Various evaluation instruments like giving a quiz, test, homework, and filling out questionnaires by use of some kind of media technology can help me actualize criteria number 3, i.e. in evaluating how focused students are in my teachings, due to how appropriate my materials are in meeting the needs of my students. In order to do that, criteria number 4 and 5 must be fulfilled. In other words, my continuous involvement with my teaching community will effectively make me use my systematic way of thinking in my teachings.

In addition to those five criteria of being a professional teacher, Zamtinah also cites Supriadi (1999) who believes that the sixth criteria, is for a teacher to find time to continually brush-up his/ her teaching skills by attending pre-service education, in-service training, institutional professional development training, upholding ethical codes, having a teacher's competence certificate and assisting in the upgrade of would-be-teachers' qualifications. This means that making research, doing community service activities, attending and becoming an invited speaker for conferences, writing and publishing books or journal articles, and renewing teaching materials for eager learners, who are abreast with updated information from the internet becomes an everyday challenge for any teacher like me.

Challenges from the disruptive era of digital natives

Media technology gives society the possibility of being innovative and creative. Yet, when media technology first came to society, it was not welcomed warmly because it created many disruptions. In his article about disruptive innovation in the educational field, Darma (2018) informs a number of things that have caused disruption in society. First, technology has transformed all products into digital services that create a new platform, new marketplace for a new society. As a consequence of technology, a new generation is then created, which is the Millennials or the Gen-Y. In

Gen-Y society, the rapid process of the microprocessor, which has a double capacity of producing products for every 24 months has influenced technology to be even faster and forces people to think and act faster than ever. Technology has forced people to respond quickly without any kind of time frame, that work is a 24 hour a day and 7 days a week activity. Due to this condition, some people are known to live in 'work and no play' condition.

In line with the disruptive society of forever working with technology, then comes forth a disruptive leader, who makes changes and advancements in new ways. As a consequence, new mindsets are produced. For example, some governors are known to have deliberately disrupted their staff to give service to society for 24 hours a day via their smartphones, rather than be in their little corners in the office doing non-constructive work. If people go to their gadgets and access the internet, it is a common sight to see a 'live chat' facility during hours when people would normally have their sleep at night. This surely is proof of the 24 hour 7 days a week kind of work mentioned above.

In the disruptive society, not only is technology developing, but the way to explore success in handling business has made products and services more affordable, accessible, and simple to meet the demands for a better society. With disruption replacing the old marketing style of industries, forms of technology have help created innovations that are creative, efficient and whole. The characteristics of a disruptive era, is thus, fulfilling the 3S, i.e. having speed, surprises, and sudden shift.

In response to the need of becoming a creative and innovative teacher in the area of a disruptive society where students are active digital natives, the business of education thus needs a sudden shift, too, in its maintenance. For example, a student card is no longer an identification of who is which student, but it could also function as an e-money card. In the academic arena, scores of students' tests do not need to be kept until it is time to be announced on blackboards, but it can be seen online in real-time, as soon as the teacher has the chance to post up the scores on a university's academic website. In addition,

learning materials no longer rely on when books are published but rely on when a teacher is ready to post them online for students.

In meeting the challenges of the disruptive era of digital natives' generation, therefore, teachers have no other choice but to become a digital native, too. It is thus, understandable, for why nowadays, people are never far from their gadgets which are connected to the internet. It is a common sight to, for example, see students, who are lost and have no energy in doing their course work, just because the digital natives forgot to bring their smartphones. What is then the best way to create a digital teaching and learning environment?

The criteria for a successful digital teaching and learning environment according to Juliane, Arman, Sastramihardja & Supriana (2017, pp. 30-31) is having a classroom that bases itself on electronic learning media. This classroom with an electronic learning media must give Gen-Z students access to their smartphones, computers or laptops. This is because in-class teaching materials should be integrated with audio-visual materials that have been prepared on the web. As digital natives, the Gen-Z students are known to like:
1) receiving information quickly from many sources at once,
2) receiving video learning materials rather than the conventional texts,
3) working in groups rather than individually,
4) receiving constructive feedbacks with rewards, and
5) doing activities that are fun (Juliane, Arman, Sastramihardja, & Supriana, 2017, pp. 30-31).

Juliane, Arman, Sastramihardja & Supriana's research finds that 519 of their respondents agree to the most popular social media used for teaching is in the consecutive order: WhatsApp, Facebook, Youtube, Wordpress/ Blog, and Line. These kinds of social media are used to transfer (86.8% teachers & 91.03% students), ask questions about (88.4% teachers & 93.01%% students), and evaluate the teaching-learning process (56.6% teachers & 91.03% students).

The kinds of questions used to evaluate the students' understanding are mostly by using essay, multiple-choice, question-answer, and direct questioning type. By comparison, those using the e-learning facility called the Learning Management System is followed by a Moodle and Edmodo facility by 57.4% (teacher) and 73.85% (student) with the consecutive order of a multiple-choice, essay, question-answer, and direct questioning type. With the kinds of method preferred for the teaching and learning process, the following results are found: blended learning (teachers 58.1%, students 34.1%), face-to-face teaching in class (teachers 27.1%, 42.6%), LMS (teachers 7.8%, students 5.6%), social media (teachers 6.9%, students 14.4%), social media and LMS (teachers 0.1%, students 3.3%).

The research also finds that using social media or e-learning facilities according to 72.1% teacher and 64.8% student respondents, help improve students' scores. Thus, media technology is believed by 99.2% of teachers, and 95.89% students to be a significant contribution to the teaching and learning process - although in the level of material usage, it was confirmed that 60.5% of the students only see it as a media for memorizing materials, and 49.6% of the teachers see it as just a little bit more than memorizing the teaching materials given (Juliane, Arman, Sastramihardja, & Supriana, 2017, pp. 33-34). The research, thus affirms that the best way to teaching digital native or Gen-Z students is by using media technology that combines forms of social media and e-learning facilities.

Hybrid e-learning for the creative and innovative classroom in Soegijapranata Catholic University

As learned by previous paragraphs above, digital natives are known to prefer using learning materials that make active use of media technology, which is connected to the internet. In universities, the e-learning facility is referred to as hybrid learning. Because in its simplest definition, it is a teaching-learning delivery method, which combines face-to-face and online learning, it is also known as blended

learning. In more detail, hybrid or blended learning can be defined as
one that

1) integrates traditional learning with web-based online
approaches,
2) combines media and tools (e.g. textbooks) employed in e-
learning environments, and
3) combines a number of teaching and learning approaches
irrespective of the technology used.

The above details are supporting Al-Humnaiyyan, Al-Huwaii &
Al-Sharhan's opinion (2008, p. 18) that cites Valathian, who believes
that hybrid learning is a solution to having face-to-face learning that
is combined with an e-learning facility that accommodates the self-
paced learner. There are two main types of hybrid learning. One is the
blending of traditional classroom learning that looks into combining
the theories and practices of teacher-centered and student-centered
learning. The other one is the blending of synchronous and
asynchronous e-learning technology, which enables an off-campus,
cross-cultural student to study courses at a distance. Because e-
learning projects require a considerable investment of time and
resources before a course is taught, each component of the course had
to be carefully planned, developed, reviewed and tested by teachers
(Cowie & Nichols, 2010, p. 86). In other words, in using hybrid
learning materials, there is a need for a flexible and experienced
teacher, and a self-regulated or autonomous learner (Klimova &
Kacetl, 2015, p. 478)

Accommodating digital natives, who could not be far from their
smartphones and other gadgets, Soegijapranata Catholic University
has officially instructed all teachers, students, and academic staff to
go with their i-connect system. This system among others have forced
teachers to connect interactively in order to send and receive
academic information through the internet.

By going to www.unika.ac.id individual teachers, like myself,
will have to send in journal and book publication, research and
communicative service reports, proof of teaching activities and
student scores online. By uploading information to the site each

semester, the academic CV of any teacher at the university is quickly filled out and updated with no real difficulty.

Especially in the digital teaching learning arena, digital native students have the responsibility to not only sign a hardcopy attendance but also scan a barcode facilitated by a teacher through https://sintak.unika.ac.id to formally start the class activity. In the facility, students who are successful with their barcode attendance will then be reported directly to the university. This online barcode makes students feel they are using their smartphone in a worthwhile way, and for me, as a teacher, the usual hustle of checking the attendance manually can be shortened in seconds. If other universities may not want students to make use of their smartphones in the classroom, my university has decided to welcome the gadget and put them into good use. The following is some capture screens of the classroom situation I did for one of my classrooms, which is uploaded in https://www.youtube.com/watch?v=qiLtBEzZ1Ww

Figure 1.1. Attendance using barcode scan on smartphones

The use of technology in the classroom is not only in having attendances online, like the barcode scan example. In teaching a Phonetics course such as Pronunciation for Accuracy, I make use of a face-to-face lecture and combine it with available YouTube materials to support my hybrid or cyber-teaching. The following are capture screens of the kinds of teaching activity and materials that I use in class.

Figure 1.2 Face-to-face and use of *YouTube* method of teaching

Before I use these teaching materials for my teaching, I have also uploaded the materials in an e-learning facility provided in https://cyber.unika.ac.id. This way, students can see a close-up of the material to download, in addition to the real face-to-face interaction with the teacher.

Figure 1.3 A student experiencing real-life and cyber-learning

Having materials available directly in a real-life classroom and that on hybrid or cyber-learning facility gives opportunities for students to practice again on their own at home, thus providing the autonomous learning digital natives like to have.

Having learning materials at https://cyber.unika.ac.id also gives me an opportunity to be creative in giving my students follow-up assignments. In instances where assignments are done outside of the classroom, I am not available to teach them directly how to pronounce words. Thus, in this kind of situation I would make use of the internet facility from www.text-to-speech to insert voices from an English speaking native. Thus, making materials that put into mind the needs of the Gen-Z who likes to have audio-video materials rather than from textbooks is made possible. The following are the process of the follow-up assignment that I created for Pronunciation for Proficiency students to work on individually at home with their laptop or smartphone. First, I would type up a short dialogue for students to listen to like seen below:
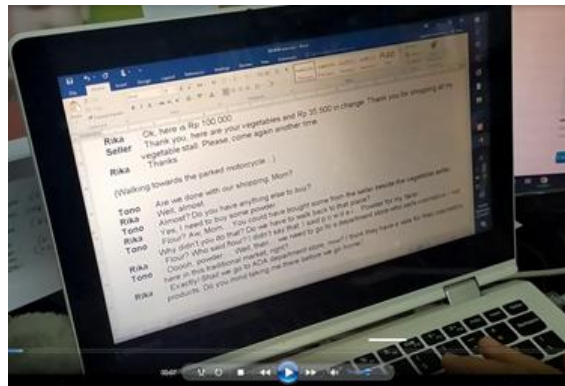
Figure 1.4 Typing up a short dialogue

Then, I would go on to www.text-to-speech to upload the text after submitting a request of having a male/ female voice from an English speaking American or English person. Once the dialogue is fed into the system, the next step is to download the result of the recording as an MP3 like shown in the following:
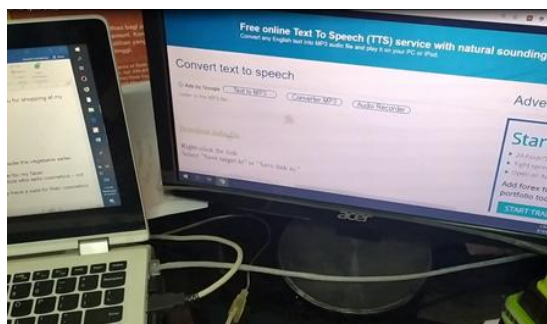
Figure 1.5 Using a text to speech facility for pronunciation
lessons

It is this voice recording that is made available on cyber-learning. Another way of doing it is to do the conventional recording of my own voice on my smartphone's voice recorder. Afterward, the recorded voice's file is transferred to my laptop and uploaded to cyber-learning.

In making materials, I make it authentic by using local materials. Although the course is for the English Department, using local content. i.e. something about the local Javanese culture rather than an English culture will make students feel more at home more quickly because they face a material that is similar to what they have experienced in life.

For example, in talking about shopping, I make dialogues that get students to reflect the local Javanese traditional market. The dialogue can start with a Javanese mother asking her son to take her to the market, early morning by motorcycle to buy some vegetables:

Rika   : Tono, Tono, TONOOO!
Tono   : Yes, Mom, here I am! What's up?
Rika   : You have to help me.
Tono   : Ok… How can I help you, Mom?
Rika   : I need to go to the morning market.

Tono   : Alright. I can take you there, by motorcycle. But… I need to have coffee, first to wake me up.
Rika   : Coffee? Ok, I can fix you up with a cup of coffee. Wait.

Although in cities, people would drive cars or get on a bus to work, a motorcycle is the form of transportation that most Indonesians use when going to a morning market. The reason for this mode of transport is because traditional markets usually invite people to shop for daily food in the mornings, where not many spaces are available for big transportation. This condition is often caused due to parts of the parking lot used also to sell fresh vegetables, fruits or meat, thus motorcycle is best used as it only takes a narrower area to park. In addition, buyers with motorcycles can only carry a bagful, thereby, encouraging other motorcycle buyers who have not shopped, come in exchanged for the motorcycle buyer who just left. Number wise, traditional morning market sellers profit from the condition of interacting more with motorcycle buyers rather than those driving cars.

In the dialog sample, the motorcycle driver asked his mom to fix him up with a cup of coffee. The mother responded that she would make him a cup to show that shopping is done early in the morning. In most Indonesian families, a son, like Tono, may have just woken up, thus needed coffee to quickly get him going in supporting his mom who prefers to shop early and have the luxury of choosing the still many fresh materials available at the market.

This kind of situation may only happen in Indonesia and no other countries. This is why the above content material is exposed in the dialog. This surely will make the dialog more livable, in comparison with a material that will deal with the hustle-bustle of going to a flea market, which is usually experienced by Australian citizens rather than the Indonesian ones. Although talking about flea market may give insights to an Indonesian learner a culture from the West; having a storyline about a traditional morning market like in Indonesia, according to me is more appropriately used. This way, Indonesians can keep on revitalizing the idea that shopping fresh food

is usually in open-spaced traditional markets rather than in small marts, such as Superindo, which is in a closed building with air conditioners on.

Returning to the process of making a cyber-learning material, the writing out of the dialog is followed with finding appropriate audio from the text-to-speech facility to upload a text that needs to be said orally and then saved as an MP3.

Figure 1.6 Inserting an MP3 audio file into a PPT

After a text is successfully transformed into audio, it is then downloaded and inserted into the PowerPoint prepared for the e-learning material platform.
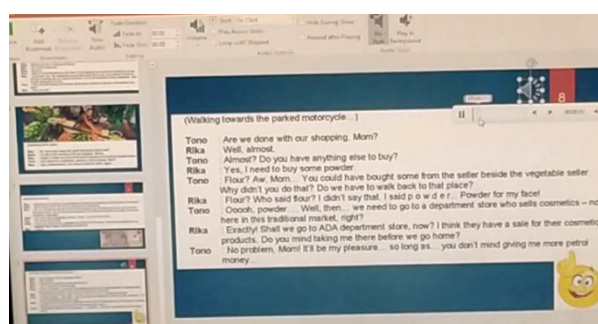
Figure 1.7 MP3 audio is successfully inserted into a PPT and is ready to play

After the material is set, the next step is to have it uploaded as a supplementary file to the exercise I have prepared (see Figure 1.8).
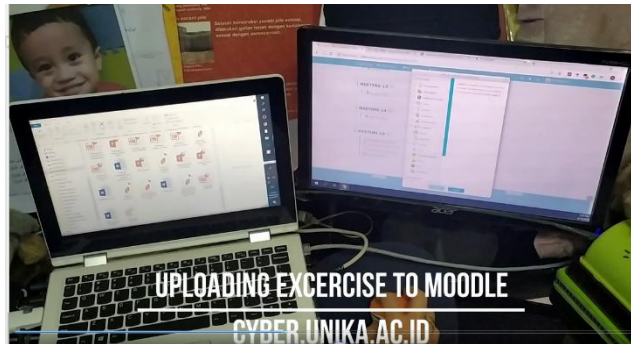
Figure 1.8 Uploading exercises with audio to cyber.unika.ac.id

Once saved, the material can be selected for example into a file named "Ekawati" to be later used by students (see Figure 1.9). The process can also be seen in the link below:
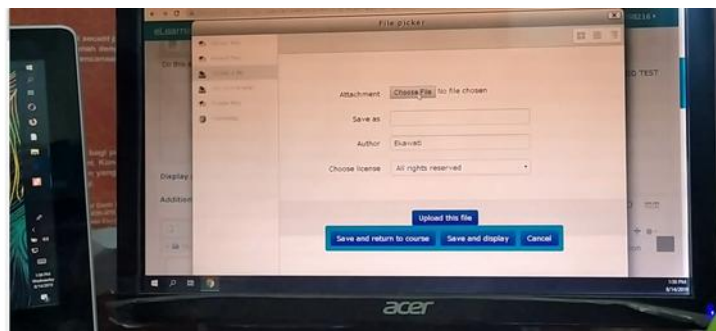https://www.youtube.com/watch?v=xePoDwkI228

Figure 1.9 Uploading a saved file

Next, the lesson is uploaded in cyber.unika.ac.id as a saved file. This is then followed by having a student attempt to do the exercise, which in this case is using a drag-and-drop facility (see Figures 1.10 – 1.12), which is similar to answering questions that are

being mixed and needs to be matched accordingly to the chronology of which lines was first heard when playing the dialogue.

The following is what a student learner will be doing when she/ he has successfully logged into the system. First, is clicking on the exercise, next is reading the instructions, and lastly is doing the drag-and-drop facility.
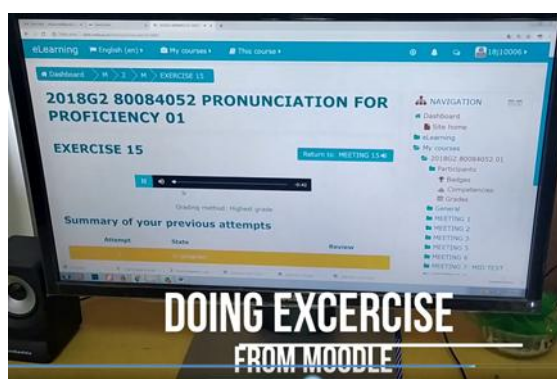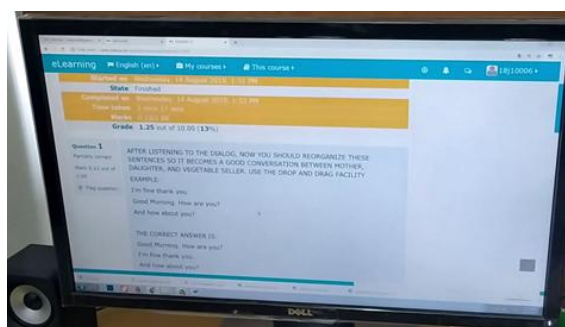

Figure 1.10 Doing an exercise
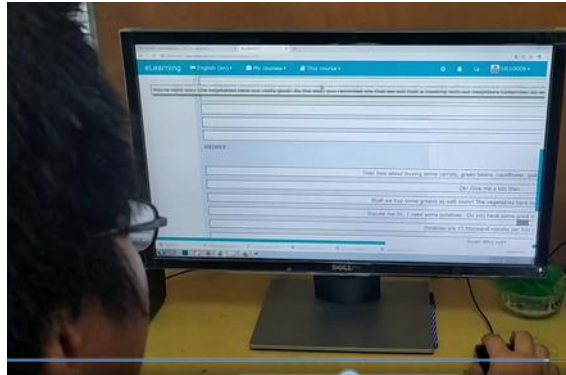

Figure 1.11 Reading the exercise instructions

Figure 1.12 Doing a drag-and-drop exercise

As another follow-up exercise, a student can also be downloading a youtube I have prepared for reviewing the 12 phonemic vowels of English. The following is some screenshots of what is found in https://www.youtube.com/watch?v=ZJFqly8wiig

Figure 1.13 Showing students how to pronounce /u:/

In this video, students are shown how to make use of the mouth position in order to pronounce the phoneme /u:/ correctly.

Figure 1.14 Showing the animation of the word "shoot"

Last but not least, the video is then given a moving animated cartoon of a cowboy showing his shooting skills.

Conclusion

Some people may say that teaching digital native students who are from the Gen-Z is difficult to do because these students do not want to follow a traditional classroom where a teacher will be the all-knower and all-material-giver. For me, however, the challenges that I have to face in preparing innovative and creative materials with local content for the English learner is a responsibility that I have to do as a teacher who continually learns and be adaptive to different kinds of situations that I must face. In fact, it is this kind of learning that forces me to continually do research and community service activities, which adds on to the list of books and published academic journals. Although using so much time to prepare and involves a lot of digital technology, as well as the help of other staff as the manpower to produce creative materials, I am happy to say that the cyber learning example, as I have informed in the discussion have supported me to

become a professional and innovative teacher that is ready to face any challenges from the disrupted digital native students.

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Ten articles on technology and language research and best practices are compiled in this book to inform readers the current research and best practices on technology-enhanced language teaching and learning. The first part will discuss how social media is used to enhance the teaching and learning process. The second part focuses on Mobile Learning, particularly, how students perceive mobile learning and how smartphones can benefit students. The articles in the third part discuss the possibilities of using Google applications in language classrooms. The last part of the book contains articles on the evaluation of e-learning.