

Chapter Four

Finding and Discussion

This chapter discusses findings of English Education Department of Universitas Muhammadiyah Yogyakarta students' perception on the use of gadgets as tools in learning English. The researcher interviewed four participants who are students of English Education Department who used gadgets as tools in learning English. In this report, the researcher did not mention their real names but gave initials P1 for participant 1, P2 for participant 2, P3 for participant 3, and P4 for participant 4.

After analyzing the data, the researcher found three main points to be discussed in this study. The first point is about kinds of gadgets that are often used by EED of UMY students; it discusses the kinds of gadgets that students' have and the gadget that is often used by the student. The second point is about the advantages on the use of gadgets as learning tools according to students. The last point is about the disadvantages on the use of gadgets as learning tools according to students.

Gadget Preference

In this part, the researcher asked the students the gadgets that they have. Then, from the answer, the researcher asked again about what type of gadget that is most often used by the students. After analyzing the data, the researcher found some information that is related to the study. There is a finding that is related to the gadget preference, which are presented in one heading.

Based on the result, three participants had the same answer. It can be seen from their statements during the interview section, in which P1 mentioned that he often uses a mobile phone more than a laptop (P1.1). The same answer was also given by P3 and P4, who stated, “I think it is mobile phone. Because mobile phone is easier to carry, does not need too much space, can be stored in the pocket or stored in the wallet” (P3.1); meanwhile P4 also stated, “Actually, it depends on the situation; so, I often use mobile phone” (P4.1).

Based on those statements above, three students revealed that mobile phone is the type of gadgets that they preferred. From this finding, it can be concluded that mobile phone is a type of gadget that is often used by students. In this case, the word ‘mobile phone’ refers to the ‘smartphone’, a smartphone is more advanced than a mobile phone (Pitichat, 2013). The reason why a mobile phone is the kind of gadget that is preferred by three students is since a mobile phone can be connected to a sim card or also known as a smart card to get internet mobile connection. P1 stated that “... so, just buy a sim card for a mobile phone and it can be used everywhere ...”. In line with P1’s statement, Becher, Freiling, Hoffman, Holz, Uellenbeck, and Wolf (2011) stated that a smartphone is a device which contains smart cards as a connection mobile network.

However, one participant believes that a tablet is the most preferable gadget. Based on the result, only one participant had a different answer. It can be seen from her statement during the interview section, in which P2 mentioned that she often used

a tab since a tab is similar to a laptop. Moreover, a tab is wider than mobile phone; that's why it is comfier in the operation especially in the typing process (P2.1).

Based on the statement, she stated that she prefers to use a tablet rather than other gadgets. She mentioned the reason why she prefers to use a tablet is that a tablet has similar characteristics with a laptop and a mobile phone. So, from this finding, it can be concluded that a tablet is one of the student's favourite gadgets and a tablet can also be used for students to help their learning process since a tablet have same functions with a laptop and a mobile phone. However, Al-Fahad (2009) conducted a study that the use of gadgets or wireless network such as cell phone and tablet, increase the flexibility of the access, and even can save students' time and effort. That is why the use of gadgets have been the favourite one, whether it is using a mobile phone or a tablet.

The Advantages of the Use of Gadgets

After knowing the kinds of gadget that are commonly used by students, here are the advantages or benefits of using gadgets especially as tools in learning English according to the students. There are three findings revealed here.

Finding 1. Gadgets are more practical. Based on the result of the interview, there were two participants who mentioned that one of the advantages of gadgets is that gadgets are more practical and easy to use. In this case, practical means that gadgets are easy to use and gadgets can be used in every moment. It can be seen from their statements during the interview section, in which P1 mentioned, "Using mobile

phone is more practical, so it can be used everywhere” (P1.2/adv), she also added, “... I can get knowledge from gadgets and we are able to search everything practically. Practically means everywhere and every time (P1.4).” In line with P1’s statement, P3 stated, “... gadgets are easy to use...” (P3.2).

From those statements, it can be concluded that gadgets are practical tools in assisting students’ learning process since gadgets are practical to use. In this case, practical to use means that gadgets can be used anytime and anywhere; besides that, gadgets are also easy to use. In this case, easy to use refers to the the way in operating gadgets. In finding students’ need such as material information, students can access the websites through their gadgets.

Finding 2. Gadgets make learning easier. The next finding from the advantages of gadgets is gadgets can support students’ learning process. Two participants stated that gadgets can support their learning process, especially in English language learning. It can be seen from their statements during the interview section, in which P1 mentioned, “... The main thing is to support my learning process. Using gadgets, I can learn many things that gadgets can be used as learning media to improve myself as an English student” (P1.5). In line with P1’s statement, P2 also has the same statement which is, she felt easier in using mobile dictionary rather than the printed one. Then, she could directly open the mobile dictionary when it’s accidentally needed rather than open the printed dictionary (P2.3). It menas that, the use of gadgets make learning easier by the accessibility.

Here, two participants mentioned that they use gadgets to support their English learning process. They believed that gadgets can be alternative ways to support their learning process. Moreover, from the participants' statements above, it is also had a similar finding with the previous researchers, who are Priyadharshini and Krithika. Priyadharshini and Krithika (2016) stated that the benefit of electronic gadgets is that it provided the students to think differently out of their books and make the students practice their learning skills. In addition, gadgets can also give an assistance in order to make a modern and effective way of learning (Habitzel, Mark, Stehno & Prock, 2006).

Another finding proved that gadgets are flexible and efficient tools. In this case, flexible means gadgets are easy to carry and efficient means that gadgets can maximize the productivity with minimum wasted effort. All the participants agreed that gadgets are flexible and efficient tools. It can be seen from their statements during the interview section, in which P1, P2, P3, and P4 mentioned, "... Gadgets are flexible, and more comfortable" (P1.3/adv). In line with P1's statement, P2 also stated that she felt easier when she needs to read the material. She can do it directly from her gadgets anytime and anywhere and doesn't need to print out the material (P2.4). Furthermore, P3 mentioned, "... gadgets are easy to carry" (P3.3). P3 also added, "... gadgets are efficient, because I do not need to go anywhere or go far away to learn English. Only click on YouTube or Google, everything that is related to the English language learning immediately found" (P3.4). Then, P4 also mentioned two statements that are "The reason is easy to carry, if it is a laptop I need a bag, and if it

is a mobile phone it can be stored in my pocket, so it is easy, and flexible” (P4.2/adv), “Help us to get information. So, from flexibility aspect, we can easily find something, like information, references, like if we want to a book, in the past we need to print out first. Well, today we can get the book from our gadgets, and we can read it through our gadgets” (P4.3).

One of the benefits of gadgets as tools is the accessibility. According to Al-Fahad (2009), the wireless networks provide the flexibility of accessing the materials in any place. Al-Fahad’s statement reflects that gadgets are flexible tools that can be used as learning tools, and from those participants’ statements above it can be concluded that gadgets have the flexibility to assist students’ learning process.

Finding 3. Gadgets save students’ money. The next finding of the advantages of the use of gadgets is that gadgets can save students’ money. Two participants mentioned that gadgets can save students’ money. It can be seen from their statements during the interview section, in which P3 mentioned, “It is cheap, because we do not need to pay extra money to buy for example a book; only by buying a data connection we can learn English easily ...” (P3.5). In addition, P4 also has the same answer that “... gadgets can save our budget. So, if we printed out we need extra money, but, if we downloaded it, we just need a data connection that we have, which is very cheap” (P4.4).

Two participants argued that gadgets can hold them in spending extra money in English learning process. They believed that by using gadgets, they can save their

money. In line with the participants' statements, Al-Fahad (2009) also stated that gadgets can save their time, effort, and even money.

The Disadvantages of the Use of Gadgets

The previous paragraphs have discussed the advantages of gadgets in English learning process according to the participants. In this part, the discussion deals with the disadvantages of the use of gadgets. There are three points that are going to be discussed here.

Finding 1. Students aware on the effect of gadgets to their health. The first finding of the disadvantages of gadgets is that gadgets can affect students' health. After analyzing the data, three participants mentioned the same answers which are gadgets can affect students' health. It can be seen from their statements during the interview section, in which P1 mentioned, "... Because of our intensity using gadgets too often is not good for the eyes, moreover, I am already minus, it is not good for myself" (P1.6). Then, P2 argued, "For health aspects I become an addicted to gadgets and the radiation is not good for the eyes and brain, then it is not also good for my nape" (P2.5). In line with P2's statement, P4 also stated, "Being addicted. Then, if we are already addicted to gadgets, we go everywhere we bring the gadgets" (P4.5). In addition, P4 also added, "If we too often to use it, it causes we forget to sleep and being Insomniac" (P4.7).

Based on the result, three participants have mentioned the same disadvantages of the use of gadgets that is referred to the health condition. From those participants'

statements above, it can be concluded that, students believe that gadgets can affect their health. The participants are aware that the use of gadgets with too much intensity can affect their health condition. The use of gadgets with much intensity makes the participants become addicted and being insomniac that can influence their health. Besides that, a study from Ganganahalli, Tondare, and Durgawale (2014) stated that indiscriminate the use of gadgets will lead to the potential addiction and ill health effects.

Finding 2. Gadgets are source of distractions. Another finding of the disadvantages of gadgets is that gadgets are the source of distractions. A participant mentioned that this obstacle becomes one of the disadvantages of the use of gadgets in learning English. It can be seen from his statement during the interview section, in which P4 mentioned, “Well, the misplacement of the use of gadgets can impacts us in education if we use gadgets in the classroom, it causes a distraction. So, it is really distracting and offend our focus in the classroom. Well, at home as a student, the use of gadgets with too much intensity is wasting time” (P4.6). In this case, gadgets can be a source of distraction for students, since gadgets are provided a lot of applications thah might distract students’ learning time. It can be seen from P1 statement that mentioned the frequency in operating her gadgets. P1 stated, “Regularly, I used my gadgets for 5 hours, and from that time, 70% I used to play social media through my gadgets (P1)”. In line with P1’s statement, P4 explained that the used of gadgets can distract my responsibility as a student, since I spent my time for chatting, browsing, Instagram and twitter through my gadgets (P4).

Since the gadgets provided many features and applications that are always updateable, those things can be a source of distractions for the students. Even gadgets give a lot of benefits and assist students in English learning process, but, sometimes gadgets can influence students' focus in the classroom or even after the end of the class if the students cannot control themselves. The social media becomes the big problem for the students. Rabiou et al. (2016) stated that the use of mobile phone can impact students' time, during and after school hours, by doing free night calls, chatting, instant messaging, social networking, and exam malpractices, which is obviously influencing their academic performance. Moreover, Mobile phone gives space for students to change students' roles as a students with other roles such as open social media or play a game that disrupting and distracting students' academic activities (Jumoke, A., & Blessing, 2015). From the finding and the theories, it can be concluded that the use of gadgets can be a source of distractions if students cannot control themselves in a way to operate the gadgets; and from that, it might influence their academic performance.

Finding 3. Gadgets make it easier for students to do plagiarism activities.

The last finding of the disadvantages of gadgets is gadgets make it easier for students to do plagiarisms activities. It can be seen from two participants' statements during the interview section, in which P4 mentioned,

“Gadgets influence student to do a dishonesty, since on the internet there are many things that we can access easily; so, students usually do their assignments like an essay or paper or *skripsi*, and used gadgets as a media to

do dishonesty or can be called plagiarism. Because they don't input original sources" (P3.6).

In line with P3's statement, P4 also stated, "... It causes laziness. So, we underestimate something like assignments, there are many similar things with our assignments on the internet, so we just copy and paste without using our thoughts. Well, it is not good, because it is plagiarism activity (P4.8)."

Sudibyo (2011) stated that by providing easy accessibility, students will easily access the data and might lead students to do plagiarism. Furthermore, Shrivastava (2017) added, "with the use of gadgets, plagiarism is growing epidemic in approach and access" (p. 3). From those experts' theories, it reflected that gadgets can make students easier to do an illegal thing which is plagiarism. The use of gadgets and internet provide students to do anything they want. Besides that, gadgets are the best way to get data faster and provides recent information; and from that sometimes students feel lazy to do their tasks and prefer to use the fastest way to finish their tasks by doing a copy paste from the internet. This activity is the wrong activity, because it is can decrease students' enthusiasm and effort for stating their original thoughts and ideas.