PROCEEDINGS

ICOSEEH 2019

The Second International Conference on Social, Economy, Education and Humanity

"Sustainable Development in Developing Country for Facing Industrial Revolution 4.0"

September 5-7, 2019
SKA Convention & Exhibition Center, Pekanbaru, Riau, Indonesia

Editors:
Arbi Haza Nasution
Evizal Abdul Kadir
Luiz Moutinho

Organizer :

Co-Organizers :

UNIVERSITI TEKNOLOGI MARA

Infrastructure University Kuala Lumpur

ICoSEEH 2019

Proceedings of the
Second International Conference on
Social, Economy, Education and Humanity

Sustainable Development in Developing Country for Facing
Industrial Revolution 4.0

Riau - Indonesia

September 5 - 7, 2019

Copyright © 2020 by SCITEPRESS – Science and Technology Publications, Lda.
All rights reserved

Edited by Arbi Haza Nasution, Evizal Abdul Kadir and Luiz Moutinho

Printed in Portugal
ISBN: 978-989-758-464-0
Depósito Legal: 473353/20

http://icoseeh.uir.ac.id

BRIEF CONTENTS

INVITED SPEAKERS IV

ORGANIZING COMMITTEES V

PROGRAM COMMITTEE VI

FOREWORD VII

CONTENTS IX

INVITED SPEAKERS

Prof. Shigeo Sugimoto
University of Tsukuba
Japan

Prof. Dr. Kulthida Tuamsuk
Khon Kaen University
Thailand

Prof. Dr. Faridah Ibrahim
Malaysia Infrastructure University
Kuala Lumpur

ORGANIZING COMMITTEES

STEERING COMMITTEE

Prof. Dr. H Syafrinaldi SH, MCL, Universitas Islam Riau, Indonesia
Prof. Shigeo Sugimoto, University of Tsukuba, Japan
Prof. Luiz Moutinho, University of Suffolk, England
Prof. Dr. Kulthida Tuamsuk, Khon Kaen University, Thailand
Prof. Dr. Faridah Ibrahim, Malaysia Infrastructure University, Kuala Lumpur

GENERAL CHAIR

Dr. Arbi Haza Nasution, M.IT, Universitas Islam Riau, Indonesia

GENERAL CO-CHAIR

Dr. Zetriuslita, S.Pd., M.Si., Universitas Islam Riau, Indonesia

TECHNICAL PROGRAMME CHAIR

Dr. Evizal Abdul Kadir, ST., M.Eng, Universitas Islam Riau, Indonesia

PUBLICATION AND RELATIONSHIP CHAIR

Dr. Syafriadi, S.H., M.H., Universitas Islam Riau, Indonesia

FINANCIAL CHAIR

Ause Labellapansa, ST., M.Cs., M.Kom., Universitas Islam Riau, Indonesia

EDITORIAL CHAIR

Yudhi Arta, S.Kom., M.Kom., Universitas Islam Riau, Indonesia

EDITORIAL BOARD

Putra Efri Rahman, S.Kom, Universitas Islam Riau, Indonesia
Khairul Umam Syaliman, S.T., M.Kom, Politeknik Caltex Riau, Indonesia
Winda Monika, S.Pd., M.Sc., Universitas Lancang Kuning, Indonesia
Panji Rachmat Setiawan, S.Kom., M.M.S.I., Universitas Islam Riau, Indonesia
Rizdqi Akbar Ramadhan, S.Kom., M.Kom., Universitas Islam Riau, Indonesia
Anggiat, Universitas Islam Riau, Indonesia
Arif Lukman Hakim, Universitas Riau, Indonesia

PROGRAM COMMITTEE

Prof. H. Yaya S Kusumah, M.Sc., Ph.D, Universitas Pendidikan Indonesia, Indonesia

Prof. Dr. Dinn Wahyudin, Universitas Pendidikan Indonesia, Indonesia

Prof. Dr. Detri Karya, SE., MA, Universitas Islam Riau, Indonesia

Prof. Dr. Seno Himala Putra, M.Pd, Universitas Islam Riau, Indonesia

Prof. Dr. Yusri Munaf, Universitas Islam Riau, Indonesia

Assoc. Prof. Irina Safitri Zen, Universiti Teknologi Malaysia, Malaysia

Dr. Andrew D. Garner, University of Wyoming, USA

Dr. Kanyarat Kwiecien, Khon Kaen University, Thailand

Dr. Norhayati Ibrahim, Universiti Kebangsaan Malaysia, Malaysia

Dr. Hutkemri Zulnaidi, University of Malaya, Malaysia

Dr. George Towar Ikbal Tawakkal, S.IP., M.Si., Universitas Brawijaya, Indonesia

Dr. Ismail Suardi Wekke, S.Ag., M.A., STAIN Sorong, Indonesia

Dr. Belli Nasution, Universitas Riau, Indonesia

Dr. Elfis, M.Si, Universitas Islam Riau, Indonesia

Dr. Sri Yuliani, Universitas Islam Riau, Indonesia

Dr. Abdul Aziz, Universitas Islam Riau, Indonesia

Dr. Eka nuraini, Universitas Islam Riau, Indonesia

Dr. Syahraini Tambak, Universitas Islam Riau, Indonesia

Dr. Dafrizal Samsudin, Universitas Islam Riau, Indonesia

Dr. Sri Rezeki, Universitas Islam Riau, Indonesia

Dr. Hamdi Agustin, Universitas Islam Riau, Indonesia

Dr. Prima Wahyu Titisari, Universitas Islam Riau, Indonesia

Dr. Ranggi Ade Febrian, Universitas Islam Riau, Indonesia

Dr. Dedek Andrian. M. Pd, Universitas Islam Riau, Indonesia

Dr. Husnu Abadi, Universitas Islam Riau, Indonesia

Dr. M. Nurul Huda, Universitas Islam Riau, Indonesia

Dr. Suriski, Universitas Islam Riau, Indonesia

Dr. Fikri, Universitas Islam Riau, Indonesia

Dr. Lilis M. Angraini, M.Pd, Universitas Islam Riau, Indonesia

Dr. Zulhelmi, Universitas Islam Riau, Indonesia

Dr. Nofriyandi, Universitas Islam Riau, Indonesia

Dr. Sudirman Shomary, Universitas Islam Riau, Indonesia

FOREWORD

In the name of Allah, Most Gracious, Most Merciful
Assalamu'alaikum Wr. Wb.,

Welcome to the Second International Conference on Social, Economy, Education, and Humanity (ICoSEEH 2019). The advancement of today's computing technology, science, engineering and industrial revolution 4.0 play a big role in the sustainable development of social, economic, education, and humanity in developing countries. Institute of higher education is one of many parties that need to be involved in the process. Academicians and researchers should promote the concept of sustainable development. The Second International Conference on Social, Economy, Education, and Humanity (ICoSEEH 2019) is organized to gather researchers to disseminate their relevant work on Social, Economy, Education, and Humanity. The conference is co-located with The Second International Conference on Science, Engineering and Technology (ICoSET 2019) at SKA Co-EX Pekanbaru Riau.

I would like to express my hearty gratitude to all participants for coming, sharing, and presenting your research at this joint conference. There are a total of 108 manuscripts submitted to ICoSEEH 2019. However only high-quality selected papers are accepted to be presented in this event, with the acceptance rates of ICoSEEH 2019 is 71%. We are very grateful to all steering committees and both international and local reviewers for their valuable work. I would like to give a compliment to all co-organizers, publisher, and sponsors for their incredible supports.

Organizing such prestigious conferences was very challenging and it would be impossible to be held without the hard work of the program committee and organizing committee members. I would like to express my sincere gratitude to all committees and volunteers from Singapore Management University, Kyoto University, Kyushu University, University of Tsukuba, Khon Kaen University, Ho Chi Minh City University of Technology, University of Suffolk, Universiti Teknologi Malaysia, Infrastructure University Kuala Lumpur, Universiti Malaya, Universiti Kebangsaan Malaysia, Universiti Utara Malaysia, Universiti Teknologi Mara, and Universiti Pendidikan Indonesia for providing us with so much support, advice, and assistance on all aspects of the conference. We do hope that this event will encourage collaboration among us now and in the future.

We wish you all find the opportunity to get rewarding technical programs, intellectual inspiration, and extended networking.

Pekanbaru, 27th August 2019

Dr. Arbi Haza Nasution, M.IT
Chair of ICoSEEH 2019

CONTENTS

PAPERS

FULL PAPERS

The Implementation of Indonesian Soft Power through Swaggering Strategies in Asian Games 2018 5
Denik Iswardani Witarti and Anggun Puspitasari

The Instrument Development for Evaluating the School Budgeting Planning Management at Yogyakarta Elementary School 13
Siti Maisaroh and Dedek Andrian

The Legal Protection of Consumer Rights in Sale-purchase through E-Commerce 18
Zulfikri Toguan and Johari Nur

Students' Understanding of the Equal Sign: A Case in Suburban School 24
Reni Wahyuni and Tatang Herman

The Enhancement of Junior High School Students Self-efficacy through Problem Based Learning 29
Fitriana Yolanda

Routes of Narcotics Smuggling in the Southeast Asia Region: Case Study in Riau Province Region Border Indonesia and Malaysia 34
Rendi Prayuda, Cifebrima Suyastri, M. Arsy Ash Shiddiqy, Fitrisia Munir and Artha Yudilla

Policy Implementation of Green Open Space in Pekanbaru City 41
Moris Adidi Yogia, Raden Imam Al Hafis and Mustika Devitasari

ICT Integration Trends in EFL (English as Foreign Language) Classrooms 45
Sitti Hadijah and Shalawati

Students' Acceptance of Mobile Application based-Office English Learning Material for University Students 52
Sri Wahyuni and Fauzul Etfita

Analysis of E-Commerce Online Purchase Decisions: Case Study on the Implementation of E-Commerce in Online Shop Blanja.com 57
Susie Suryani, Rizky Amelia and Yul Efnita

The Evaluation of Edmodo in News and Report Writing Class 63
Fauzul Etfita, Johari Afrizal and Sri Wahyuni

Prototype the Economic of Coconut Farmer Household in Indragiri Hilir Municipality, Riau Province 69
Heriyanto, Asrol and Detri Karya

Application of a Fuzzy Set and Fuzzy Logic to Economic Problems: Study Literature Review of Journal 79
Suripah and Zetriuslita

Achievement Motivation of Civil Engineering Students of Universitas Islam Riau 88
Ida Windi Wahyuni and Anas Puri

The Role of Social Media Adoption as Mediating Variable between Environment Context and SME Performance 93
Neva Novianti, Zaitul, Desi Ilona and Herawati

The Influence of Coping Skills on Psychological Distress and Suicide Attitude among University Students in Malaysia 101
Norhayati Ibrahim, A'isyah Mohd Safien and Ching Sin Siau

Autonomous Learning Readiness and English Language Performance of English as a Foreign Language (EFL) Libyan Secondary School Students 109
Siti Maziha Mustapha and Fadhil Tahar M. Mahmoud

Macroeconomics and Jakarta Composite Index 117
Restu Hayati, Poppy Camenia Jamil and Azmansyah

The Development of Integration Technique Teaching Materials based on Problem Based Learning in Integral Calculus Course 123
Zetriuslita and Rezi Ariawan

Knowledge Organization of Historical Events in Thailand 130
Ekkachai Sae Jueng and Kulthida Tuamsuk

Gratitude and Happiness among Indonesian Youngster 136
Tengku Nila Fadhlia and Dina Puspita Surya

PP No. 11 Years 1979 about Occupational Safety for the Purification and Management of Petroleum and Gas: Integrated into Occupational Safety and Health (OSH) Policy 140
Amiroel Oemara Syarief

Mobile Technology in Mathematics: Students' Perspective towards Their Cognitive Styles and Academic Ability 146
Sari Herlina and Aulia Sthephani

The Effectiveness of Problem Based Learning (PBL) in Increasing Student Creative Thinking and Self-efficacy 152
Risnawati, Zubaidah Amir, Mana Samin Lubis, Muhammad Syafri and Dedek Andrian

Behavioural E-Learning Adoption among Higher Education Institution Students: A Possibility for Mentawaian Students Living in Contemporary Culture 157
Elfiondri, Yetty Morelent, Desi Ilona and Zaitul

Hoax as a Reflection on the Low Digital Literacy in Indonesia 165
Muhammad Edy Susilo, Subhan Afifi and Senja Yustitia

Application of Islamic Education Management based on Nature and Technology 175
Bahril Hidayat, Zulkifli Rusby, Ary Antony Putra and Alucyana

Is LGBT Social Media Activity Breaking ITE Law in Indonesia? 183
Murry Darmoko Moersidin

The Implementation of Indonesian Soft Power through Swaggering Strategies in Asian Games 2018 187
Denik Iswardani Witarti and Anggun Puspitasari

Legal Protection for Victims of Trafficking Crimes from Human Rights Aspect 195
Heni Susanti and Syafrinaldi

Exception to Small Businessman by the Law No. 5 Year 1999 Concerning the Prohibition of Monopoly Practice and Unfair Business Competition Reviewed from the Islamic Economy Perspective 202
Desi Apriani and Zulherman Idris

The Effect of Duolingo on English as Foreign Language University Students' Vocabulary Mastery 209
Liya Astarilla D. W.

Morphology of Talang Mamak Tribe Dialect at Indragiri Regency of Riau Province, Indonesia 216
Seno H. Putra

Representation of Malay Symbols: A Semiotic Analysis on Songket Monument and Keris Monument in Pekanbaru 224
Cutra Aslinda and Dyah Pithaloka

Position of Government Regulations for Replacement of Laws in Construction of Democracy Law State 228
Ellydar Chaidir and Moza Dela Fudika

Exploring DigitalWays for Teaching Basic English Grammar of EFL (English for Foreign Language) Context: An Experience of Indonesian Students 233
Arimuliani Ahmad

Smart City Branding Strategy of the Samarinda in East Kalimantan 238
Tuti Widiastuti, Eli Jamilah Mihardja and Prima Mulyasari Agustini

Implementation of Legal Protection for Journalists in Safeguarding Local Democracy 246
Syafriadi and Rani Fadhilla Syafrinaldi

The Influence of Personality Hardiness on Entrepreneurial Intention 251
Syarifah Farradinna, Rayhanatu Binqalbin Ruzain and Syarifah Fawani Gea Putri

Turak Dance as Local Wisdom in the Perspective of the Young Generations in the Digital Age 259
Ira Miyarni Sustianingsih and Risa Marta Yati

Creative Editing in Documentary Film 265
Sandi Prasetyaningsih

The Influence of Word Clap Game on Students' Vocabulary Mastery 272
Marhamah, Rahmi Eka Putri, M. Aries Taufiq, Yenni Rozimela and Hasanudin

Analysis of Sharia Hotels Feasibility in Pekanbaru 277
Zulkifli, Boy Syamsul Bahkri, Muhammad Arif and Putri Nuraini

A Study on Relationship between Teachers' Instructional Practices and School Performance of Rural Public Secondary Schools in Malaysia 283
Mahidah Ab Wahab and Siti Maziha Mustapha

Application of the Proximacause Principle in Loss Insurance According to the Book of Trade Law and Regulation Number 40 of 2014 291
Selvi Harvia Santri, Syafiadi and Erlina

A Comparative Study among Asean and Asia Countries Community to the Realization and Application of English, Culture, Science and Technology 295
Seno H. Putra

Student Readiness Model Facing the Industrial Revolution 4.0 302
Dedek Andrian and Astri Wahyuni

The Impact of Tourism on Social, Economic and Cultural Conditions in Kecamatan Siak 307
Nurhayati, Rona Muliana, Febby Asteriani and Dinda Ratu

The Future of Democracy in Digital Era: Challenges to Political Life in Cyberspace in Indonesia 312
Auradian Marta and Leo Agustino

Developing a Model to Improve Human Resources Performance based on Islamic Perspectives: A Case Study among Lecturers of Islamic University of Riau, Indonesia 316
Zulfadli Hamzah, Astri Ayu Purwati, Hamzah, Muhammad Arif and Muhammad Luthfi Hamzah

Creative Comprehension on Literacy: Technology and Visual 324
Miranti Eka Putri

Character Building Construction of High School Students in Indonesia 329
Tohirin, Risnawati, Zubaidah Amir, Dicki Hartanto, Sohiron and Ramon Muhandaz

An Analysis of Students' Error in Solving Critical Thinking Problems in Integral Calculus Course based on Newman Error Analysis Theory Viewed from Gender Differences and Habits of Mind 336
Rezi Ariawan and Zetriuslita

Exploring Methods for Developing Potential Students in Islamic Schools in the Context of Riau Malay Culture 343
Syahraini Tambak and Desi Sukenti

Investment Climate in the Indonesian Mining Business 352
Surizki Febrianto and Raja Febriana Andarina Zaharnika

The Implementation of Rapid Application Development Method in Designing E-Learning based on Learning Management System Moodle at Universitas Islam Riau, Indonesia 359
Hamzah, Muhammad Luthfi Hamzah, Zulfadli Hamzah and Astri Ayu Purwati

Constructivism of Problem-Based Learning Failure in Increasing Students Critical Thinking and Strategy of Cognitive Conflict 367
Zetriuslita and Dedek Andrian

Legal Reforms of Trademarks in Order to Increase Investment in Indonesia 373
Syafrinaldi, Rani Fadhila Syafrinaldi and Heni Susanti

Bringing Collaborative Problem Based Learning (CPBL) into a Flipped Classroom: A New Strategy for Teaching Writing 379
M. Aries Taufiq, Marhamah and Rahmi Eka Putri

Understanding the Models of Framing Analyses Approaches in Media Framing Studies 385
Dafrizal Samsudin

The Implementation Corporate Social Responsibility Factors That Affect the Corporate Political Activities in Riau Province 390
Made Devi Wedayanti, Achmad Nurmandi and Hasse J.

Framing Analysis of Ulama in the Presidential Election 395
Fatmawati Moekahar, Asrinda Amalia and Aidil Haris

Communication Strategy of Campaign's Steps Monitoring in Local Election 2018 by Election Supervisory Board 402
Fatmawati Moekahar and Abdul Aziz

Correlates of Stakeholders Engagement towards Government Programs (GP) in Malaysia
Faridah Ibrahim, Siti Maziha Mustapha, Kho Suet Nie, Amli Hazlin Ahmad Mokhtar and Dil Froz Jan Salem Shah 406

Professionals as Stakeholders: Engagement in Malaysian Government Programs 414
Siti Maziha Mustapha and Faridah Ibrahim

The using of Facebook in Malaysia's 14th General Election: An Analysis of INVOKE 421
Zawiyah Mohd Zain and Zalinah Ahmad

Developing Interactive Multimedia Learning for Teaching Integral Calculus in College 426
Nana Sepriyanti, Remiswal and Hutomo Atman Maulana

Islamic Marketing Management Information System Model 433
Hamdi Agustin and Sri Indrastuti

Determinants of Indonesia's Defense Technology Cooperation with Turkey: A Decision Making Perspective 440
Luerdi and Hizra Marisa

Strengthening Islamic Psychosocial and Self-confidence in Developing Student Thinking Creative 446
Desi Sukenti and Syahraini Tambak

Heutagogy Approaches for Arabic Learning in Higher Education in Industrial Revolution 4.0 454
Saproni Muhammad Samin, Rojja Pebrian and Alfitri Zulkifli

Integrated E-Learning Implementation at University Learning Process 458
Sri Yuliani and Dicki Hartanto

Pekanbaru City Citizens Motivations in Communicating with Refugees in Indonesia 465
Happy Wulandari, Abdul Muati Ahmad and Jusang Bolong

2019 Election and Strengthening Political Identity: The Importance of the Role of Nu & Muhammadiah in Maintaining Quality Democracy 472
Syafhendry and Setyo Utomo

The Fourth Industrial Revolution based Innovation for Information and Communication Technology based Teaching 477
Yaya S. Kusumah

The Role of Social Media on Intercultural Communication Competences 483
Winda Monika, Arbi Haza Nasution and Salhazan Nasution

Achievement Goal for Indonesian Students of Mathematics Education Program: Issues of Gender and Academic Year Level 492
Riyan Hidayat, Sharifah Norul Akmar Syed Zamri, Hutkemri Zulnaidi and Putri Yuanita

AUTHOR INDEX 499

Students' Acceptance of Mobile Application based-Office English Learning Material for University Students

Sri Wahyuni and Fauzul Etfita
English Language Education, Universitas Islam Riau, Pekanbaru, Indonesia

Keywords: Acceptance, Office English, Learning Material, ENFORCE, Mobile Application

Abstract: Learning material is one of the strategic tools that can be used to achieve the learning goal. However, the conventional learning material is still employed such as a book, printed module, etc. Responding to this issue, the researchers have developed mobile application-based office English learning material. The application was named ENFORCE. Hence, this research aimed to analyse the correlation among factors and to figure out the best factor that influenced students' acceptance of the mobile application as a learning material for university students. In this research, 105 students had been asked to use a supportive mobile application-based learning material during the learning process. Further, at the end of the semester, online questionnaires were distributed to obtain the data. In analysing the data, the correlation and regression analysis were carried out through SPSS. The results revealed that the correlation among the factor was correlated significantly. It was emphasized by the significant value which was greater than 0.01. Additionally, the result of regression analysis showed that significant value which was .000 that greater than 0.005. It can be declared that the best factor that influenced students' acceptance of mobile application-based office English learning material for university students was ease of use.

SCITEPRESS
SCIENCE AND TECHNOLOGY PUBLICATIONS

1 INTRODUCTION

The development of the mobile application has been utilized for educational issues (Domingo and Garganté, 2016). Specifically for language learning, there are many mobile applications designed for supporting language learning and providing learning material (Hao et al., 2019). The movement of mobile objectives has opened opportunities an alternative media in providing an interactive learning material (Akpan, 2017; Al-Hunaiyyan et al., 2018). Besides, it also becomes challenges for lecturers and students to maximize the mobile application-based learning (Chavoshi and Hamidi, 2019).

As confirmed by several studies that have announced the advantages of language learning through mobile applications (Pilar et al., 2013; Shanmugapriya and Tamilarasi, 2013; Wu, 2015). In term of the students' acceptance of learning mobile also showed positive attitude (Al-Emran et al., 2018; Bozdoğan, 2015; Dashti and Aldashti, 2015). In this research, the students' acceptance was determined based on the internal factors that influenced the students' behavioural intention of use mobile-based learning material such as usefulness perception and ease of use perception (Davis, 1989).

Additionally, external factors were also considered as affected aspect in acceptance namely self-efficacy and compatibility (Venkatesh and Davis, 2000). In consequence, the current research aimed to reveal the correlation and the best-affecting factor on students' acceptance of mobile application-based office English learning material at the end of the semester after using the application.

2 RESEARCH METHOD

The respondents of this research were 105 private university students who had learned English for office through mobile application namely ENFORCE. The students were asked to use ENFORCE as a supportive learning material during 14 weeks of the effective learning time allocation. To have the app, the installation through play store was required for every student at the first week. In its implementation, the semester learning plan was modified for applying this application. Further, the quantitative method was used through the survey to achieve the purpose of this study. The 20 statements of the questionnaire were

Wahyuni, S. and Etfita, F.
Students' Acceptance of Mobile Application based-Office English Learning Material for University Students.
DOI: 10.5220/0009058700520056
In *Proceedings of the Second International Conference on Social, Economy, Education and Humanity (ICoSEEH 2019) - Sustainable Development in Developing Country for Facing Industrial Revolution 4.0*, pages 52-56
ISBN: 978-989-758-464-0
Copyright © 2020 by SCITEPRESS – Science and Technology Publications, Lda. All rights reserved

adapted from (Davis, 1989); (Venkatesh and Davis, 2000); and (Chung et al., 2015) employed to collect the data at the end of semester. The google form was utilized to address the questionnaire to the students. After collecting the data, SPSS was used to compute and analyse quantitatively the data. Additionally, the correlation analysis was carried out to figure out the correlation among factors and regression analysis was conducted to know the best-affecting factor.

3 RESULTS AND DISCUSSION

In this part, the researchers discussed the results and discussion in some sub-section. To elaborate on the research results obviously, the researcher divided the sub-section into descriptive statistics, the result of correlation among factors, and the result of regression analysis.

3.1 Descriptive Statistics of Each Factor

The descriptive statistics revealed that ease of use showed the greatest mean score which was 16.45. The behavioural intention of use, usefulness, self-efficacy, and compatibility were 15.96, 15.84, 14.75, and 14.4 respectively. The criteria for each factor are based on the range of average scores with levels from very high to very low. The descriptive statistics of each factor can be seen in table 1-5.

Table 1: Descriptive statistics of ease of use

Items	SD	Mean
studying English for office through ENFORCE App is easy for me	.994	4.05
studying English for office through ENFORCE App saves time	.814	4.17
studying English for office through ENFORCE App is convenient	.872	3.99
studying English for office through ENFORCE App is easy to use	.861	4.24

In term of ease of use perception, students trusted that studying office English class by using ENFORCE application was easy to operate it. The evidence of students' perceived of ease of use can be seen from the means score which were 4.24 and 4.05. As well, it can save their time learning through that application. Besides, mobile application-based office learning material was appropriate to use in learning English for office. The evidence of students' perceived of convenience and saving the time can be seen from the means score which were 4.17 and 3.99. It was evidenced from the mean score that was at a high level and the students' perceived of ease of use was positive (see table 1).

Table 2: Descriptive statistics of behavioural intention of use

Items	SD	Mean
I am ready using ENFORCE App to learn office English	.898	4.10
I will continue using ENFORCE App to learn office English in the future	.950	3.96
Overall, I will learn office English through ENFORCE App	.946	3.90
I will recommend others learning office English through ENFORCE App	935	3.99

In term of behavioural intention of use, students intended to use ENFORCE application to learn office English. It was evidenced by mean score which was 4.10. As well, they would like to promote that app for other office learners. It was also evidenced by mean score which was 3.99. Overall, It can be proven from means scores that were at a high level and students' intention were positive (see table 2).

Table 3: Descriptive statistics of usefulness

Items	SD	mean
studying English for office through ENFORCE App is not limited by time and place	1.182	3.67
studying English for office through ENFORCE App can assist me to access the information I need	.895	4.08
studying English for office through ENFORCE App improve my learning effective	.866	3.98
studying English for office through ENFORCE App provides serviceable guidance in running tasks	.870	4.11

In term of usefulness, students perceived that using learning office English through ENFORCE Application can be done anywhere and anytime. Besides, they believed that application was a very effective learning resource during having to learn English for office. These statements can be proven by the means score which were 3.67 and 4.08. Besides, students perceived that this app was effective to employ as a supportive learning material especially for running the tasks. It can be proven by the means score which were 3.98 and 4.11. Additionally, the mean score was at a moderate level and the students' perceived of usefulness was positive (see table 3).

In term of self-efficacy, students believed that they can solve the obstacles faced during the learning process by using ENFORCE application. It can be seen from the means score which were 3.60, 3.63,

Table 4: Descriptive statistics of self-efficacy

Items	SD	mean
I can finish learning office English tasks through ENFORCE App if there is no information I got from people around me	.957	3.67
I can finish learning office English tasks through ENFORCE App if someone had helped me get started	1.025	3.60
I can solve the obstacles faced when I used ENFORCE App to study office English	1.058	3.63
I can finish learning office English assignments through ENFORCE App, no matter what the difficulties	.903	3.86

3.67, and 3.86 respectively. Overall, it can be said that in term of perceived of self-efficacy was responded positively (see table 4).

Table 5: Descriptive statistics of compatibility

Items	SD	mean
studying English for office through ENFORCE App, I don't have to substitute anything I recently do	1.090	3.34
studying English for office through ENFORCE App does not need changes significantly in my existing work custom	1.010	3.48
studying English for office through ENFORCE App is similar to using other application that I have applied in the past	1.027	3.57
studying English for office through ENFORCE App can strengthen from computer	.976	3.72

In term of compatibility, students perceived that using ENFORCE application was related to their previous impression while using another application. It also confirmed by the means score which were 3.57 and 3.48. They also believed that using that application was useful as same as another application that they used before. It also strengthened by the mean score which was 3.34. As well, students perceived that this app was easy because it can be used through computer. This statement was supported by the mean score which was 3.72 (see table 5). It can be said that in term of compatibility that students positively responded.

3.2 The Correlation among the Factors

To see the correlation among the students' acceptance factors of ENFORCE application as a learning resource, correlation analysis was conducted (see table 6).

Table 6: The correlation among the factors

factors	Usefulness	Ease of use	Self-Efficacy	Compatibility	Intention
Usefulness	1	.778** .000	.569** .000	.550** .000	.666** .000
Ease of use	.778** .000	1	.514** .000	.416** .000	.704** .000
Self-Efficacy	.569** .000	.514** .000	1	.704** .000	.591** .000
Compatibility	550** .000	.416** .000	.704** .000	1	.538** .000
Intention	.666** .000	.704** .000	.591** .000	.538** .000	1

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

As could be seen in table 6, all of the factors were correlated to each other significantly. In term of the perception of usefulness, this factor had a significant correlation with ease of use perception ($r_{calculated}$=.778**> r_{table}=.176), behavioural intention of use ($r_{calculated}$=.666**> r_{table}=.176), self-efficacy $r_{calculated}$=.569**> r_{table}=.176), and compatibility ($r_{calculated}$=.550**> r_{table}= .176) respectively.

In term of perceived ease of use, it also had correlated significantly with perceived usefulness ($r_{calculated}$=.778**> r_{table}=.176), behavioural intention of use ($r_{calculated}$=.704**> r_{table}=.176), self-efficacy ($r_{calculated}$=.514**> r_{table}= .176), and compatibility ($r_{calculated}$=.416**> r_{table}= .176) sequentially. Further, self-efficacy had significant correlation with compatibility ($r_{calculated}$=.704**> r_{table}=.176), behavioural intention of use ($r_{calculated}$=.591**> r_{table}= .176), usefulness ($r_{calculated}$=.569**> r_{table}= .176), and ease of use ($r_{calculated}$=.514**> r_{table}= .176). Next factor, compatibility had significant correlation with others factor as well.

The most positive correlation was compatibility with self-efficacy ($r_{calculated}$=.704**> r_{table}=.176) and followed by perceived usefulness ($r_{calculated}$=.550**> r_{table}=.176), behavioural intention of use ($r_{calculated}$=.538**> r_{table}= .176), and ease of use ($r_{calculated}$=.418**> r_{table}=.176). Regard to the intention of use, ease of use perception was the most positive correlated factor. It can be seen from the $r_{calculated}$=.704**. Perceived usefulness ($r_{calculated}$=.666**), self-efficacy ($r_{calculated}$=.591**), and compatibility ($r_{calculated}$=.538**) were correlated with the intensive attitude of use. Overall, Correlation

analysis revealed that the intensive attitude to use the application as a learning resource had a positive correlation with the acceptance factors ($p < 0.01$).

This result was confirmed by previous studies that mentioned usefulness perception and ease of use perception had correlation to behavioural intention to use an application in learning as a resource during the learning process. Wahyuni & Etfita (2019) dan (Weng et al., 2018) stated that perceived usefulness and perceived ease of use influenced the attitude in using an application as a material. (Van De Bogart and Wichadee, 2015); (Elkaseh et al., 2016); and (Wahyuni, 2018a) also revealed that the intention of using an application mobile learning was the effect of two internal factors such as ease of use perception and usefulness perception of mobile application-based learning material. The effectiveness of its mobile application-based learning material was in the context of usefulness and ease of use perception affected the attitude use it intensively (Kitchakarn, 2016). To sum up the research finding based on the analysis and supported by other studies, perceived usefulness and perceived ease of use had a correlation in influencing the intensive behaviour on using an additional mobile application-based learning material.

Further, the external factor namely self-efficacy and compatibly that also had a correlation to intention of use a mobile application in learning also emphasized by several related researchers. (Chen, 2014); (Chung et al., 2015); (Alshammari et al., 2016) strengthened that these external factors had a significant correlation in effecting the intention of using the mobile application in learning. It can be inferred that self-efficacy and compatibility should be considered in designing mobile application-based learning material.

3.3 The Analysis Regression Result

In figuring out the best-affected factor of students' acceptance, regression analysis was carried out. The result was presented in table 7.

Table 7: The result of regression analysis

Factors	t	Sig.	
Compatibility	1.644	.103	not significant
Usefulness	1.205	.231	not significant
Self-efficacy	1.852	.067	not significant
Ease of use	4.270	.000	significant

The result revealed that the best factor that influenced intention in using ENFORCE application as a supportive learning resource was ease of use intentionally. It can be proven from the significant value which was .000<0.005. Additionally, the result was confirmed that the value of $t_{calculated}$ was greater that t_{table} which was $1.6602 < 4.270$ (see table 7). As emphasized by (Abu-Al-Aish and Love, 2013); (Davis, 1989); and (Wahyuni, 2018b), the perception of ease of use can give positive impression on using the learning based mobile application intentionally. Additionally, mobile language learning meets the students' needs, following the digital era, and creating autonomous learning (Shroff and Keyes, 2017). On contrary to the research finding conducted by (Alqahtani and Mohammad, 2015), they stated that the most affecting factor was perceived usefulness to behavioural intention in using the mobile application. It could be inferred that the most considerable factor of students in using ENFORCE application as an additional learning material for university students was the ease of use.

4 CONCLUSIONS

This study analysed the correlation among students' acceptance factors and which one the best factor that affected students' acceptance of behavioural intention in using ENFORCE application. The result showed that each factor had a positive correlation to the behavioural intention of use the mobile application. Furthermore, the most affected factor to intention of use was the sense of ease of use. Specifically, it could be inferred that students believed that utilizing ENFORCE application was easy and useful as an alternative media for providing learning material.

It is very crucial for lecturer to design implementation plan mobile assisted language learning model. As well, the lecturers should cooperate with practitioners or designer's mobile application to develop learning material based mobile to provide interactive learning.

In conclusion, the research findings indicated that the university should expand the strategic plan and offer guideline reflecting in students' acceptance of mobile learning in order to accommodate all on reflecting factors for sustainable development of mobile language learning. The result and findings of this study can contribute which factors can be offered for modelling to run plan of mobile assisted language learning in the university.

ACKNOWLEDGEMENTS

The researchers would like to deliver thank to the willingness and participating of the students in this

study.

REFERENCES

Abu-Al-Aish, A. and Love, S. (2013). Factors influencing students' acceptance of m-learning: An investigation in higher education. *The International Review of Research in Open and Distributed Learning*, 14(5).

Akpan, V. I. (2017). Cell phones as effective learning resource. *Journal of Education, Society and Behavioural Science*, pages 1–8.

Al-Emran, M., Mezhuyev, V., and Kamaludin, A. (2018). Technology acceptance model in m-learning context: A systematic review. *Computers & Education*, 125:389–412.

Al-Hunaiyyan, A., Alhajri, R. A., and Al-Sharhan, S. (2018). Perceptions and challenges of mobile learning in kuwait. *Journal of King Saud University-Computer and Information Sciences*, 30(2):279–289.

Alqahtani, M. and Mohammad, H. (2015). Mobile applications' impact on student performance and satisfaction. *Turkish Online Journal of Educational Technology-TOJET*, 14(4):102–112.

Alshammari, S. H., Ali, M. B., and Rosli, M. S. (2016). The influences of technical support, self efficacy and instructional design on the usage and acceptance of lms: A comprehensive review. *Turkish Online Journal of Educational Technology-TOJET*, 15(2):116–125.

Bozdoğan, D. (2015). Mall revisited: Current trends and pedagogical implications. *Procedia-Social and Behavioral Sciences*, 195:932–939.

Chavoshi, A. and Hamidi, H. (2019). Social, individual, technological and pedagogical factors influencing mobile learning acceptance in higher education: A case from iran. *Telematics and Informatics*, 38:133–165.

Chen, Y.-L. (2014). A study on student self-efficacy and technology acceptance model within an online task-based learning environment. *Journal of Computers*, 9(1):34–43.

Chung, H.-H., Chen, S.-C., and Kuo, M.-H. (2015). A study of efl college students' acceptance of mobile learning. *Procedia-Social and Behavioral Sciences*, 176:333–339.

Dashti, F. A. and Aldashti, A. A. (2015). Efl college students' attitudes towards mobile learning. *International Education Studies*, 8(8):13–20.

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS quarterly*, pages 319–340.

Domingo, M. G. and Garganté, A. B. (2016). Exploring the use of educational technology in primary education: Teachers' perception of mobile technology learning impacts and applications' use in the classroom. *Computers in Human Behavior*, 56:21–28.

Elkaseh, A. M., Wong, K. W., and Fung, C. C. (2016). Perceived ease of use and perceived usefulness of social media for e-learning in libyan higher education: A structural equation modeling analysis. *International Journal of Information and Education Technology*, 6(3):192.

Hao, Y., Lee, K. S., Chen, S.-T., and Sim, S. C. (2019). An evaluative study of a mobile application for middle school students struggling with english vocabulary learning. *Computers in Human Behavior*, 95:208–216.

Kitchakarn, O. (2016). How students perceived social media as a learning tool in enhancing their language learning performance. *Turkish Online Journal of Educational Technology-TOJET*, 15(4):53–60.

Pilar, R.-A., Jorge, A., and Cristina, C. (2013). The use of current mobile learning applications in efl. *Procedia-Social and Behavioral Sciences*, 103:1189–1196.

Shanmugapriya, M. and Tamilarasi, A. (2013). Design and development of mobile-assisted language learning (mall) application for english language using android push notification services. *International Journal of Research in Computer and Communication Technology*, 2(6):329–338.

Shroff, R. H. and Keyes, C. J. (2017). A proposed framework to understand the intrinsic motivation factors on university students' behavioral intention to use a mobile application for learning. *Journal of Information Technology Education: Research*, 16:143–168.

Van De Bogart, W. and Wichadee, S. (2015). Exploring students' intention to use line for academic purposes based on technology acceptance model. *The International Review of Research in Open and Distributed Learning*, 16(3).

Venkatesh, V. and Davis, F. D. (2000). A theoretical extension of the technology acceptance model: Four longitudinal field studies. *Management science*, 46(2):186–204.

Wahyuni, S. (2018a). Students' perception of using an android smartphone application as a supplementary learning resource. *Asia Proceedings of Social Sciences*, 2(4):115–119.

Wahyuni, S. (2018b). Students'perspectives on using telegram messenger as a learning media. *ELT-Lectura*, 5(1):31–37.

Weng, F., Yang, R.-J., Ho, H.-J., and Su, H.-M. (2018). A tam-based study of the attitude towards use intention of multimedia among school teachers. *Applied System Innovation*, 1(3):36.

Wu, Q. (2015). Designing a smartphone app to teach english (l2) vocabulary. *Computers & Education*, 85:170–179.

CERTIFICATE

ICoSEEH 2019

as Presenter

This Is To Certify That

SRI WAHYUNI

Has Presented At

ICoSEEH 2019

(THE 2ND INTERNATIONAL CONFERENCE ON SOCIAL, ECONOMY, EDUCATION, AND HUMANITY)

"SUSTAINABLE DEVELOPMENT IN DEVELOPING COUNTRY FOR FACING INDUSTRIAL REVOLUTION 4.0"

on

September 5-7, 2019

at

SKA Convention and Exhibition Center
Pekanbaru - Indonesia

Organized by Universitas Islam Riau

Rector of UIR

Prof. Dr. H. Syafrinaldi, SH., MCL

General Chair

Dr. Arbi Haza Nasution, M.IT

CO-ORGANIZERS :

UTM

Infrastructure University Kuala Lumpur