

Students' Perception on the Utilization of Learningapps.org for Self-Study Materials

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ABSTRACT

Learning and teaching process in online learning setting needs to be more flexible especially in connecting the students with the learning sources resources in order to keep up their independent and self-regulated learning. Learningapps.org is a free online learning platform for teachers to create numerous learning activities such as matching, fill in the blanks, word search, crosswords, maps, voting, ordering, and many others. In addition, this platform has a template for exercises with elements of games which makes it suitable for all types of students. This study uses a descriptive quantitative approach to aim at identifying the senior high school students' perceptions of the implementation of self-study materials in online learning using learningapps.org. It involved 37 students of Islamic senior high school in Indonesia. Data collection was facilitated using questionnaires, and interviews. The data analysis was undertaken through then used SPSS 22 for detailed quantification. The findings revealed the students perceived the ease of use and usefulness of learningapps.org highly positively in online class. Factors such as clear and easy language, various and attractive amount of the exercises, relevant level of the exercises, and automatic feedback of this application made them learn English more independently. The unstable internet connectivity and low motivation were challenges that most of the students had during the self-study. The result of this study can be used by English teachers to help students improve their self-regulated learning.

Keywords: *self-study materials, self-regulated learning, online learning*

1. INTRODUCTION

Online learning has gained popularity since the pandemic of covid 19 occurred. As generally understood, in an online classroom, the teacher acts more like a moderator and consultant, and lessons cannot be delivered as in an offline classroom. Therefore, it is necessary to provide ways of giving feedback and guidance for students [1]. Even though the students belong to "digital native" [2] which are familiar with the internet to access information and interact with others; such as for blogging, playing online games, downloading music, downloading music, online trading, and using social media networks, they may not be prepared to receive online learning. Therefore, one of the ways in maintaining students' motivation to engage with the lesson is by ensuring the teachers' pivotal role in providing interactive teaching materials [3, 4]. In an online learning context, the process of teaching and learning needs to be more flexible especially in connecting the students with the learning resources to hold up their independent and self-regulated learning

One of the learning applications which can ease the teachers in creating self-study materials for the students during online learning is Learningapps.org. It is a non-payable online application which allows the teachers to make online activities for learning languages such as word match, crosswords, gap fill-in, ordering, voting, and many others. Templates for standard and creative exercises are provided with extra element features, making it suitable for all types of students [5]. Literatures note that using gamification in education context can motivate students and stimulate interest [6], creating an exciting experience for the students and to promote the learning and problem solving [6]. Regarding the use of Learningapps.org for creating students' self-study material, Jati and Dewi [7] remind the teachers to consider some important principles, namely self-study materials that aims at helping student learn instead of a test, have a single, clear objective, have clear instruction either in English or Indonesian, provide help and positive feedback for students.

The success of technology integration in terms of the amount and utilization of technology as well as the teacher and students' expectation of EFL learning were influenced by students' perceptions [8]. Therefore, the objectives of learning can only be achieved if the students have perceived the integration of technology into their self-regulated learning. Previous studies have highlighted the students' positive perception towards the use of learning applications or learning platforms in EFL learning such as the use of Edmodo [9, 10, 11], Kahoot [12, 13] Quizizz [14, 15] and Tell Me More [8, 16]. The aforementioned studies revealed the students' perceptions towards the use of learning applications at the university level and the learning applications used were intended mostly for students' assessment. Meanwhile, the study on students' perceptions using Learningapps.org for self-study especially in senior high school levels, and challenges that they found during the online learning has not been explored. Therefore, with these considerations in mind, this study aims at investigating the students' perceptions and their challenges towards the implementation of self-study material using learningapps.org in EFL online learning class.

2. METHOD

The objective of this study is to investigate the students' perceptions towards the utilization of learningapps.org for self-study materials. Therefore, this study employed a descriptive quantitative design that used questionnaires and semi-structured interviews in the collection of data. A total of 37 students of XI MIPA 2 Madrasah Aliyah Negeri (MAN) Bangkalan, East Java, Indonesia participated in the study. The questionnaire was adapted from Davis's [17] Technology Acceptance Model which consisted of two main parts; (1) The Ease of Use of Learningapps.org, and (2) The Usefulness of Learningapps.org. The participants had to fill in the questionnaires developed using a 4-point Likert Scale with number 1 indicating strongly disagree, ascending to number 4 for indicating strongly agree. Afterwards, to obtain more detailed information related to the

challenges they faced during the utilization of learningapps.org, semi structured interview was conducted with 10 students who were selected based on the result of questionnaires.

Table 1. The Criteria of Perception Level Analysis

No	Mean	Criteria
1	4.01 – 5.0	Very High
2	3.01 – 4.0	High
3	2.01 – 3.0	Medium
4	1.01 – 2.0	Low
5	0.5 – 1.0	Very Low

Before distributing the questionnaires, the Cronbach Alpha test was administered to test the reliability and Pearson Product Moment to test the validity. They were tried out to XI MIPA 4 class which had 35 students. From the result of data analysis using SPSS 22, the rxy of every test item in the questionnaires was more than 0,334. It showed that the questionnaires were valid. For the Cronbach Alpha, the coefficient of the questionnaire was 0,840 which meant it was reliable to use.

The descriptive statistical analysis was used to analyze the data obtained from the questionnaires in the form of means and percentage. Afterward, they were descriptively analyzed using the criteria adopted from [11] as shown in Table 1.

3. FINDINGS AND DISCUSSION

3.1 Students' Perception on the Ease of Learningapps.org for Learning English

Table 2 clearly shows that most students agreed that they could use this application easily. Furthermore, they also found it interactive and fun. It was possibly due to the various mode of the exercises in the application, as well as the clarity, and the easiness of the language used in the application.

Table 2. Students' Perception on the Ease of Learningapps.org for Learning English

Items	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean
Learningapps.org is easy to use.		1 (2,7)	24 (64,9)	12 (32,4)	3,30
Learning activities in Learningapps.org are interactive.		1 (2,7)	32 (86,5)	4 (10,8)	3,08
Learningapps.org is an interesting application.		2 (5,4)	31 (83,8)	4 (10,8)	3,05
Learning activities in Learningapps.org are easily understood.	1 (2,7)	6 (16,2)	26 (70,3)	4 (10,8)	2,89
Learning activities in Learningapps.org are fun.		1 (2,7)	30 (81,1)	6 (16,2)	3,14
The language used in Learningapps.org is clear and easy to understand.	1 (2,7)	5 (13,5)	28 (75,7)	3 (8,1)	2,84
Total					18,30
N= 37, Item= 6, Alpha=.759					

This finding is in line with the study conducted by Motteram [18] which states that one of advantages of integrating ICT into teaching and learning is that it allows the students to learn everywhere, anywhere, and adjust it to their level. Therefore, the use of ICT, in this case, Learningapps.org, in EFL online learning can create a learning process that is more comfortable and attractive to the students so that they can maintain their interest and enthusiasm. Moreover, the fact that ICT provides the students with a myriad of resources offered in various formats (e.g.: audio, video, etc.) helps them make choices according to their needs and preferences [19]. Besides the positive perceptions, the negative ones towards the ease of use of Learningapps.org have revealed even though the percentage was not big (2,7%-18,9%). From the result of the interview, it was found out that the negative perceptions because the students did not know English well and they did not have high motivation to solve their problems by asking the teachers or their friends.

3.2. Students' Perception on the Usefulness of Learningapps.org for Learning English

From Table 3, it can be concluded that 91,9 % of students agreed that Learningapps.org helps them in

improving their English language proficiency. Also, around 86,5% perceived that it is useful for them in learning English. It may be caused by the process of learning which needs more students' active participation. Kassem (2018) through his study found that student-centered learning can raise students' integrative motivation, attitudes toward language, self-efficacy, autonomy, and beliefs in language learning. In addition, it also relieves students' anxiety. Regarding the usefulness of Learningapps.org in learning language skills, some interesting facts were revealed. The students highly perceived that Learningapps.org was useful for learning listening, reading, and vocabulary enrichment, but their perceptions toward the usefulness of this application in learning speaking, writing, and grammar were medium. In short, the students had positive perceptions toward the use of learningapps.org in improving their listening, reading, and vocabulary enrichment. However, they felt that they could not practice speaking and writing optimally using this application. For grammar, they said that they could learn it better directly with the guidance of the teacher, not through this application. These findings were strengthened by the result of the interview:

Table 3. Students' Perception on the Usefulness of Learningapps.org for Learning English

Items	Strongly disagree	Disagree	Agree	Strongly Agree	Mean
Learningapps.org would help me to improve my English language proficiency.		3 (8,1)	23 (62,2)	11 (29,7)	3,22
Learningapps.org is useful for English language learning.		5 (13,5)	25 (67,6)	7 (18,9)	3,05
Learningapps.org provides students with useful activities to improve listening skills.		5 (13,5)	25 (67,6)	7 (18,9)	3,05
Learningapps.org provides students with useful activities to improve speaking skills.		15 (40,5)	20 (54,1)	2 (5,4)	2,65
Learningapps.org provides students with useful activities to improve reading skills.		3 (8,1)	21 (56,8)	13 (35,1)	3,27
Learningapps.org provides students with useful activities to improve writing skills.	2 (5,4)	16 (43,2)	17 (45,9)	2 (5,4)	2,51
Learningapps.org provides students with useful activities on learning grammar.	2 (5,4)	11 (29,7)	20 (54,1)	4 (10,8)	2,70
Learningapps.org provides students with useful activities on learning vocabulary enrichment.		3 (8,1)	21 (56,8)	13 (35,1)	3,27
Total					23,72

3.3. Students' Challenges in Using Learningapps.Org for Learning English

The result of the interview showed that most of the students did not encounter significant difficulties in using Learningapps.org for studying English. As digital natives, the students are already familiar with mobile technology. They live in the era where computers, video games, digital music players, video cameras, cell phones, and any other digital tools are easility found. Internet connectivity and low motivation were the most challenges that the students had during the self-study using Learningapps.org.

This finding confirms the study conducted by (Ferri et al., (2020). They have revealed that technological, pedagogical, and social challenges are the challenges encountered during online learning. Unstable internet connection, or even the unavailability of it and the lack of technological devices are some challenges that belong to technological challenges. Pedagogical challenges, on the other hand, are related to the teachers' and the students' low ability in operating digital tools. Meanwhile, social challenges are linked to the students' lack of interactivity, motivation, and parents' support.

4. CONCLUSIONS AND SUGGESTIONS

From the findings, it can be concluded that Learningapps.org is effective as a learning application

since it has all positive criteria in terms of ease of use and usefulness. The English teachers should utilize this learning application for self-study in online learning to make English learning more attractive, meaningful, and fun. TAs the challenges found during the use of this application can be meaningful input for the teachers so that in the future the similar problems won't occur.

This study involved a few students with the same level as the participants. Therefore, future studies should invlove more students of different levels in order to get more accurate findings. In addition, different reaserach designs such as action research or experimental one can be used in studying learningapps.org.

Figures and tables should be placed either at the top or bottom of the page and close to the text referring to them if possible.

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