

## THE USE OF DIGITAL MEDIA IN LEARNING ENGLISH AT HIGHER EDUCATION: STUDENTS' PERCEPTION AND OBSTACLES

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### ABSTRAK

*Di era revolusi industri 4.0, media digital memiliki pengaruh besar terhadap setiap aspek kehidupan, termasuk pendidikan. Oleh karena itu, guru dan murid harus mengikuti perkembangan teknologi. Salah satu cara untuk mengikuti perkembangan teknologi adalah dengan menggunakan media digital dalam proses pembelajaran. Belajar bahasa Inggris dapat dibantu dengan menggunakan media digital karena banyak aplikasi yang sesuai dengannya. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap penggunaan media digital dalam belajar bahasa Inggris. Penelitian ini melibatkan mahasiswa yang mengambil kelas Bahasa Inggris sebagai bahasa asing (EFL Classroom) Di Program Studi Pendidikan Bahasa Inggris di Universitas Suryakancana. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif. Data yang didapat dari pertanyaan terbuka dan interview kepada responden tentang respon mereka dalam penggunaan media digital untuk pembelajaran Bahasa Inggris. Pertanyaan terbuka digunakan untuk mengumpulkan data dari responden terhadap jenis media digital yang digunakan dan juga persepsi mahasiswa terhadap penggunaan aplikasi dalam pembelajaran Bahasa Inggris. Sebagai tambahan, peneliti juga menggunakan interview untuk melihat hambatan yang dihadapi mahasiswa dalam penggunaan media digital untuk belajar bahasa Inggris. Media digital yang sering digunakan mahasiswa dalam pembelajaran Bahasa Inggris adalah Google Classroom dan Schoology. Media digital itu bagus untuk digunakan dalam pembelajaran Bahasa Inggris karena ketika mahasiswa menggunakan aplikasi dalam proses pembelajaran, mahasiswa menemukan sesuatu yang baru yang membuat pembelajaran bahasa Inggris menjadi lebih interaktif dan menyenangkan. Kebanyakan, hambatan yang dihadapi mahasiswa adalah lemahnya koneksi internet dan aplikasi yang tidak cocok dengan perangkat. Hasil dari penelitian ini mengungkapkan bahwa mahasiswa memiliki persepsi bagus terhadap penggunaan media digital didalam kelas meskipun memiliki beberapa hambatan dalam penggunaan digital media.*

**Kata Kunci:** Media Digital, Pembelajaran Bahasa Inggris, Persepsi Mahasiswa.

### ABSTRACT

In Industrial Revolution 4.0, digital media has great influence to every aspect of life, including education. Therefore, teachers and students should keep up with the technology. One of the ways to keep up with the technology is using digital media in learning process. Learning English can be helped by using digital media because many applications are suitable with that. This research aims to find out higher education students' perception toward the use of digital media in learning English. This research involves students who are taking EFL Classroom in English Education Study Program students of Suryakancana University. The method that researchers used for this research was qualitative approach. Data obtained from open-ended questionnaire and interview to respondents about their response of using digital media in learning English. Open-ended questionnaire was used to collect data from respondents on the response of kinds of digital media that used and students' perception toward the use of applications in learning English. In addition, researchers also used interviews to see the obstacles faced by students in using digital media for learning English. Digital media that students used most often in learning English are Google Classroom, Schoology. Digital media is good to be used in learning English because when students used application in their learning process, students find something new that makes learning English becomes more interactive and fun. Mostly, the obstacles faced by students are poor internet connection and application does not compatible with the device. The result of this

research reveals that students have good perception toward the use of digital media in classroom although they have several obstacles in using digital media.

**Keywords:** Digital Media, Learning English, Students' Perception

## INTRODUCTION

Learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience (Houwer, et al, 2013). English is one of the languages that learned by people around the world. So, learning English should develop time by time. Currently, technology has influenced many aspects in human life including education. In education, technology used as digital media in learning, because when digital media used in the classroom the learning process will be different with usual. Many digital media used in classroom such as Google Classroom, Schoology, Kahoot, Canva, Padlet, etc. Therefore, in this case teacher has important role because teacher will face millennial students and Generation Z which near with technology. In this era, students often use technology in their activity, especially gadget. Students have varied perception toward the use of digital media in learning English, beside of that they also face obstacles in using Digital media.

## METHOD

The method that used in this research is descriptive qualitative method. The focus investigation of approach is to know students at higher education perception in using digital media. This research will apply a qualitative method.

According to Malik & Hamied in Research Methods (2014, 188) they state "Qualitative research is an umbrella term which encompasses enormous variety in terms of paradigm, approaches to data and methods for data analysis. Qualitative research is also much electric, in using multiple strategies and methods than quantitative research".

Questionnaire was used to know digital media that used in learning English and to see students perception toward the use of applications in learning English. Interview was used to collect data from respondents on the obstacles faced by students in using applications for learning English.

## RESULT AND DISCUSSION

The researchers were conducted the questionnaires and interview to respondents to know the students' perception toward the applications often used, students' feeling and the obstacles faced by them.

Based on students' respond, they used many applications for learning English although there are some different applications such as Orai, Quizlet, Canva, Schoology, Google Classroom, and Padlet, but they have favorite applications, those are Canva and Orai.

According to Matt Mansfield (2016) "Canva is a tool loaded with enough easy-to-use features and functionality that anyone can create a variety of engaging content that gets shared". So, Canva can be used for learning English in writing. For example, in writing there is a material about advertisement, students can use canva to make brochure, flyer, and greeting card with exploring students' creativity.

Orai is a mobile public speaking course designed to tackle speaking specific problem, and in doing so, transforms users' smartphone into a speaking coach. The app can be used by both native and non-native English speakers machine learning is used to interpret a range of accents, and while it is still in its early stages, has shown promising results. (Lewis, 2017). Orai often used for students who want to improve speaking skill because Orai can give feedback for user

about their lacks in speaking. For example, when the students have problem in pronunciation, Orai can give comment and suggestion to improve their speaking skill.

When the researchers ask to the respondents, most of students prefer using digital media to non-digital media in learning English, because students realize that technology is our needs today including in education aspect, when they have more awareness in technology, they have added value to compete with others in digital era. Students feel easier, more interesting, and fun when they use digital media in learning English.

Students compare the differences between digital media and non-digital media, as explained below:

Tabel 1. Students' perception about differences between digital media and non-digital media

No	Digital Media	Non-Digital Media
1.	Modern	Conventional
2.	Interesting	Bored
3.	Students-centered	Teacher-centered
4.	Need connection	Without connection
5.	Paper less	Spend paper

Tabel 2. Students' perception about Positive and Negative Impacts of Technology to Education

No	Positive	Negative
1.	Students are more attractive	Students feel confuse when it is wasting time
2.	Students do not need to bring many books	Students do not have freedom in using gadget everytime
3.	There is the development of education	Health effect, such as eyes damage
4.	Students eager to	They become

	learn English	individualist
5.	Students as like as play a game	Some devices are not compatible with the applications

The last result from the study is about obstacles faced by students in using digital media for learning English. Some students explained that the problems often appear is about internet connection. Many applications need good internet connection, meanwhile a lot of students have poor internet connection, so it becomes obstacles in their learning process. Beside of that, there are some problems appear such as some devices are not compatible with the applications because the applications need the devices that always update. So, when the devices are not updating with the time, the application will not work well. Another problem is about account to log in to application. Almost all of the applications need verified account to log in, some students have the problem with the account such as forget the email or password, so it takes time.

So, based on the result we found, basically the students have awareness in technology, so they think education needs technology because education need the development and technology can develop education.

As Meidasari (2016) stated in her paper entitled "The Using of Digital Media to Enhance Teaching and Learning English on the Well-being of Indonesian Students", technology can reduce the levels of cultural stress, academic difficulties, and negative emotions among Indonesian students confronted with other students across the world

Many applications support the activities in learning English. It makes something different when technology has entered classroom. Not only for students, even the teacher can be helped by the application because teachers's job will

reduce, so teacher only a facilitator for students.

As long as the condition supports the learning process with digital media, such as internet connection and devices are compatible, those can be the great combinations of education development.

Researchers are expected the use of digital media in learning English always improve every time. Teacher and students should update to the recent digital media in order to make learning process keep up with the digital era.

### CONCLUSION

Based on the explanation, the researchers conclude that people can not resist the technology including in education aspect. In education, technology used as digital media for learning. The examples are Orai application for learning speaking or Canva application for learning writing. Applications can explore students' creativity and it gives something different in classroom.

Students have good perception toward the use of digital media, because their life near to technology as we can see most of students often hold smartphone everytime, meanwhile the application can be used in smartphone, so they can learn English everywhere as long as they hold their smartphone. Students feel eager to learn when they use application. They get easier, simpler, and more fun than use non digital media.

Students face almost same obstacles while they use applications in learning English, such as poor internet connection and devices are not compatible with the application.

Researchers hope that students always open minded with the development of technology, they should get positive impact from digital media, meanwhile the negative impact should be solved as much as possible.

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