

**STUDENTS' PERSPECTIVE ON USING ENFORCE APPLICATION AS A  
SUPPLEMENTARY LEARNING TOOL IN ENGLISH FOR OFFICE  
CLASS AT ENGLISH LANGUAGE EDUCATION FKIP UIR**

**A THESIS**

*Intended of fulfill one of the requirements for the award of bachelor  
degree in English language teaching and education*



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UNIVERSITAS ISLAM RIAU  
PEKANBARU**

**2019**

## THESIS

### STUDENTS' PERSPECTIVE ON USING ENFORCE APPLICATION AS A SUPPLEMENTARY LEARNING TOOL IN ENGLISH FOR OFFICE CLASS AT ENGLISH LANGUAGE EDUCATION FKIP UIR


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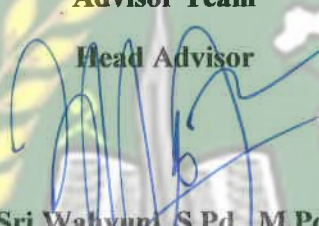
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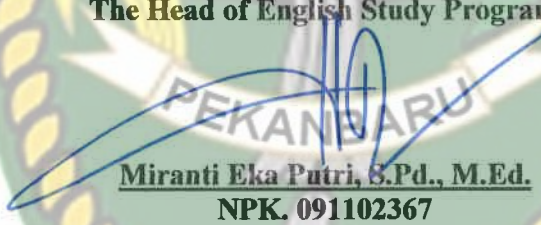
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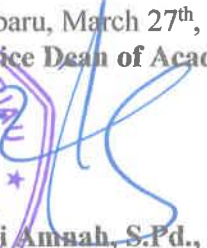
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No.	Date	Guidance Agenda	Signature
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2	October, 16 <sup>th</sup> 2018	Revised Chapter II	
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## LETTER OF NOTICE

The Head Advisor hereby declare that:

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**STUDENTS' PERSPECTIVE ON USING ENFORCE APPLICATION AS A  
SUPPLEMENTARY LEARNING TOOL IN ENGLISH FOR OFFICE  
CLASS AT ENGLISH LANGUAGE EDUCATION FKIP UIR**

It is ready to be examined.

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## DECLARATION LETTER

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I acknowledge that this thesis or scientific work is the result of my own work, except for the summary and quotation (either directly or indirectly) that I took from various sources and mentioned its sources scientifically and I am responsible for data and facts in this thesis or scientific work.

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First, I would like to thank Allah Subhanallahu Wa Ta'ala, the lord of the universe and because of Allah's guidance, mercy and blessing, I could finish my thesis. Then, sholawat and salam always be given to our the best prophet Muhammad Sallahu'alai Wa Salam, who has brought us from the darkness to the lightness, from Jahiliyah era to the Islamiyah era.

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Finally, constructive critics and suggestions from the readers will be deeply appreciated in this thesis. Therefore, the researcher hopes this thesis can be useful for the development of education in the future

Pekanbaru, March 27<sup>th</sup>, 2019  
The Researcher

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## ABSTRACT

***Mikhael Lauda. 2019. STUDENTS' PERSPECTIVE ON USING ENFORCE APPLICATION AS A SUPPLEMENTARY LEARNING TOOL IN ENGLISH FOR OFFICE CLASS AT ENGLISH LANGUAGE EDUCATION FKIP UIR***

***Keywords ; Students' Perspectives, ENFORCE Application, Supplementary Learning Tool.***

This study deals with what are perspectives of the students' on using the ENFORCE application that used as a supplementary learning tool in English For Office class at the English Study Program of Islamic University of Riau. The objective of the research is the analysis of fifth-semester students. The researcher investigated the students' perspective in using ENFORCE application as a supplementary learning tool with an online questionnaire through Google Form. This research conducted at Islamic University of Riau (UIR) at Jalan Kaharuddin Nasution No. 133 Pemberhentian Marpoyan, Pekanbaru-Riau from August until December 2018 with the samples were the fifth-semester students of English for Office class at English Study Program. The research instruments in this research was a questionnaire that consist of 20 statements of (1) perceived usefulness (2) perceived ease to use (3) attitude toward using (4) actual system use. Besides, to get the information related to four indicators in this research, the researcher employed a scale from 5 to 1. The scale itself explained here: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Undecided (U), 2 for Disagree (D), and 1 for Strongly Disagree (DS). In additional on the online questionnaire, the researcher added 3 Open-Ended questions, to get the students' perspective on using ENFORCE application by answering the questions. As the results of students' perspectives in using ENFORCE application, the researcher get 20,74% for strongly agree in perceived ease of use, 14,29% for strongly agree in perceived usefulness, 12,69% for strongly agree in attitude toward usage, and 19,44% for strongly agree in actual system use. In other words, using particular application through smartphone is useful, effective and more attractive in teaching process.

## ABSTRACT

***Mikhael Lauda. 2019. STUDENTS' PERSPECTIVE ON USING ENFORCE APPLICATION AS A SUPPLEMENTARY LEARNING TOOL IN ENGLISH FOR OFFICE CLASS AT ENGLISH LANGUAGE EDUCATION FKIP UIR***

***Keywords ; Students' Perspectives, ENFORCE Application, Supplementary Learning Tool.***

Penelitian ini berkaitan tentang perspektif mahasiswa dalam penggunaan aplikasi ENFORCE sebagai media tambahan dalam pembelajaran di kelas English For Office FKIP UIR. Objek penelitiannya adalah mahasiswa semester 5. Peneliti menginvestigasi perspektif mahasiswa terhadap penggunaan aplikasi ENFORCE melalui kuisioner online Google Form. Penelitian ini dilakukan pada Universitas Islam Riau yang beralamat di Jalan Kaharuddin Nasution No. 133 Pemberhentian Marpoyan, Pekanbaru-Riau dari bulan Agustus hingga bulan Desember 2018 dengan mahasiswa semester 5 kelas English for Office sebagai sampelnya. Instrumen yang digunakan oleh peneliti adalah sebuah kuisioner dengan 20 pernyataan yang berkaitan tentang (1) perceived usefulness (2) perceived ease to use (3) attitude toward using (4) actual system use. Untuk mendapatkan hasil yang diinginkan, peneliti membuat skala penilaian, dimana skala tersebut berbobot dari 5 sampai 1. Skala itu sendiri terbagi sebagai berikut (5) Sangat Setuju, (4) Setuju, (3) Tidak memilih, (2) Tidak Setuju, (1) Sangat Tidak Setuju. Sebagai tambahan, peneliti menambahkan 3 pertanyaan terbuka untuk mengetahui perspektif mahasiswa saat menggunakan aplikasi ENFORCE. Sebagai hasil dari penelitian ini, diketahui bahwa 20,74% mahasiswa sangat setuju dengan perceived ease of use, 14,29% mahasiswa sangat setuju dengan perceived usefulness, 12,69% mahasiswa sangat setuju dengan attitude toward usage dan 19,44% mahasiswa sangat setuju dengan actual system use aplikasi ENFORCE. Dengan kata lain, penggunaan aplikasi tertentu melalui smart phone dalam proses pembelajaran bias sangat berguna dan mampu membuat pembelajaran lebih efektif dan atraktif.

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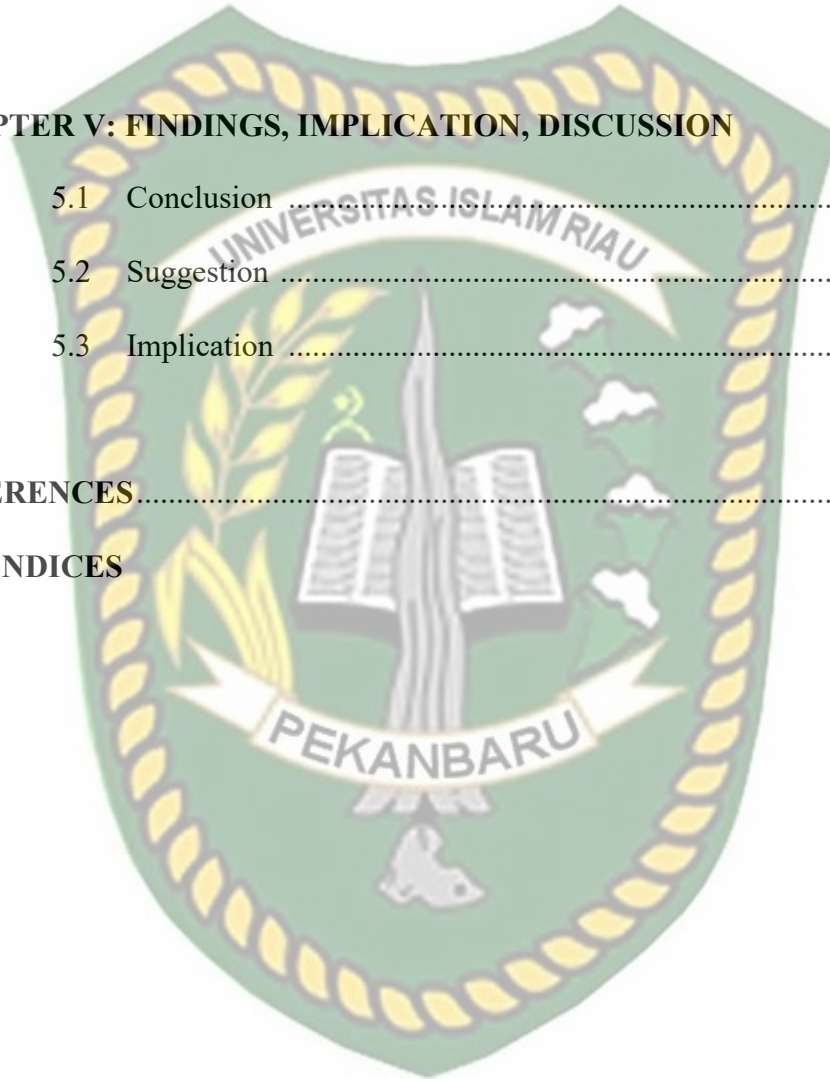
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Determine the learners' skills, competencies, knowledge, needs, and purposes of learning will help the curriculum planners know whether the content of the courses are relevant to the learners' needs or not. Learners' needs in English for Specific Purposes (ESP) are described in terms of performance, that is, in terms of what the learner will be able to do with the language at the end of a course of study. In many cases, learners' needs may be relatively easy to determine, mainly if learners need to learn a language for particular purposes, for example, employment in fields such as office, tourism, nursing, engineering or the hotel industry (Richards, 2001).

Students are reluctant to learn English if they do not see any relevance to their needs in learning English for Specific Purposes as English students and what they must learn from the textbook. The content of the textbooks for English as Specific Purposes are mostly the same and might make students feel bored. Meanwhile, the students need something new in the learning process. For example office students, they have to learn how to communicate in office, all vocabularies about the office, and so on. (Tri Yuana & Esti Kurniasih, 2013)

Following the development of the world of education today, English for Specific Purposes now also accompanied by technology and media developments. Education in the 70s, education still use blackboards and white chalks for learning

processes. Along with the development of technology and the time the teacher starts to use markers. Not only that, with the rapidly growing technology of Personal Computer (PC), now we have Notebook and the latest technology likes Android. English for Office class become more interactive and practical with technology nowadays if teachers could use this opportunity as media and learning sources for delivering information about the subject to the class. Technology offers many functions that appeal to educators who are looking to extend learning beyond the classroom (Haygood, Garner, & Johnson, 2012).

Aside from technology, the internet also takes some part of our daily activity now. Everyone could search, download, upload and access anything on the internet with their mobile phone, computer or notebook. Those opportunities could be beneficial for both lecturer and students in the class. Together, the internet and technology will offer many advantages and opportunities for education and learning process.

Here, the English for Office students needs to learn English as a part of that college activity. As an example, they find many vocabularies of office in English, and they have to know the meaning of all those words to understand or present their assignment. One of an exciting way to present material is using media. In education, the media will help lecturer to convey any information related to the course and make the classes more active and interactive.

In this case, ENFORCE application as media and supplementary learning tool for English for Office class, will help lecturer to deliver information and help the student to get the information so that they will learn English through Android

application. This situation has inspired a variety of ESP course designs to address them. The basic ESP philosophy is to cater to the specific needs of learners as much as possible according to Robinson, 1991. In other words, it might be appropriate to say that no ESP courses should be conducted without needs analysis (Kaewpet, 2009).

Based on those explanations above, the researcher is interested in conducting research entitled **“STUDENTS’ PERSPECTIVE ON USING ENFORCE APPLICATION AS A SUPPLEMENTARY LEARNING TOOL IN ENGLISH FOR OFFICE CLASS AT ENGLISH LANGUAGE EDUCATION FKIP UIR.”**

## **1.2 Identification of the Problem**

1. The integration of using technology in teaching practice was stipulated on Permendikbud No.49/2014 article 1:14 about Lecturers are professional educators and scientists with the primary task of transforming, developing, and disseminating science, technology through education, research, and devotion to the community. So in education lectures must utilize existing technologies to support the learning material.
2. Lecturer still uses conventional media to support the learning process, and this situation makes students are reluctant to pay attention to the lecturer or the learning process.

3. Meanwhile, a smartphone has negative potential that influences the learning process. Based on the previous research study, the students learning results will decrease because of playing smartphone for other concerns such as playing games, surfing on the internet and social media, and chatting. Furthermore, during the learning process, students usually use a smartphone to update their status on social media and this cause they are reluctant to pay attention. Moreover, students do not want to print their e-Book because it cost them and reluctant to read the book because they can not focus on finding the main idea of the topic. Those statements supported by research about “Smartphone Uses” which is conducted by Kljunić and Vukovac (2015). The results state that the smartphone also has an adverse effect that influences the effectiveness and learning result.

### 1.3 Focus of the Problem

The limitation of this research is student’s perspective based on Technology Acceptance Model (TAM) by Davis (1989) in Van de Bogard (2015)

1. Perceived Usefulness (PU)
2. Perceived Ease of Use (PEOU)
3. Attitude Toward Usage (ATU)
4. Actual System Use (ASU)

#### **1.4 Research Question**

How is the Student's Perspective on Using Enforce Application as a Supplementary Learning Tool in English for Office Class at English Language Education FKIP UIR?

#### **1.5 The Objective of the Research**

The objective of the research is to analyze Student's Perspective on Using Enforce Application as a Supplementary Learning Tool in English for Office Class at English Language Education FKIP UIR.

#### **1.6 Significance of the Research**

The significance of this research divide into 3 points :

1. For students, ENFORCE will become a supplementary tool and learning media to receive information that related to the topic in English for Office class.
2. For lectures, ENFORCE will become a supplementary tool and learning media to deliver information that related to the topic in English for Office class.
3. For the next researcher, ENFORCE will be a resource for developing learning media in any university subject.

## 1.7 The Definition of Key Terms

### 1. Student's Perspective

The point of view from students. Learning is more likely to take place when students feel comfortable and relaxed, and enjoy the learning experience. (Berk, 1996, Mantei, 2000)

### 2. ENFORCE

ENFORCE is a free application providing learning materials related to English for Office, not only that ENFORCE is an interactive media and supplementary tool in English for Office class. (<https://goo.gl/a9zD5v>)

### 3. Supplementary Learning Tool

Supportive (Supplementary) Applications : school or teacher has to offer other activities supporting the podcast, vodcasts, and mobile games that could be considered as individual applications (Stead and Colley, 2008).

According to Subramanya (2014) in Ali (2016) argued that learners could be more motivated when apps are used as course supplements. He further argued that they act as catalysts for education and learning due to several reasons: empowering the conventional content of teaching and learning, promoting independent learning, encouraging multiple types of learning styles and elevating the stagnant content of conventional teaching and learning methods.

#### 4. English for Office

Is one of the subject matter in English Department Islamic University of Riau that should take in the fifth semester based on the newest curriculum of English Department. This subject usually teaches the fifth-semester students about how to use English in the office and business situation well, then makes some CV letter, especially formal one that usually uses in the office activities. (Buku Akademik FKIP 2015)



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Learning Media

Media is every tool to convey information or messages from one place to another place. In teaching learning process also use media to make the process run effective and interesting. This part describes the definition of teaching media, the function of teaching media, and kinds of learning media.

##### 2.1.1 Definition of Learning Media

The term learning is used to show the educational efforts undertaken deliberately, with the goals set before the process carried out, and its implementation controllable. Learning Media is all that is used to deliver a message and can stimulate the mind, feelings, concerns, and willingness of the students so as to encourage the learning process of deliberate, purposeful, and controlled (Miarso, 2009 in Wita Harahap, 2017).

According to Arsyad (2011) said that: "The use of instructional media at the stage of learning orientation will greatly assist the effectiveness of the learning process and the delivery of the message and the content of learning at the time. In addition to the motivation and interests of students, learning media can also help students improve comprehension, presenting interesting and reliable data, facilitate the interpretation of data, and condense the information".

Meanwhile, Munadi (2010) in Loren (2017) defines learning media as "Everything that can convey and deliver the message from the source in a

planned manner so as to create a conducive learning environment in which the recipient can make the learning process efficient and effective manner ".

Furthermore, Arsyad (2011) describing "more specifically, understanding of media in teaching and learning tends to be interpreted as graphics tools, photographic, or electronically to capture, process, and reconstruct the visual or verbal information. Summarily, the media is a tool that conveys or deliver messages of learning ".

Additionally Kustandi & Sutjipto (2011) in Laylatul (2017) concluded " learning media is a tool that can help the learning process and serve to clarify the meaning of the message, so as to achieve the learning objectives with better and perfect " .

Learning is a process of communication between teachers, students, and teaching materials. Communication will not run without the help of conveying the message or media . Message to be communicated is the learning content in the curriculum presented by the teacher to the students in the learning process in schools.

Delivery of messages is one component of learning has an important role in learning activities. Use of the media should be a part that should receive the attention of teachers in each Learning Activities. Therefore, teachers need to learn how selecting and using instructional media in order to streamline the achievement of learning objectives in the learning process.

So, It can be said that the learning media is anything that can be used to deliver the message such as study materials so that to stimulate attention, interests, thoughts, and feelings of students in learning activities to achieve the goal of learning.

The position of instructional media. Therefore, the learning process is a communication process and takes place in a system, the learning media occupies an important position as one of the components of the learning system. Without the media, communications will not occur and the process of learning as a process of communication will not be able to take place optimally. Instructional media is an integral component of the learning system

From the above opinion concluded that the instructional media is anything that can be channeled messages, can stimulate the mind, feelings, and the willingness of the students so as to encourage the creation of learning process in self-learners.

According to Edgar Dale, in education, the use of instructional media often uses the principle of Cone Experience, which requires media such as text books, learning materials created by teachers and "audio-visual". There are several types of learning media, including:

- a) Visual Media: graphs, diagrams, charts, charts, posters, cartoons, comics
- b) Audial media: radio, tape recorders, language labs, and the like
- c) Projected still media: slides; over head projector (OHP), in focus and the like

d) Projected motion media: movies, television, video (VCD, DVD, VTR), computers and the like.

In essence, instead of learning media itself that determines the learning outcomes. Turns success using instructional media in the process of learning to improve learning outcomes depends on (1) the contents of the message, (2) how to explain the message, and (3) the characteristics of the message recipient. Thus in choosing and using the media, to consider three factors. When all three factors are able to be delivered in the medium of learning course will provide maximum results.

The purpose of using instructional media:

There are several goals using instructional media, such as:

- Facilitate the teaching-learning process
- Improve the efficiency of the teaching-learning
- Maintaining relevance to the learning objectives
- Help students concentrate
- According to Gagne: Components of learning resources that can stimulate students to learn
- According to Briggs: physical spacecraft containing instructional material

No doubt that all the media is necessary for learning. If up to this day there are teachers who do not use the media, it's just one thing that needs to change attitude. In selecting instructional media, need to be tailored to the needs, circumstances and conditions of each. In other words, the best media is media. It is up to the teacher how he could develop it appropriately viewed from the content, the message explanation and student characteristics to determine the instructional media.

### 2.1.2 Basic Criteria of Learning Media

According to Arsyad (2009), teaching media has some basic criteria, those are:

- a. Teaching media has physical meaning that called by hardware.  
The hardware is an object that can be seen, heard, and touched by five senses.
- b. Teaching media has non-physical meaning then we called it software that is the message which wants to deliver for pupil in hardware.
- c. The emphasizing of teaching media is in the visual and audio.
- d. Teaching media is a tool to help teaching-learning process both inside and outside class.
- e. Teaching media used to communicate and interact between teacher and students in teaching-learning process.

- f. Teaching media can be used massively (for example: radio, television) big group and small group (for example: film, slide, video, OHP), or individual (e.g.: module, computer, video recorder)
- g. Attitude, act, organization, strategy, and management that related with application of certain knowledge.

### **2.1.3 The Function of Learning Media**

The importance of using media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand.

According to Sudjana (2001) the function of teaching media in teaching and learning process as follows:

- a. The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.
- b. The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher

- c. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

In addition teaching media function based on Mulyani in Dewi (2012) are:

- a. Auxiliary tool to create effective learning situation.
- b. Integral part of all learning situation.
- c. To concrete the abstract concept, so, can decrease verbal comprehension.
- d. To build up students' motivation to learn.

#### 2.1.4 Kinds of Learning Media

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification. According to Mahajan (2012), media are classified into seven categories such as:

- a. **Graphic Media** : any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
- b. **Display Media** : a board used to show information in small group. For example : chalkboard, bulletin board, flannel board, and peg boards.
- c. **Three Dimensional Media** : A the medium that has 3D shape. For example : models, objects, specimens, puppets.

- d. **Projected Media:** a kind of media that need projector to show the messages. For example : slides, filmstrips, transparencies, films, video tapes, gramophones, records.
- e. **Audio Media :** media that just can be heard. Such as, radio, audio cassettes, gramophones, records.
- f. **Video Media :** this media is combination between audio and visual. For example : TV, videocassettes, CD, computers.
- g. **Activity Media :** media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.

Based on Sahid (2010) teaching media can be grouped as follows:

- a. **Visual Media :** the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
- b. **Audio Media:** the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.
- c. **Projected Still Media:** the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, etc.
- d. **Projected Motion Media:** the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.

In addition, Rusman (2012) classified teaching media into six kinds, those are: (1) Visual media, (2) Audio media, (3) Audio Visual media, (4) Group presentation media, (5) Object media, and (6) Interactive computer-based media.

After knowing the kinds of media, lecturers would understand kinds of media and media will be able to increase the quality of learning process. So in this research writer wants to analyze ENFORCE application as media and supplementary learning tool in English for Office class that will help lecturers to convey the materials to the students.

### **2.1.5 Learning Media Evaluation**

It is important to have good planning in developing teaching media. The evaluation of teaching media especially interactive or multimedia based teaching media is for measure or evaluates the quality of the media. According to Walker & Hess in Arsyad (2009) criteria of teaching media evaluation are:

- a. Quality of content and objective:
  - 1) Accuracy;
  - 2) Importance;
  - 3) Completeness;
  - 4) Balance;

- 5) Interest;
- 6) Justness;
- 7) Suitability with students' situation.

b. Instructional quality:

- 1) Give learning opportunity;
- 2) Give helpfulness to learning;
- 3) Motivation quality;
- 4) Instructional flexibility;
- 5) Relationship with other learning program;
- 6) Social quality of instructional interaction;
- 7) Testing and evaluation quality;
- 8) Give impact to students;
- 9) Give impact to teachers and their teaching learning process.

c. Technical quality:

- 1) Readable;
- 2) Easy to use;
- 3) Lay out quality;
- 4) Treatment of answer quality;
- 5) Program management quality;
- 6) Documentation quality.

## 2.2 Advantages and Disadvantages of Using Application in Language Learning

The use of mobile phones and/or smartphones and their apps generate positive effects as far as English learning is concerned. The findings show that mobile apps have a primary impact on the development of all four language skills, including their testing. Nevertheless, these apps especially have quite a significant impact on the development and retention of students' vocabulary. For example, Wu (2015) reports that students using a smartphone app for learning English words, remember more words, approximately about 89 words more, than the students who do not use them. This positive fact is connected with the combination of multiple forms of media, which the apps can offer. Thanks to different media modes, students can remember 10% of what they have read, 20% of what they have heard, 30% of what they have seen, 50% of what they have heard and seen, 70% of what they have said, and 90% of what they have done (cf. Klimova, 2015).

In addition, Teodorescu (2015) in Klímová (2018) maintains that the language apps also enable students to adapt the practice to their level of knowledge, by choosing between apps for beginners, intermediate or advanced, and the possibility to assess themselves and monitor their progress. In fact, repetition, accessibility and convenience are the key aspects of successful language learning (cf. Wu, 2015). The findings of the detected studies also show that students using mobile phones or smartphones and their apps are more motivated to learn both in class and independently outside their classes (Balula et

al. 2015; Tayan 2017; Teodorescu 2015). Furthermore, they exhibit less anxiety (Luo et al. 2015) Andujar (2016) reports that especially WhatsApp seems to be a powerful educational tool in increasing accuracy in EFL writing. The most widely used smartphone operating system for the implementation of most of the apps seems to be Android (Wu, 2015).

In addition, smart phones often have a small display and short battery life. Students are also used to highlighting the key points they want to remember with different colored marker pens particularly for revising the material before sitting for an exam. Nevertheless, several authors (Muhammed 2014; Tayan 2017; Wu 2014, 2015) of the detected studies nowadays recommend publishing houses to include into the traditional EFL textbooks files downloadable to smartphones. As Hogan (2013) in Klímová (2018) claims, we cannot be teaching tomorrow's leaders today with yesterday's methods.

### 2.3 ENFORCE APPLICATION

ENFORCE is an application that would be a media and supplementary tool in English for Office class. The users should download ENFORCE at Google Play Store, after the installation finish users can launch the application immediately. ENFORCE is 100% free for everyone and do not need to register anything.

ENFORCE was created by Mikhael Lauda in April 11<sup>th</sup> 2018, this application is a media and supplementary tool to help lecturer convey the materials in learning process. ENFORCE is a free application, the users do not have to pay to get the features of this application, everyone can access this application

using any network connection such as 4G or 3G even in airplane mode, so the users can still read the information and listen to the audio or the video inside the application.

Teacher stimulated students to give a response include opinion or reaction. In the teaching learning process some students were afraid of giving opinion, but situation was different when lecturers gave stimulus in social media. So teacher could use ENFORCE application as media to increase students participants in teaching and learning process to achieve learning objectives.

### 2.3.1 Features of ENFORCE Application

ENFORCE application offers some features to support learning process in English for Office class. The features are consists of (can be seen in the figure 1 below)

- a) English for Office materials (8 topics : telephoning, company visit, job information, presentations, meetings, entertaining and socializing, travel and emailing)
- b) Audios (8 audios for each topic)
- c) Small quiz
- d) Online Examination
- e) Available in offline or airplane mode (except online examination)
- f) Free for all Android users



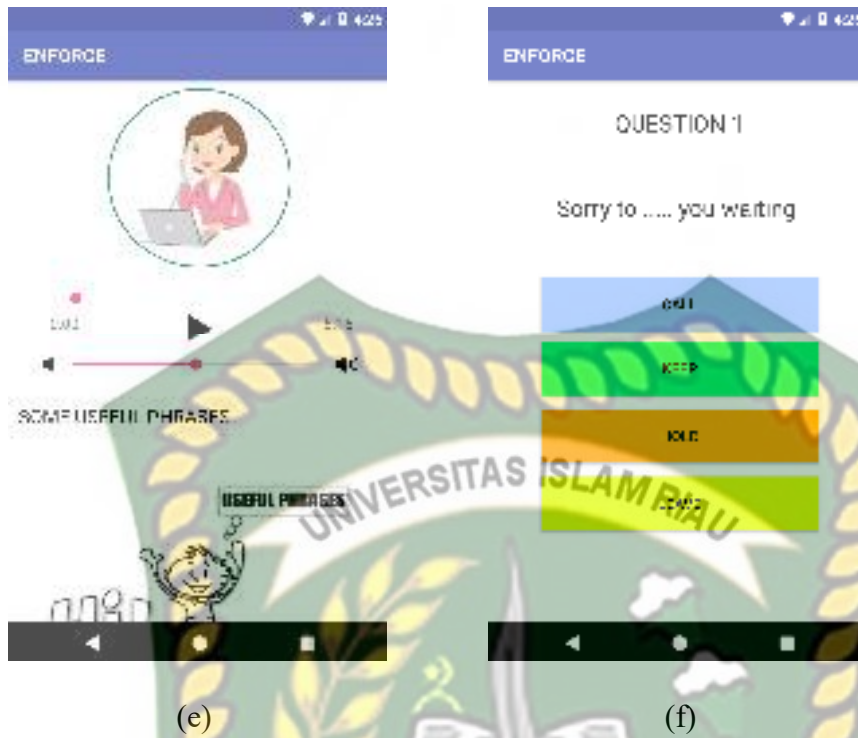


Figure 1. Features of ENFORCE : (a) Home screen of ENFORCE; (b) Side menu of ENFORCE; (c) 8 topics about English for Office; (d) Assignment for students; (e) Audio player in ENFORCE; (f) Small quiz in ENFORCE;

## 2.4 Past of Studies

Ingkayani (2016) with the title was a study on the English undergraduates' perspectives of using LINE in paragraph writing class at FKIP UIR. As the population is second semester English Program students, and E class as sample are choosen. She used instrument of the research is questionnaire. The total of questionnaires were 26 statements of (1) Perceived Ease of Use (2) Perceived Usefulness (3) Attitude toward Usage (4) Intention to Use LINE. The items were designed in five points as scale. Such as, 5 is given for strongly agree (SA), 4 for

agree (A), 3 for undecided (U), 2 for disagree (D), and 1 for strongly disagree (SD) .As the conclusion, the researcher concluded that students' perspectives of using LINE in paragraph writing class have some factor, they were Perceived Ease of Use = 52.2% = agree.. And then, Perceived Usefulness = 54.51% = agree.. Then, Attitude toward Usage= 55.2% = agree, the last was Intention to Use LINE = 56.5% = agree. Overall in all the factors about their perspectives was positive perspectives of using LINE in paragraph writing.

Alkhezzy and Al-Dousari (2016), entitled the research "The Impact of Mobile Learning on ESP Learners' Performance". This study explores the impact of using mobile phone applications, namely Telegram Messenger, on teaching and learning English in an ESP context, especially teaching allied health related vocabulary to learners at the Faculty of Allied Health Sciences (AHS) at Kuwait University, Kuwait, where English was the medium of instruction, and where students need the language to enable them to communicate effectively and correctly with their colleagues, professors, and other health-care professionals. the participants were 40 undergraduate students studying at the Faculty of AHS, Kuwait University. They were all enrolled in course 181. The class was not streamed, and the students were randomly assigned by the faculty's student affairs office. All participants were females aged 18-20 years in their first academic year.

They were randomly divided into two equal-sized groups with 20 students in each group which is group A (traditional ) and B (mobile). The experiment was conducted within a period of 12 weeks; both groups were tested every six weeks. Several tools were used in this research. Two multiple-choice vocabulary tests with forty items, two multiple-choice grammar tests with forty items each, and two writing tests were used to measure students' understanding and improvement in the subject taught. All tests were standardized and formally prepared. As the result ,the study showed that students were intrinsically motivated to use their mobiles to learn new terms because they realize that the acquisition and use of medical and allied health vocabulary is of crucial importance to their current studies and future professions. The overall, results did show that using mobile phones to teach new lexical items is more effective than applying traditional vocabulary teaching and learning methods. Students' scores in the grammar tests showed how the deployment of mLearning positively affect their understanding.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research used mixed methods from Creswell. Mixed method research is an approach to an inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone. (John W. Creswell, 2013)

In this case, the researcher surveys the fifth-semester students' perspectives in using ENFORCE application in English for Office class at English Language Education of FKIP UIR. This research has one variable that is, students' perspectives on using ENFORCE application on the fifth semester of English for Office class.

#### 3.2 Location and Time of the Research

This research conducted at Islamic University of Riau (UIR) at Kaharuddin Nasution Street Number 133, Pemberhentian Marpoyan, Pekanbaru-Riau. It was done from in August until December 2018.

### **3.3 The Population and Sample of Research**

#### **3.3.1 The Population**

The population in this research is the fifth semester English Department students at FKIP UIR PEKANBARU in academic years 2018/2019 who was taught English for Office by using ENFORCE application. According to Hanlon and Larget (2011) population is all of the individuals or units of interest; typically, there is no available data for almost all individuals in a population. In this research, the population was all of the fifth-semester students of English Department in FKIP UIR.

#### **3.3.2 The Sample**

Further, According to Hanlon and Larget (2011) ,sample is a subset of individuals in a population; there is typically data available for individuals in sample. In this case, the researcher has chosen one of the fifth semester students' classes as a sample through purposive technique sampling.

### **3.4 Instrument of the Research**

Instrument of this research was electronic survey. According to Lazar and Preece, 1999; Oppermann 1995; Saris 1991 perhaps three most common reasons for choosing an e-survey over traditional paper - and - pencil approaches are decreased cost, faster response time, increase response rate. The researcher used online questionnaire through Google Form and open-ended question to analyze students' perspective in using ENFORCE application. The questionnaires were

consist of 20 statements of (1) perceived usefulness (2) perceived ease to use (3) attitude toward using (4) actual system use. In addition, to get the information related to four indicators in this research, the researcher has employed likert scale; 5 is given for strongly agree (SA), 4 for agree (A), 3 for undecided (U), 2 for disagree (D), and 1 for strongly disagree (SD). The open-ended question used for direct interview with the students, include 5 questions.

### 3.4.1 Questionnaire

The researcher used close-ended question in online questionnaire, asking the respondent to get students' perspective on using ENFORCE application by checking one check boxes in Google Form.

The questionnaire of this research provided on the following Table 3.1.

**Table 3.1 The English Students' Perspectives of Using ENFORCE application in English for Office class**

No	Statements	SA	A	U	D	SD
1	Using ENFORCE application saves our times					
2	Using ENFORCE application with a lot of enjoyments					
3	Using ENFORCE application increase quality of study					
4	Using ENFORCE application makes learning process easier					
5	ENFORCE application is my favorite learning tool					
6	I use ENFORCE application as media for learning					
7	The user do not have to pay any payments to download and update the application					

8	It is easy for me to remeber how to open and use ENFORCE application					
9	Interaction will be easy to do					
10	I use ENFORCE application to supports interaction and learning process					
11	Understand learning material more easily					
12	Audio from ENFORCE application is very clear to hear					
13	Using ENFORCE application will enhance the effectiveness learning process					
14	Using ENFORCE application will make the interaction clear and understandable					
15	ENFORCE application is flexible to interact with					
16	ENFORCE application will stimulate student to communicate					
17	Using ENFORCE application is able to accomplish task more quickly					
18	I intent to use ENFORCE application during this semester					
19	Follow up course information					
20	Overall , using ENFORCE application helpful to education					

(Adapted from Chuttur, 2009)

Table 3.1.1 Display on Google Form

Using ENFORCE application saves our times \*

- ☐ SA
- ☐ A
- ☐ U
- ☐ B
- ☐ SD
- ☐ other...

Using ENFORCE application with a lot of enjoyments \*

- ☐ SA
- ☐ A
- ☐ U
- ☐ B
- ☐ SD

Using ENFORCE application increase quality of study \*

- ☐ SA
- ☐ A
- ☐ U
- ☐ B
- ☐ SD

Using ENFORCE application makes learning process easier \*

- ☐ SA
- ☐ A
- ☐ U
- ☐ B
- ☐ SD

ENFORCE application is my favorite learning tool \*

- ☐ SA
- ☐ A
- ☐ U
- ☐ B
- ☐ SD



### 3.4.2 Open - Ended Questions

Open - Ended Questions used to selected students, the students need to answer 3 questions that related to ENFORCE applications. The questions are :

- a. What are possible activities in English for Office class that would be very difficult or impossible without ENFORCE?
- b. How did the application help you understand the material?
- c. How did the application help you learn in the classes?

### 3.5 The Data Collection Technique

An online questionnaire was given to the students that are students of English Language Education at FKIP UIR through a link of Google Form. The item was consist of five options which represent the condition of their perspectives about using ENFORCE application in English for office class. The students have 15 minutes to answer the questions.

**Table 3.5 Indicator from the English Students' perspectives of using  
ENFORCE Application in English For Office class**

Indicator	Sub-Indicator	Items	Total Number of Questinnnaire
Using ENFORCE Application in English for office class	1. Perceived Ease of Use	7, 8, 9, 12, 14	5
	2. Perceived Usefulness	1, 2, 3, 4, 11, 13, 17	7
	3. Attitude Toward Usage	15, 16, 19, 20	4
	4. Actual System Use	5, 6, 10, 18	4
	<b>Total</b>		20

### 3.6 Data Analysis

After asking the students to answer the online questionnaire in Google Form, the researcher calculates, classify, and analyze the data. According to Miller (1982) in Ingkayani (2016) state that the students' score of perspective were categories in two classifications as follow:

**Table 3.6 The categorization of students' score perspective**

No	Categories	Classifications
1	0% - 50%	Negative
2	51% - 100%	Positive

If the percentage of between 51%-100% said "Positive", and if the percentage of between 0% - 50% said "Negative".

## CHAPTER IV

### DATA DESCRIPTION

#### 4.1 Data Presentation

The researcher presented the data obtained from the students' perspectives of using ENFORCE application in English for Office class of the fifth semester. The researcher took 27 respondents as samples. After getting and collecting the data, the researcher presented the data based on their responses to the statements from the online questionnaires designed by Google Form.

##### 4.1.1 The Result of Students' perspectives of using ENFORCE application in English for Office class

The focus of this research is students' perspective on using ENFORCE application in English for Office class. To measure the students' perspective, researcher distributed a questionnaire consist of 20 statements to get information related to students' perspective. Based on the result, the students were positively responded. The detail information divided into 4 indicators (perceived ease of use, perceived usefulness, attitude toward usage and actual system use), meanwhile the percentage results is from 5 items (strongly agree, agree, undecided, disagree and strongly disagree). The highest percentage of the respond is 69.63% for agree and the lowest percentage of the respond is 0% for strongly disagree. The recapitulation can be seen in table 4.1.1.

**Table 4.1.1 The Recapitulation of Students' Responses on Using ENFORCE**

No	Indicator	Agreement	Percentage
1	Perceive Ease of Use	SA	20,74%
		A	69,63%
		U	5,93%
		D	3,70%
		SD	0%
2	Perceived Usefulness	SA	14,29%
		A	68,25%
		U	13,76%
		D	2,12%
		SD	1,59%
3	Attitude Toward Usage	SA	12,96%
		A	65,74%
		U	16,67%
		D	3,70%
		SD	0,93%
4	Actual System Use	SA	19,44%
		A	62,04%
		U	13,89%
		D	3,70%
		SD	0,93%

Based on the table above, it shows that students' perspective for perceive ease of use was agreed with 69.63%. Students' perspective for perceived usefulness was agreed with 68.25%. Students' perspective for attitude toward usage was agreed with 65.74%, and students' perspective for actual system use was agreed with 62.04%. In other words, students responded positively using ENFORCE.

## 4.1.2 The Result of Students' Perspectives based on Indicators

### 4.1.2.1 Perceived Ease of Use

In term of Perceived Ease of Use aspect, there were five statements distributed to the students. The students' respond shown that the students' perspectives in term of ease of use were positive. It can be proven from the data shown that most students choose "agree" as many as 69% and for "strongly agree" as many as 21% (see figure 4.1.2.1).

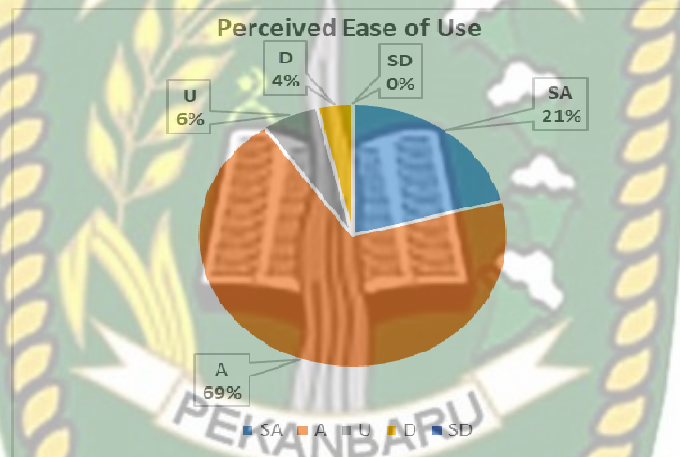


Figure 4.1.2.1 Perceived Ease of Use

#### 4.1.2.2 Perceived Usefulness

In term of Perceived Usefulness aspect, there were seven statements distributed to the students. The students' respond shown that the students' perspectives in term of ease of use were positive. It can be proven from the data shown that most students choose "agree" as many as 68% and for "strongly agree" as many as 14% (see figure 4.1.2.2).

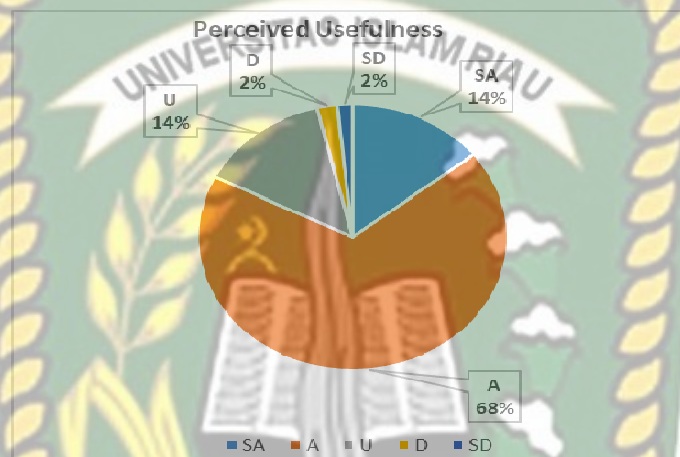


Figure 4.1.2.2 Perceived Usefulness

### 4.1.2.3 Attitude Toward Usage

In term of Perceived Usefulness aspect, there were four statements distributed to the students. The students' respond shown that the students' perspectives in term of ease of use were positive. It can be proven from the data shown that most students choose "agree" as many as 66% and for "strongly agree" as many as 13% (see figure 4.1.2.3).

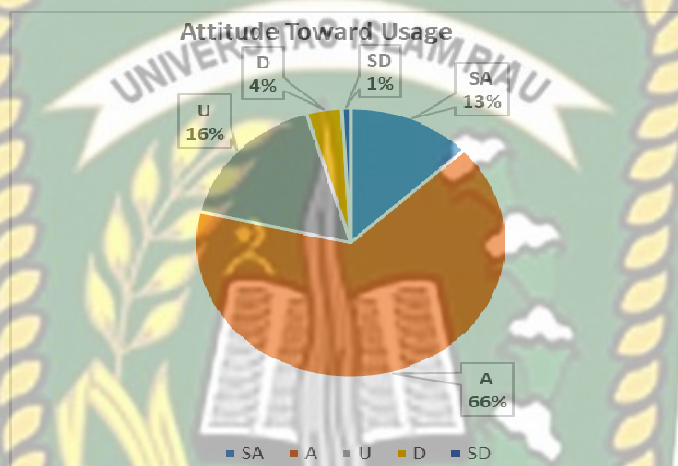


Figure 4.1.2.3 Attitude Toward Usage

#### 4.1.2.4 Actual System Use

In term of Perceived Usefulness aspect, there were four statements distributed to the students. The students' respond shown that the students' perspectives in term of ease of use were positive. It can be proven from the data shown that most students choose "agree" as many as 62% and for "strongly agree" as many as 19% (see figure 4.1.2.4).

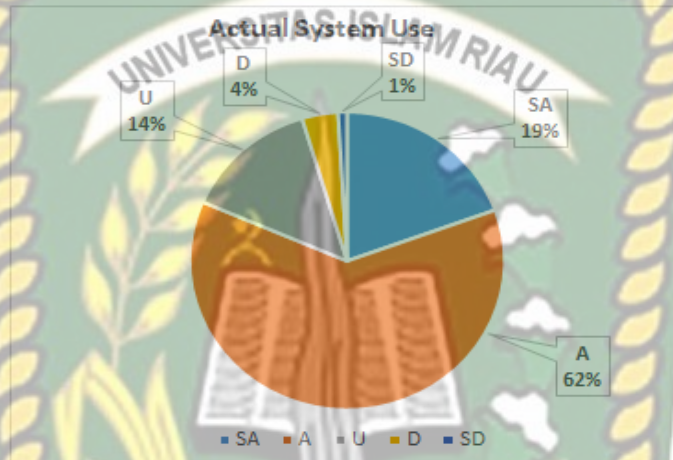


Figure 4.1.2.4 Actual System Use

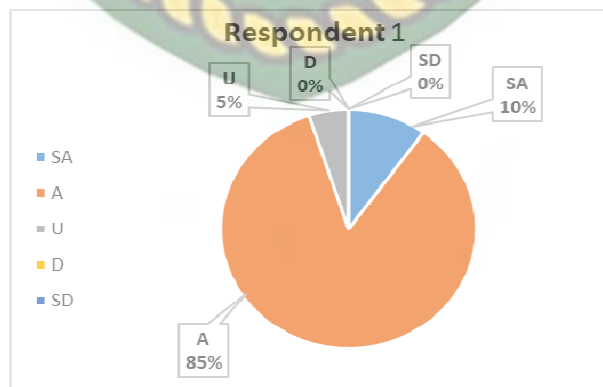
#### 4.1.3 Respondents Data Analysis

To make clear the data obtained, the researcher discusses the responses from each respondent. The data can be seen from table 4.1.3.1 to table 4.1.3.27 below

**Table 4.1.3.1 Data Analysis of Respondent 1**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
1. A	<b>Perceived Ease of Use</b>	7		✓			
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3		✓			
		4		✓			
		11		✓			
		13		✓			
	<b>Attitude Toward Usage</b>	15	✓				
		16		✓			
		19	✓				
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10		✓			
		18		✓			

From respondent 1, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 2 points for strongly agree, 17 points for agree and 1 point for undecided. Overall respondent one agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.1

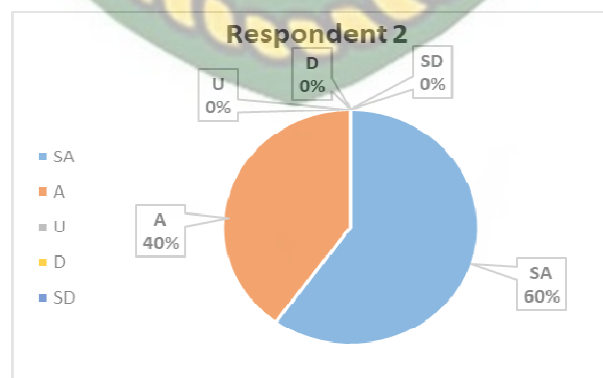


**Figure 4.1.3.1 Data Analysis of Respondent 1**

**Table 4.1.3.2 Data Analysis of Respondent 2**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
2. AS	<b>Perceived Ease of Use</b>	7		✓			
		8	✓				
		9	✓				
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3	✓				
		4	✓				
		11	✓				
		13	✓				
		17	✓				
	<b>Attitude Toward Usage</b>	15		✓			
		16	✓				
		19		✓			
		20	✓				
	<b>Actual System Use</b>	5	✓				
		6	✓				
		10	✓				
		18		✓			

From respondent 2, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 12 points for strongly agree, and 8 points for agree. Overall respondent two agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.2

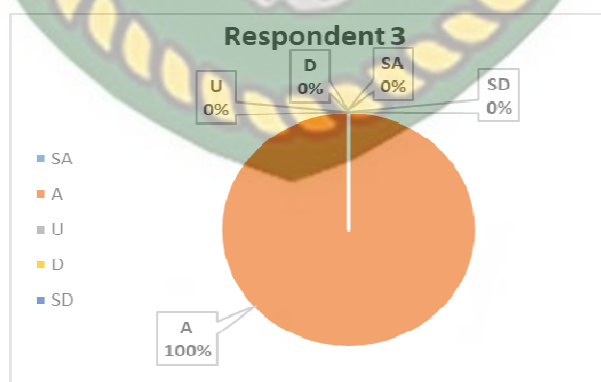


**Figure 4.1.3.2 Data Analysis of Respondent 2**

**Table 4.1.3.3 Data Analysis of Respondent 3**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
3. AM	<b>Perceived Ease of Use</b>	7		✓			
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3		✓			
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10		✓			
		18		✓			

From respondent 3, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 20 points for agree. Overall respondent three agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.3

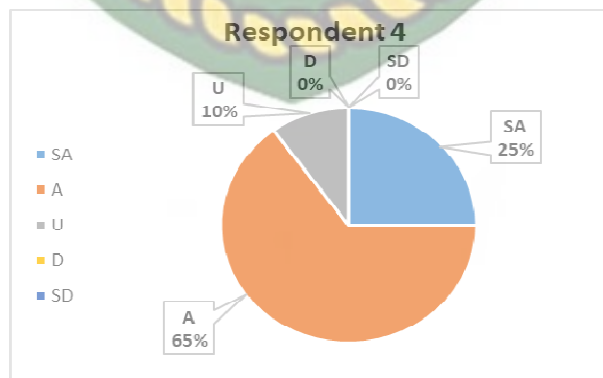


**Figure 4.1.3.3 Data Analysis of Respondent 3**

**Table 4.1.3.4 Data Analysis of Respondent 4**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
4. Bella Despira	<b>Perceived Ease of Use</b>	7	✓				
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1			✓		
		2		✓			
		3		✓			
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16	✓				
		19		✓			
		20	✓				
	<b>Actual System Use</b>	5		✓			
		6	✓				
		10	✓				
		18			✓		

From respondent 4, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 5 points for strongly agree, 13 points for agree, and 2 points for undecided. Overall respondent four agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.4

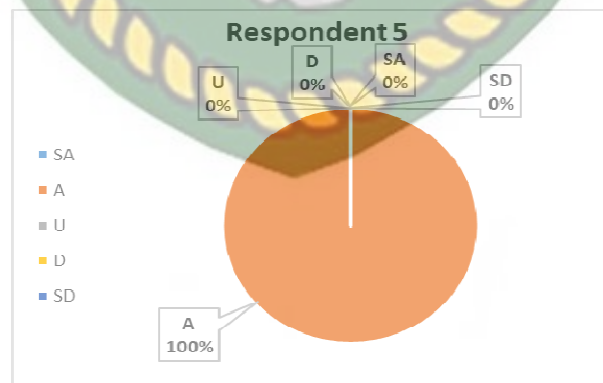


**Figure 4.1.3.4 Data Analysis of Respondent 4**

**Table 4.1.3.5 Data Analysis of Respondent 5**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
5. CR	<b>Perceived Ease of Use</b>	7		✓			
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3		✓			
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10		✓			
		18		✓			

From respondent 4, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 20 points for agree. Overall respondent five agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.5

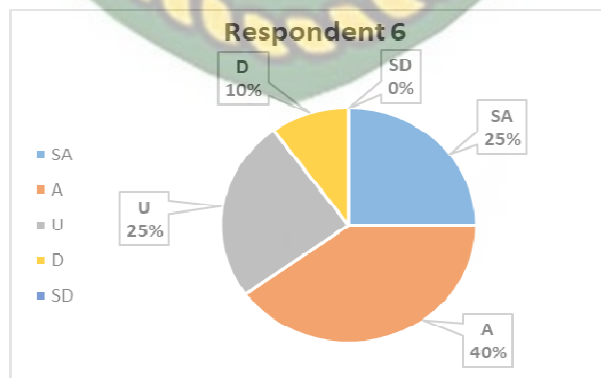


**Figure 4.1.3.5 Data Analysis of Respondent 5**

**Table 4.1.3.6 Data Analysis of Respondent 6**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
6. CE	<b>Perceived Ease of Use</b>	7	✓				
		8			✓		
		9	✓				
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1	✓				
		2			✓		
		3	✓				
		4				✓	
		11	✓				
		13			✓		
		17		✓			
	<b>Attitude Toward Usage</b>	15			✓		
		16		✓			
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6			✓		
		10		✓			
		18				✓	

From respondent 6, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 5 points for strongly agree, 8 points for agree, 5 points for undecided and 2 points for disagree. Overall respondent six agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.6

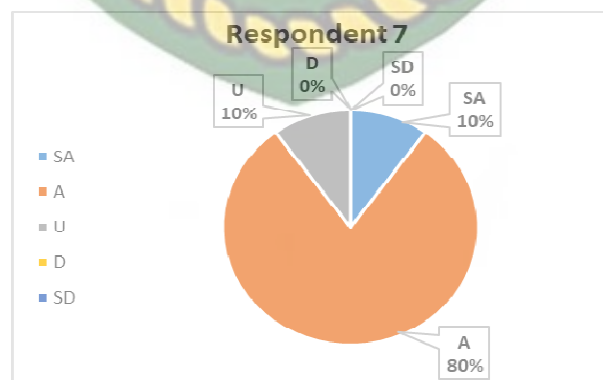


**Figure 4.1.3.6 Data Analysis of Respondent 6**

**Table 4.1.3.7 Data Analysis of Respondent 7**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
7. DS	<b>Perceived Ease of Use</b>	7	✓				
		8	✓				
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3			✓		
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10		✓			
		18			✓		

From respondent 6, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 2 points for strongly agree, 16 points for agree, and 2 points for undecided. Overall respondent seven agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.7

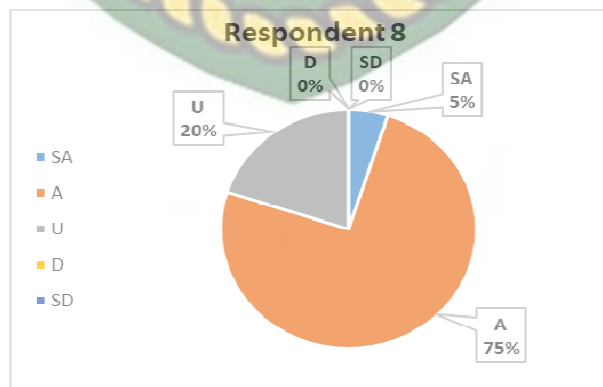


**Figure 4.1.3.7 Data Analysis of Respondent 7**

**Table 4.1.3.8 Data Analysis of Respondent 8**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
8. FR	<b>Perceived Ease of Use</b>	7	✓				
		8		✓			
		9		✓			
		12		✓			
		14			✓		
	<b>Perceived Usefulness</b>	1			✓		
		2			✓		
		3		✓			
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16			✓		
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10		✓			
		18		✓			

From respondent 8, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 1 point for strongly agree, 15 points for agree, and 4 points for undecided. Overall respondent eight agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.8

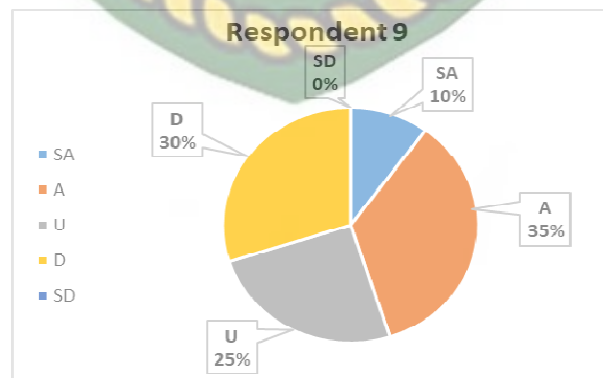


**Figure 4.1.3.8 Data Analysis of Respondent 8**

**Table 4.1.3.9 Data Analysis of Respondent 9**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
9. HR	<b>Perceived Ease of Use</b>	7			✓		
		8		✓			
		9		✓			
		12				✓	
		14				✓	
	<b>Perceived Usefulness</b>	1	✓				
		2				✓	
		3		✓			
		4			✓		
		11		✓			
		13				✓	
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16			✓		
		19				✓	
		20			✓		
	<b>Actual System Use</b>	5	✓				
		6		✓			
		10			✓		
		18				✓	

From respondent 9, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 2 points for strongly agree, 7 points for agree, 5 points for undecided and 6 points for disagree. Overall respondent nine agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.9

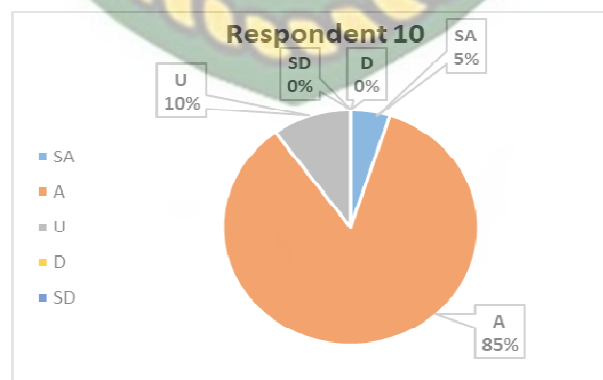


**Figure 4.1.3.9 Data Analysis of Respondent 9**

**Table 4.1.3.10 Data Analysis of Respondent 10**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
10. IU	<b>Perceived Ease of Use</b>	7	✓				
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3		✓			
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19			✓		
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10		✓			
		18			✓		

From respondent 10, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 1 point for strongly agree, 17 points for agree, and 3 points for undecided. Overall respondent ten agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.10

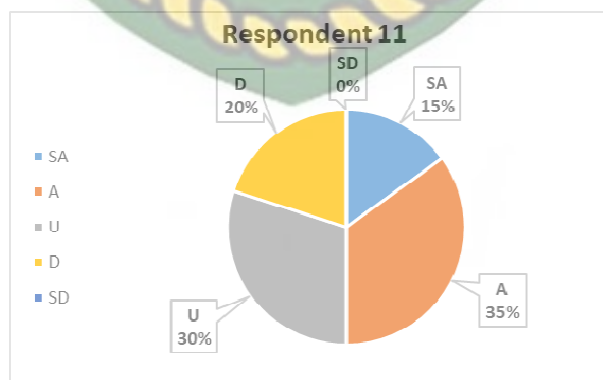


**Figure 4.1.3.10 Data Analysis of Respondent 10**

**Table 4.1.3.11 Data Analysis of Respondent 11**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
11. KE	<b>Perceived Ease of Use</b>	7		✓			
		8	✓				
		9		✓			
		12		✓			
		14	✓				
	<b>Perceived Usefulness</b>	1					✓
		2		✓			
		3					✓
		4		✓			
		11		✓			
		13					✓
		17			✓		
	<b>Attitude Toward Usage</b>	15			✓		
		16			✓		
		19			✓		
		20			✓		
	<b>Actual System Use</b>	5		✓			
		6	✓				
		10					✓
		18			✓		

From respondent 11, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 3 points for strongly agree, 7 points for agree, 6 points for undecided and 4 points for strongly disagree. Overall respondent eleven agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.11

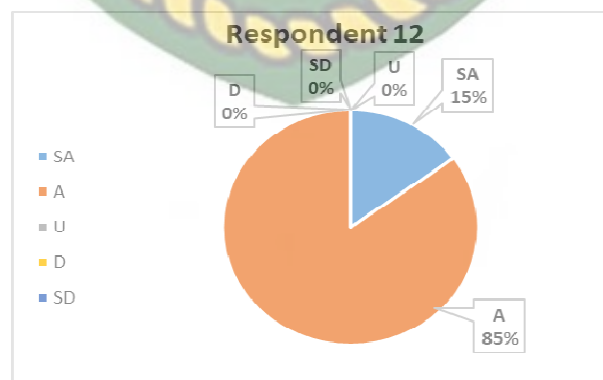


**Figure 4.1.3.11 Data Analysis of Respondent 11**

**Table 4.1.3.12 Data Analysis of Respondent 12**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
12. LN	<b>Perceived Ease of Use</b>	7	✓				
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2	✓				
		3		✓			
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6	✓				
		10		✓			
		18		✓			

From respondent 12, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 3 points for strongly agree, and 17 points for agree. Overall respondent twelve agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.12

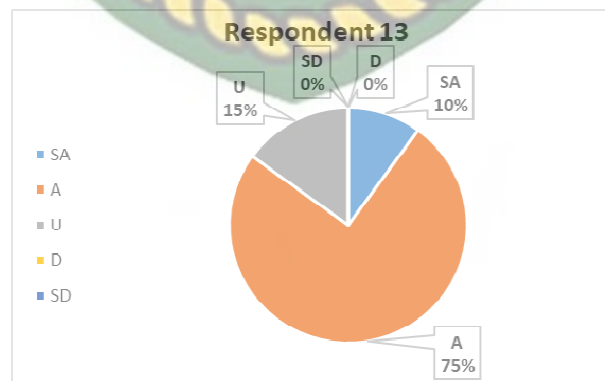


**Figure 4.1.3.12 Data Analysis of Respondent 12**

**Table 4.1.3.13 Data Analysis of Respondent 13**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
13. L	<b>Perceived Ease of Use</b>	7			✓		
		8			✓		
		9			✓		
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3		✓			
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10	✓				
		18	✓				

From respondent 13, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 2 points for strongly agree, 15 points for agree and 3 points for undecided. Overall respondent thirteen agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.13

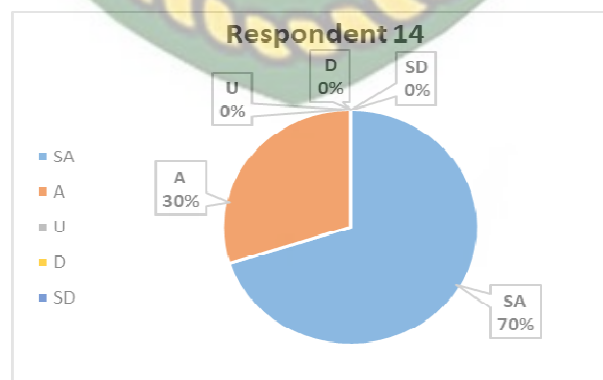


**Figure 4.1.3.13 Data Analysis of Respondent 13**

**Table 4.1.3.14 Data Analysis of Respondent 14**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
14. LP	<b>Perceived Ease of Use</b>	7		✓			
		8	✓				
		9	✓				
		12	✓				
		14	✓				
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3		✓			
		4	✓				
		11	✓				
		13	✓				
		17	✓				
	<b>Attitude Toward Usage</b>	15	✓				
		16	✓				
		19		✓			
		20	✓				
	<b>Actual System Use</b>	5		✓			
		6	✓				
		10	✓				
		18	✓				

From respondent 14, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 14 points for strongly agree, and 6 points for agree. Overall respondent fourteen agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.14

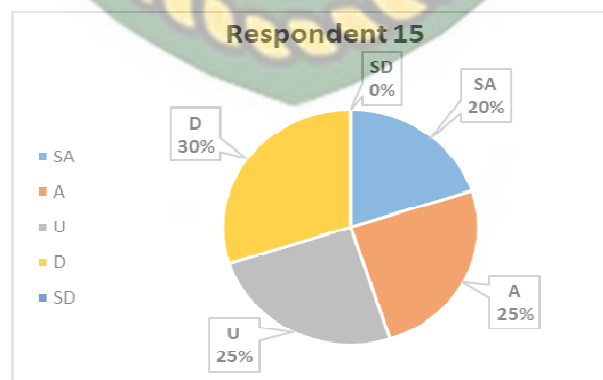


**Figure 4.1.3.14 Data Analysis of Respondent 14**

**Table 4.1.3.15 Data Analysis of Respondent 15**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
15. MA	<b>Perceived Ease of Use</b>	7		✓			
		8		✓			
		9				✓	
		12	✓				
		14				✓	
	<b>Perceived Usefulness</b>	1	✓				
		2	✓				
		3			✓		
		4			✓		
		11				✓	
		13	✓				
		17			✓		
	<b>Attitude Toward Usage</b>	15			✓		
		16				✓	
		19			✓		
		20				✓	
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10				✓	
		18		✓			

From respondent 15, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 4 points for strongly agree, 5 points for agree, 5 points for undecided and 6 points for disagree. Overall respondent fifteen agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.15

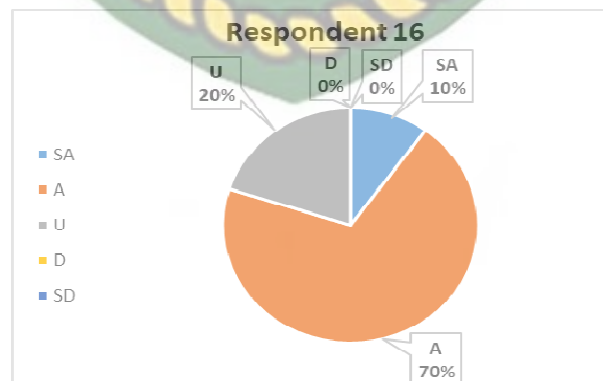


**Figure 4.1.3.15 Data Analysis of Respondent 15**

**Table 4.1.3.16 Data Analysis of Respondent 16**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
16. MAK	<b>Perceived Ease of Use</b>	7		✓			
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1			✓		
		2		✓			
		3	✓				
		4		✓			
		11		✓			
		13			✓		
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16			✓		
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6	✓				
		10		✓			
		18			✓		

From respondent 16, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 2 points for strongly agree, 14 points for agree, and 4 points for undecided. Overall respondent sixteen agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.16

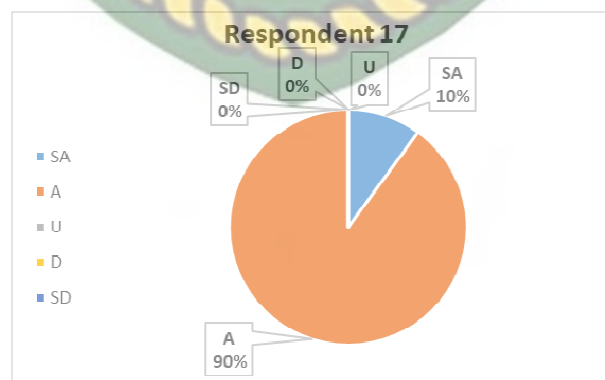


**Figure 4.1.3.16 Data Analysis of Respondent 16**

**Table 4.1.3.17 Data Analysis of Respondent 17**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
17. NM	<b>Perceived Ease of Use</b>	7	✓				
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1	✓				
		2		✓			
		3		✓			
		4	✓				
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10		✓			
		18		✓			

From respondent 17, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 2 points for strongly agree, and 18 points for agree. Overall respondent seventeen agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.17

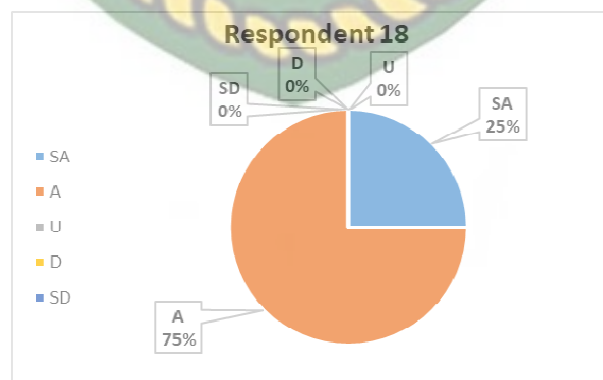


**Figure 4.1.3.17 Data Analysis of Respondent 17**

**Table 4.1.3.18 Data Analysis of Respondent 18**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
18.N	<b>Perceived Ease of Use</b>	7	✓				
		8	✓				
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3		✓			
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6	✓				
		10	✓				
		18	✓				

From respondent 18, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 5 points for strongly agree, and 15 points for agree. Overall respondent eighteen agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.18

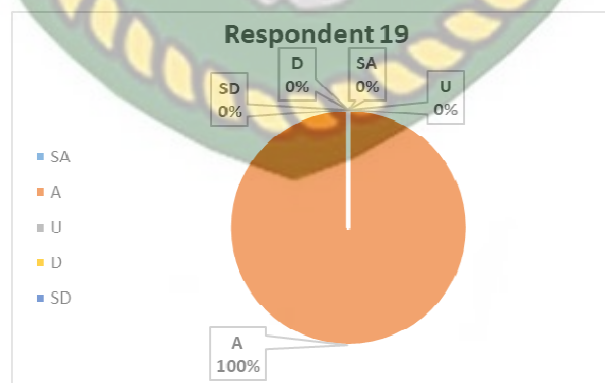


**Figure 4.1.3.18 Data Analysis of Respondent 18**

**Table 4.1.3.19 Data Analysis of Respondent 19**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
19. R	<b>Perceived Ease of Use</b>	7		✓			
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3		✓			
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10		✓			
		18		✓			

From respondent 19, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 20 points for agree. Overall respondent nineteen agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.19

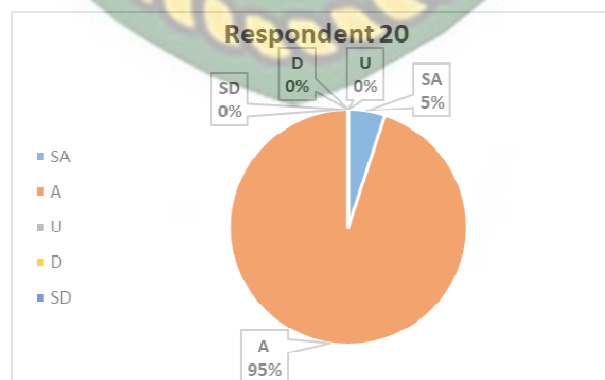


**Figure 4.1.3.19 Data Analysis of Respondent 19**

**Table 4.1.3.20 Data Analysis of Respondent 20**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
20. RA	<b>Perceived Ease of Use</b>	7		✓			
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3		✓			
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19	✓				
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10		✓			
		18		✓			

From respondent 20, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 1 point for strongly agree and 19 points for agree. Overall respondent twenty agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.20

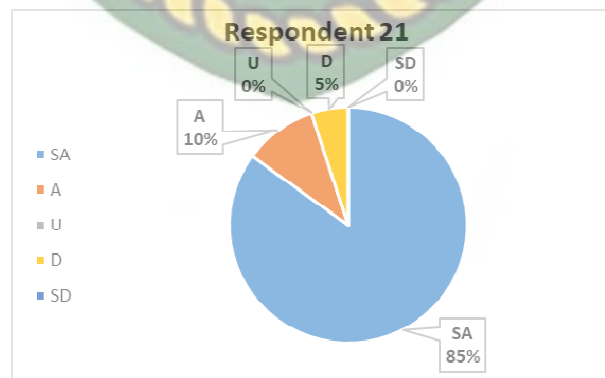


**Figure 4.1.3.20 Data Analysis of Respondent 20**

**Table 4.1.3.21 Data Analysis of Respondent 21**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
21. SF	<b>Perceived Ease of Use</b>	7	✓				
		8	✓				
		9	✓				
		12	✓				
		14	✓				
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3	✓				
		4	✓				
		11	✓				
		13	✓				
		17	✓				
	<b>Attitude Toward Usage</b>	15	✓				
		16	✓				
		19	✓				
		20	✓				
	<b>Actual System Use</b>	5				✓	
		6	✓				
		10	✓				
		18	✓				

From respondent 21, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 17 points for strongly agree, 2 points for agree and 1 point for disagree. Overall respondent twenty-one agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.21

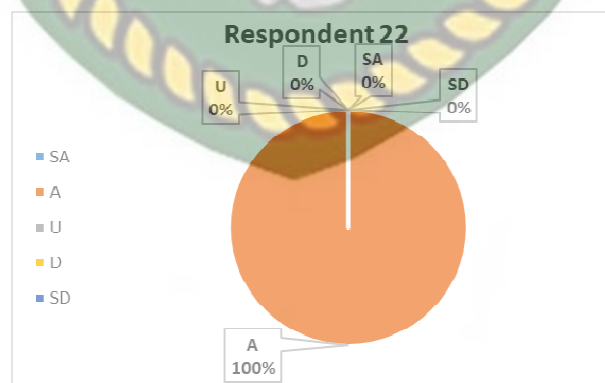


**Figure 4.1.3.21 Data Analysis of Respondent 21**

**Table 4.1.3.22 Data Analysis of Respondent 22**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
22. SS	<b>Perceived Ease of Use</b>	7		✓			
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3		✓			
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10		✓			
		18		✓			

From respondent 22, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 20 points for agree. Overall respondent twenty-two agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.22

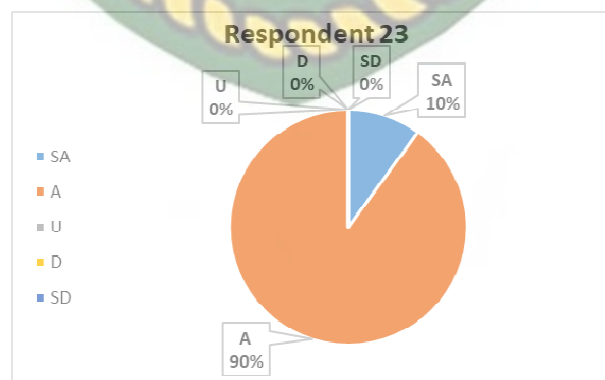


**Figure 4.1.3.22 Data Analysis of Respondent 22**

**Table 4.1.3.23 Data Analysis of Respondent 23**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
23. SR	<b>Perceived Ease of Use</b>	7		✓			
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3		✓			
		4	✓				
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5	✓				
		6		✓			
		10		✓			
		18		✓			

From respondent 23, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 2 points for strongly agree and 18 points for agree. Overall respondent twenty-three agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.23

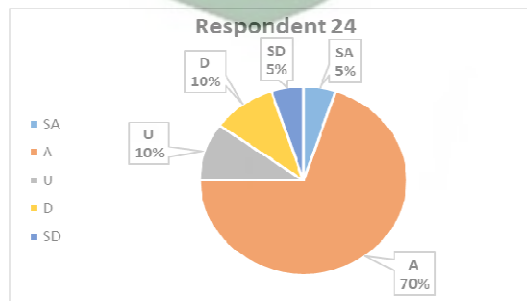


**Figure 4.1.3.23 Data Analysis of Respondent 23**

**Table 4.1.3.24 Data Analysis of Respondent 24**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
24. SF	<b>Perceived Ease of Use</b>	7		✓			
		8		✓			
		9		✓			
		12				✓	
		14	✓				
	<b>Perceived Usefulness</b>	1			✓		
		2		✓			
		3		✓			
		4		✓			
		11			✓		
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15					✓
		16				✓	
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10		✓			
		18		✓			

From respondent 24, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 1 point for strongly agree, 14 points for agree, 2 points for undecided, 2 points for disagree and 1 point for strongly disagree. Overall respondent twenty-four agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.24

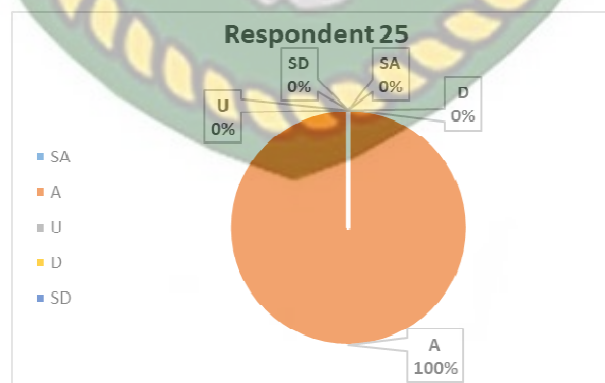


**Figure 4.1.3.24 Data Analysis of Respondent 24**

**Table 4.1.3.25 Data Analysis of Respondent 25**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
25. T	<b>Perceived Ease of Use</b>	7		✓			
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3		✓			
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5		✓			
		6		✓			
		10		✓			
		18		✓			

From respondent 25, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 20 points for agree. Overall respondent twenty-five agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.25

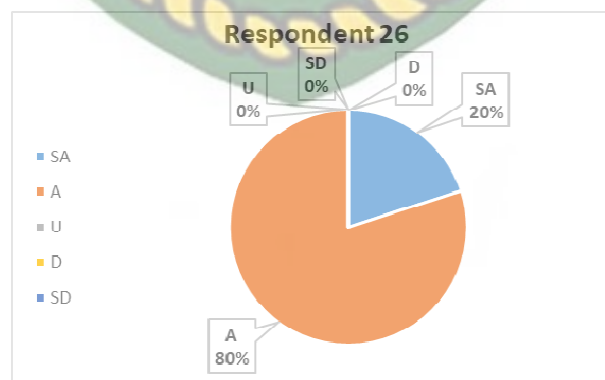


**Figure 4.1.3.25 Data Analysis of Respondent 25**

**Table 4.1.3.26 Data Analysis of Respondent 26**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
26. WF	<b>Perceived Ease of Use</b>	7	✓				
		8		✓			
		9		✓			
		12	✓				
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2		✓			
		3		✓			
		4		✓			
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15		✓			
		16		✓			
		19		✓			
		20		✓			
	<b>Actual System Use</b>	5	✓				
		6	✓				
		10		✓			
		18		✓			

From respondent 26, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 4 points for strongly agree, and 16 points for agree. Overall respondent twenty-six agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.26

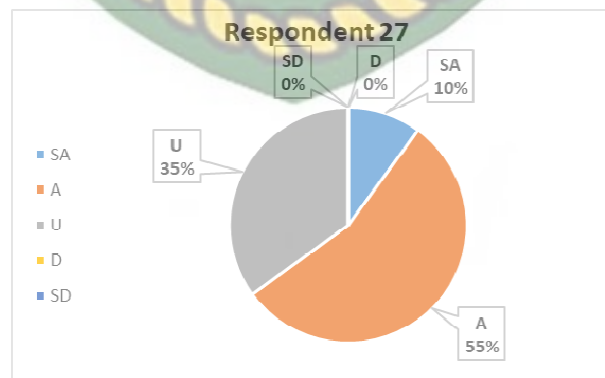


**Figure 4.1.3.26 Data Analysis of Respondent 26**

**Table 4.1.3.27 Data Analysis of Respondent 27**

Respondent	Sub Indicator	Item	Classification				
			SA	A	U	D	SD
27. W	<b>Perceived Ease of Use</b>	7		✓			
		8		✓			
		9		✓			
		12		✓			
		14		✓			
	<b>Perceived Usefulness</b>	1		✓			
		2			✓		
		3	✓				
		4	✓				
		11		✓			
		13		✓			
		17		✓			
	<b>Attitude Toward Usage</b>	15			✓		
		16		✓			
		19			✓		
		20		✓			
	<b>Actual System Use</b>	5			✓		
		6			✓		
		10			✓		
		18			✓		

From respondent 27, the researcher can conclude that the classification of four sub-indicators from 20 questions based on the questionnaire was 2 points for strongly agree, 11 points for agree and 7 points for undecided. Overall respondent twenty-six agreed using ENFORCE application in English for Office class. As well, this data illustrated in figure 4.1.3.27



**Figure 4.1.3.27 Data Analysis of Respondent 27**

As the final result, the researcher could conclude that most of the respondents were agree to use ENFORCE application in English for Office class as a supplementary tool to help the learning process with 67% respond for agree.

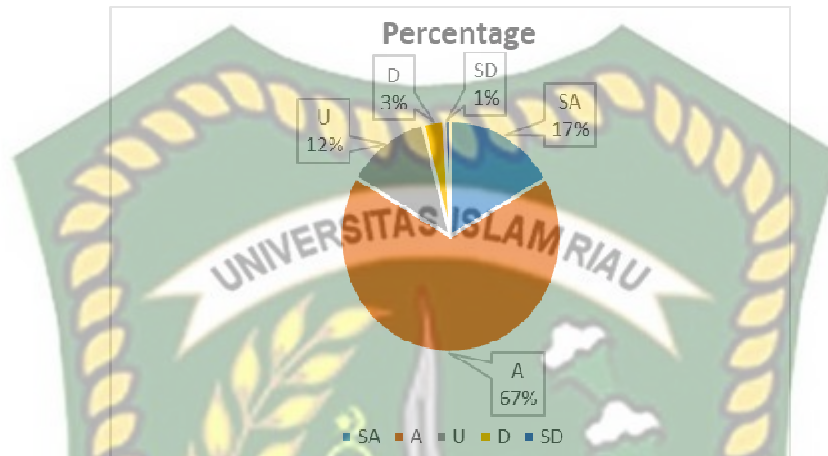


Figure 4.1.3.28 Cumulative of Student' Perspective on Using ENFORCE Application in English for Office Class

## 4.2 Data Analysis

In Korea, Chun, Lee, and Kim, (2012) used a modified model of TAM to check out university students' attitudes towards, and intentions to use smartphones. A cross-sectional design was used in which 239 students completed a questionnaire. The effects showed hedonic enjoyment, and practical usefulness had a direct and sizeable impact on students' adoption of smartphones, suggesting that the college students were prompted to use smartphones to accomplish specific tasks and for entertainment. Liu, Li, and Carlsson, (2010) conducted a find out about that used a prolonged model of the TAM to have a look at the factors that would affect the adoption of cell technology to acquire knowledge.

The researchers used a cross-sectional design. Two hundred and nine undergraduate college students from a college in China do a questionnaire. The consequences showed that students' adoption of mobiles for mastering was influenced by using their perceptions of the near-term and long-term usefulness of cell learning, as nicely as their innovativeness. However, their perceptions of the ease of use did not drastically affect their acceptance of cell learning.

In any other study, Abatan and Maharaj (2014) used TAM to look into students' perceptions and use of mobile conversation services for non-public and educational purposes. They used a cross-sectional learn about design. Three hundred and 13 undergraduate college students from a college in South Africa performed a questionnaire. The researchers suggested that the findings aligned with TAM assumptions in terms of the logical relationships between its constructs and the use of mobile communication services.

The accumulation of students' perspectives on using ENFORCE application in English for Office class could be concluded based on four indicators: perceived ease of use, perceived usefulness, attitude toward usage, and actual system use. The first indicator from the students' perspectives is perceived ease of use indicator, 20,74% respondents strongly agree with ENFORCE application, 69,63% respondents agree, 5,93% respondents undecided, 3,70% respondents disagree and lastly 0% for strongly disagree. Overall, students' perspectives on perceived ease of use indicator were positively responded.

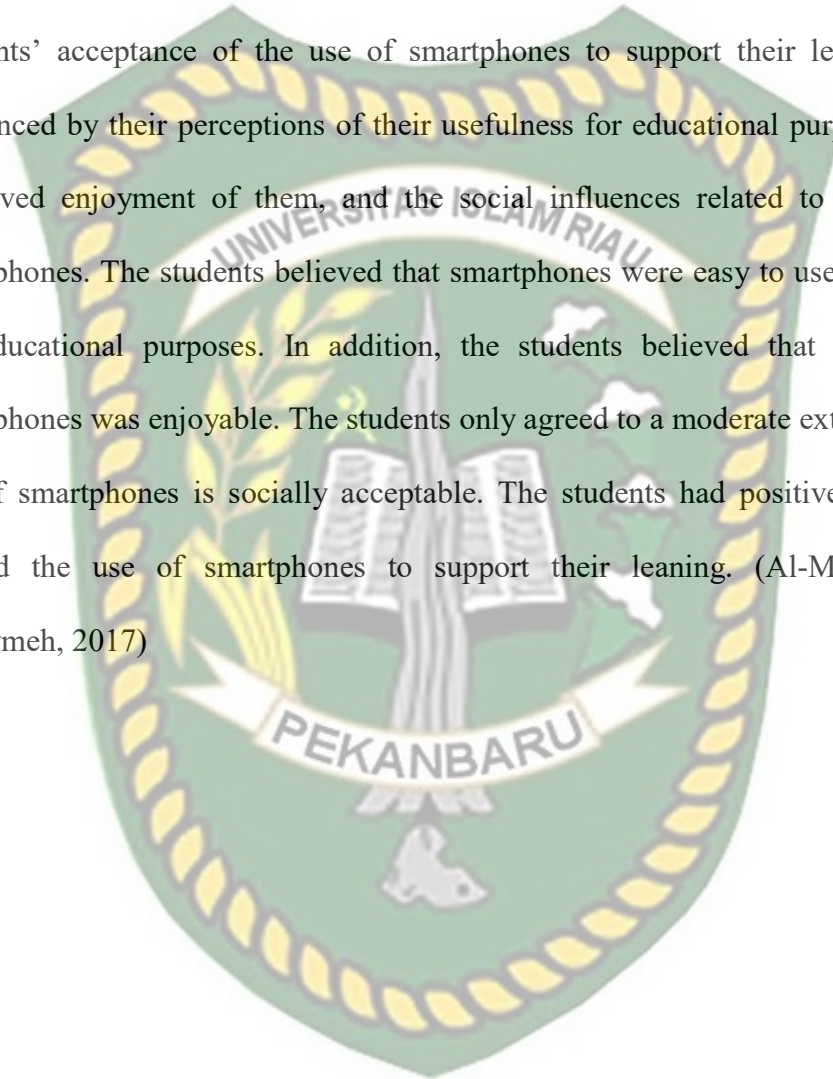
The second indicator from the students' perspectives is perceived usefulness indicator, 14,29% respondents strongly agree with ENFORCE application, 68,25% respondents agree, 13,76% respondents undecided, 2,12% respondents disagree and lastly 1,59% for strongly disagree. Overall, students' perspectives on perceived usefulness indicator were positively responded.

The third indicator from the students' perspectives is attitude toward usage indicator, 12,96% respondents strongly agree with ENFORCE application, 65,74% respondents agree, 16,67% respondents undecided, 3,70% respondents disagree and lastly 0,93% for strongly disagree. Overall, students' perspectives on attitude toward usage indicator were positively responded.

The last indicator from the students' perspectives is actual system use indicator, 19,44% respondents strongly agree with ENFORCE application, 62,04% respondents agree, 13,89% respondents undecided, 3,70% respondents disagree and lastly 0,93% for strongly disagree. Overall, students' perspectives on actual system use indicator were positively responded.

Based on table 4.1.1, all of "agree" on each indicator passed 50% (refers to table 3.6, page 31) it means the students positively agree with ENFORCE application in English For Office class because ENFORCE application help the learning process. This findings were also supported by some previous studies which was Wahyuni (2018) stated similar findings that students who learned through mobile application had high positive perception related to the ease of use, usefulness, attitude toward usage, and actual system use.

The availability of a wide variety of digital technologies and students' familiarity with the use of these tools and applications in their daily lives made the factors that affected their acceptance of the use of such technologies in their education go beyond the basic determinants of ease of use and usefulness. Students' acceptance of the use of smartphones to support their learning was influenced by their perceptions of their usefulness for educational purposes, their perceived enjoyment of them, and the social influences related to the use of smartphones. The students believed that smartphones were easy to use and useful for educational purposes. In addition, the students believed that the use of smartphones was enjoyable. The students only agreed to a moderate extent that the use of smartphones is socially acceptable. The students had positive intentions toward the use of smartphones to support their leaning. (Al-Mothana M. Gasaymeh, 2017)



## CHAPTER V

### CONCLUSION, SUGGESTION AND IMPLICATION

#### 5.1 Conclusion

Based on the discussion in chapter IV, the researcher could conclude that students' perspectives while using ENFORCE application in English For Office class affected by four indicators, they are Perceived Ease of Use, Perceived Usefulness, Attitude Toward Usage, and Actual System Use.

As a result, the first indicator for students' perspectives is perceived ease of use. For strongly agree, the respond was 20,74% and overall positively responded. Next, for agree, the respondent agreed with 69,63% overall positively responded. For undecided, the respond was 5,93%. For disagree, the respond was 3,70%. Moreover, the last item is for strongly disagree, and the response was 0%.

The second indicator is perceived usefulness. For strongly agree, the respond was 14,29% and overall positively responded. Next, for agree, the respondent agreed with 68,25% overall positively responded. For undecided, the respond was 13,76%. For disagree, the respond was 3,70%. Also, the last item is for strongly disagree, and the response was 0,93%.

The third indicator is attitude toward usage. For strongly agree, the respond was 12,96% and overall positively responded. Next, for agree, the respondent agreed with 65,74% overall positively responded. For undecided, the respond was 16,67%. For disagree, the respond was 3,70%. So, for the last item is for strongly disagree, and the response was 0,93%.

For the last indicator is actual system use. For strongly agree, the respond was 19,44% and overall positively responded. Next, for agree, the respondent agreed with 62,04% overall positively responded. For undecided, the respond was 13,89%. For disagree, the respond was 3,70%. So, for the last item is for strongly disagree, and the response was 0,93%.

Based on analyzed data in chapter IV, the researcher concluded that the ENFORCE application could be a supplementary learning tool in the teaching and learning process. It was shown by the response for the four indicators on agree item above 50%.

## 5.2 Suggestion

From the result, the researcher would like to give some suggestion as follows:

### a) English Lecturer in FKIP UIR

The researcher wants the lecturer to know about applying a smartphone application in the teaching and learning process. The application itself will be a media and supplementary learning tool in order to convey the learning material to the students.

### b) English students in FKIP UIR

The students should be able to use a smartphone application in the learning process and takes the opportunity of the application to make the learning process is more effective and interactive.

c) Next research

For the next researcher, this research could be the beginning of the development of a learning application that will help the lecturer convey the learning material to students.

### 5.3 Implication

Alkhezzy and Al-Dousari (2016), entitled the research “The Impact of Mobile Learning on ESP Learners’ Performance.” This study explores the impact of using mobile phone applications, namely Telegram Messenger, on teaching and learning English in an ESP context. In this case, the writer wanted to convey that the advantages of using ENFORCE application in English For Office class will increase the effectiveness of the learning process. ENFORCE application provides learning materials, conversation audio, small quiz and also online examination. All of the features in ENFORCE application are free for Android users and accessible in offline mode (airplane mode), except online examination.

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