

## GADGET FOR STUDENTS IN LEARNING ENGLISH

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### **Abstract**

This research aims to know the effectiveness of gadgets in learning English, the learning source for online learning media, and students creativity in using gadgets as English learning media. This research is descriptive quantitative. This research was conducted from 12<sup>nd</sup>-14<sup>th</sup> of June 2023. The data were taken from 160 students of SMKN 2 Pacitan and SMA N Punung. The instrument was an online questionnaire. The questionnaire consists of 7 questions in a closed-ended form and two in an open-ended format. There are several main questions in the questionnaire, namely how practical gadgets are in helping English language learning and what applications students often use to learn English through gadgets. The researcher collected the data by implementing these terms: the researcher made the instruments and spread the instrument to the respondent, then collected the data with submitted the response through a Google form. After collecting the data, the researcher analyzed the data by the following process: classifying and eliminating the data based on the reaction of the respondents, and last, presenting the data in charts and diagrams. The result shows the application used by students to translate an English term are google translate, U Dictionary, BaBla.co.id, DEEPL Translate, and other applications. The figure shows that most students (95,6%) use Google Translate as a source for learning by using gadgets. From this research, we can conclude that gadgets benefit students learning English. In addition, gadgets can broaden students' horizons about updating English terms through what they find on social media. However, it should be underlined that the development and use of various modern features are helpful for human work, but it still depends on who and what they are used for.

**Keywords:** *Gadget, Method, Learning English*

### **Introduction**

In this era, the gadget is essential for learning. Devices are more sophisticated and can help the learning process. Most students have gadget personal—gadgets as an alternative to support learning currently, especially in cities that have fulfilled. According to D Julianingsih (2020), the gadget-based learning process can be applied if the conditions are like this. This research is different because there are some areas where the signal is still tricky. This will be an obstacle in the learning process. Cloud computing technologies have changed how applications are developed and accessed (J. e Technol, 2009).

Gadgets have many positive effects, such as helping complete tasks, translating English to Indonesia, browsing knowledge, etc. According to Srinahyanti (2019), many researchers believe that using gadgets can impact the growth and development of early childhood. The world cannot imagine learning without modern devices. Gadgets provide a vast number of new features designed to affect the improvement of the learning process. According to Apriyanti (2020), They have much time on their television and gadget (both for entertainment and learning) and deal with boredom. This is, of course, a supporting factor for the learning process. Students also don't feel bored and are more interested because of the technological sophistication of the gadget. The addiction of children to gadgets has a massive influence on their social growth (Kurniawati, 2023 (Khan, 2019)).

Besides that, several schools have received a budget from the government to purchase learning devices. The more knowledge will get in gadgets because the scope is extensive. Students can look for material in books and widen their knowledge and understanding of technology. Assignments can also be given via devices to use time more efficiently. There is a lot of expertise and knowledge to be gained from this gadget. The snoring detection deep learning model has an accuracy of 96%. A prototype system consisting of the listener module,

the wearable device, and a smartphone app has been developed and tested successfully (Tareq Khan Electronics, 2019).

Anshori (2021) states that most students use gadgets for playing games, social media, editing videos, and watching YouTube. This discussion will review different things, namely, using devices to learn English. This makes it easier for students to learn foreign languages. They can use the translation feature or other applications. In addition to using the dictionary, students can use gadgets to look for further references. So they can get optimal knowledge. There are a variety of free apps for learning English. *Gadgets, Games, and Gizmos* is an innovative book that provides practical and original solutions to the impending boomer/gamer knowledge and skills transfer gap (John Wiley & Sons, 2007).

Sudiyono (2021) states this study uses a quantitative approach to determine the effect of gadget use and the environment on students' learning interests. This, of course, can improve the quality of children in the learning process. Many things can be obtained and applied to knowledge in gadgets. This will undoubtedly make the teaching and learning process more exciting and efficient. Innovation in education requires that learning be more meaningful and quality. According to Santoso (2019), it also aims to direct according to the needs of the rolling and the beat of the times. Therefore technological progress must be applied evenly throughout Indonesia.

Uneven development and difficulty with signals are still obstacles in some areas. This problem must be a concern of the government because it is for the continuity of the educational process. The government must provide a solution so that other regions do not leave the area behind, especially in the education sector. According to Bergen (2023) that endemicity attribution should be distinguished from other metacognitive operations (such as reality monitoring) and propose that this attribution is a "cognitive gadget," a distinctively human ability made possible by cultural learning. Children are the nation's next generation whose education must continue to be supported. If progress is uneven, there will be setbacks in the learning process. This can complicate the development of science in the future.

Saleem (2021) states this research recommends that schools provide education about the importance of interest in learning to achieve expected achievements and provide learning support facilities such as better facilities and infrastructure so that the environment learning becomes more comfortable in the era of technological development. The importance of the awareness of teachers to provide education on technological advances is very influential in this millennial era. So that children do not stutter technology and can compete in the field of education in this era of technological advancement. The use of gadgets by Gen-Z almost all the time in their daily lives enables research to improve scientific literacy by using gadgets (Widodo, 2020).

Parental factors also have an essential role in children's education. They must be able to become tutors in guiding children to seek knowledge because they are also teachers when children are at home. According to Apriyanti (2018), the benefits of parent teaching activity are as follows: the parents have the experience to teach the students, the parents know the actual teaching-learning process in the classroom, the parents can communicate with the teacher, the parents can understand the students and parent teaching can increase students' motivation and interest. In this case, we will discuss this differently because this research focuses on assisting parents in helping children learn to use gadgets. Using gadgets as a medium of learning is exciting and very easy (Sudibyo, 2020).

This research differs from previous research because it will measure how influential and essential gadgets are in learning English. Of course, gadgets can be something interesting for students who study English.

## Method

This research is descriptive quantitative. This research was conducted from 12th-14th June 2023. The data were taken from 160 students of SMKN 2 Pacitan and SMA N Punung. The instrument was an online questionnaire. The questionnaire consists of 7 questions with closed-ended forms and 2 with open-ended format. There are several main questions in the questionnaire, namely how practical gadgets are in helping English language learning and what applications students often use to learn English through gadgets. The researcher collected the data by implementing these terms: the researcher made the instruments and spread the instrument to the respondent, then ordered the data with submitted the response through Google form. After collecting the data, the researcher analyzed the data by the following process: classifying and eliminating the data based on the reaction of the respondents and presenting the data in charts and diagrams.

## Findings and Discussions

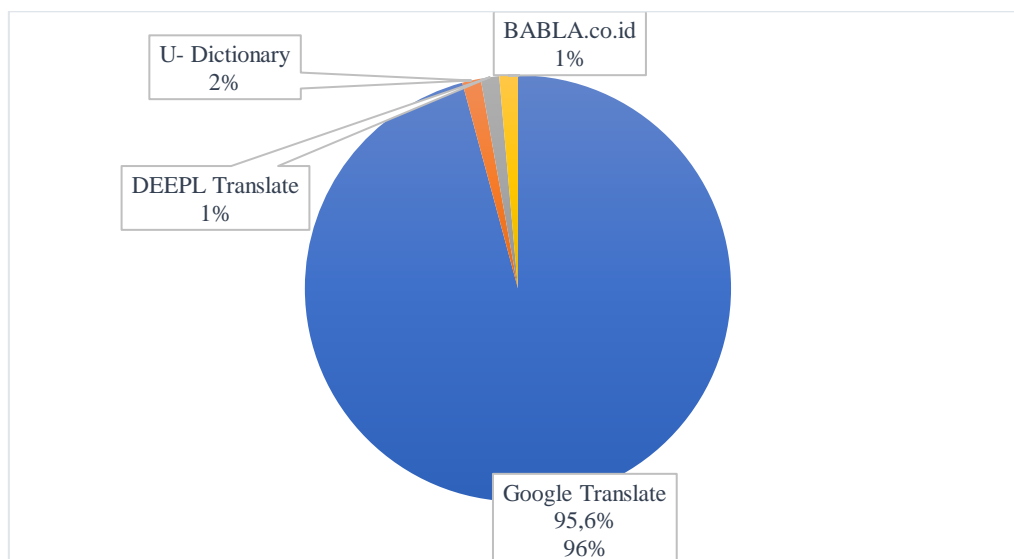
### **The effectiveness of gadgets in supporting students' interest in learning English**

Gadgets with internet connectivity can search thousands of web pages and provide details of a high degree of accuracy to the reader. They almost replace reference books and avoid the physical labor of visiting the university library. This research finds that gadgets are beneficial for students in learning English. In addition, gadgets can broaden students' horizons about updating English terms through what they see on social media. According to Apriyanti (2021), many students get inspiration on how to answer the problems that have been determined at the beginning of the lesson, as well as looking for the best, most efficient, and exciting way through shows available on online-based social media. This study found that students enjoy learning English more when many applications are available on gadgets such as TikTok, Youtube, Instagram content, etc. Some students stated that by using gadgets, students do not need to open printed dictionaries to find complex vocabulary. Then with gadgets, students stated that the existence of gadgets made it easier for students to meet foreign tourists at unexpected times. Some students also learned to optimize the functions of gadgets to access gadget functions. Then with gadgets, students stated that gadgets made it easier for students to meet foreign tourists suddenly. Some students also said that with gadgets, students could learn many new things besides learning English. Students also learned to optimize the functions of gadgets in accessing applications. Nowadays, everything can be quickly learned through Youtube and free and paid websites accessed through gadgets.

Despite the gadget's effectiveness in gathering information for classroom activity, some teachers and parents may not encourage their children or students to use it. Since students can easily access information on their gadgets, they may not find it necessary to store it in their minds. Most students say that with gadgets, learning becomes much more fun. Besides that, learning does not become something complicated and stressful. Some students also think that with gadgets, students can easily find various information related to further education that they will take. Also, 1.5% of students state that whether or not gadgets are practical as a learning medium depends on the person who operates them. Sometimes gadgets can be used properly, but few people also use them. However, it should be underlined that the development and use of various modern features are helpful for human work, but it still depends on who and what they are used for.

### **Students' learning source for English online learning media.**

Learning resources are an essential part of online learning. The source is shown in the figure :



**Figure 1: Students learning source for English online learning media.**

The figure shows that most students (95,6%) use GOOGLE TRANSLATE as a source for learning using gadgets. Google Translate is still the student's favorite choice of application to help translate English. The ease of use offered by one of these Google products is why many people still choose it. Easily accessible and free is why it is widely used as a learning tool.

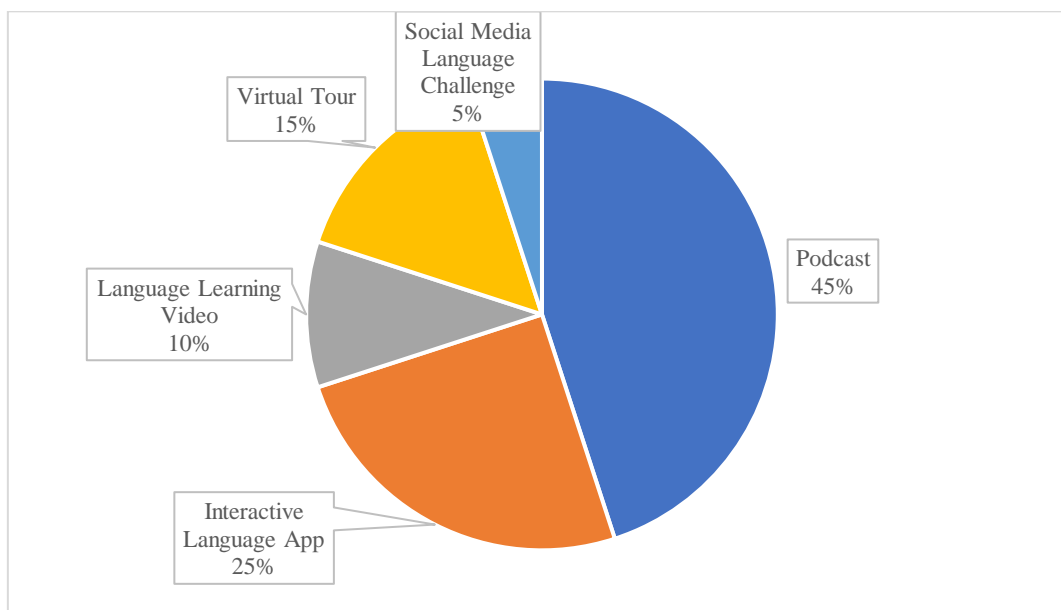
Apriyanti (2021) states Online learning requires adequate support and user facilities. Some students (1,4%) use U-DICTIONARY for learning online. One of the learning applications that students also use is the U-Dictionary. With the U-Dictionary application, students can translate English into Indonesian or other languages by knowing the pronunciation of that language using its Voice feature. Not only that, but students can also use the camera feature to translate using the camera without having to bother typing.

Students also use DEEPL TRANSLATE (1,4%) and BABLA.CO.ID (1.4%), but the number is tiny. Some of them also learn from other social media. The development of technology is fast nowadays, not only tools that can make it easier for students to learn but also to gain knowledge in the world of education. Progress in this field can undoubtedly improve the quality of student learning.

Learning sources in the learning system can help students facilitate learning to achieve the learning objectives. In the current global era, learning is done technologically. Automatically the learning resources needed will be different from the previous learning resources. Learning resources are more digital, namely learning resources that require technology to access them and are paperless. Digital learning resources support independent and individual learning, making learning more exciting and new to individuals. Effective and can provide a unique experience.

#### **Students' creations in using gadgets as an English learning media.**

Students utilizing gadgets have their learning techniques to be able to understand English. With the gadget certainly creates a diverse learning atmosphere for students. Students who were not interested in learning English now began to love English because of the many exciting features and applications that currently use English as the language for setting up the operating system. Various kinds of applications on gadgets provide different learning models that make students learn fun and stay directed according to the learning needs of each student.



**Figure 2. Students' creations in using gadgets as an English learning media.**

### **Podcast.**

The figure shows that most students (45%) use podcasts as a practical learning medium for learning English. Students can have remarkable ability in English through English language podcasts. Students can discuss various topics, conduct interviews, or present short stories. This exercise helps improve speaking and listening skills and the ability to express ideas clearly.

### **Interactive Language Apps.**

Some students (25%) use Interactive Language Apps to understand English terms through gadgets. Students can create interactive language learning apps with vocabulary games, grammar quizzes, speaking exercises, and pronunciation guides. These apps can be designed for mobile phones or tablets and shared with peers or more comprehensive language learning.

### **Virtual Tours.**

Some students (15%) can design virtual tours of English-speaking countries or critical cultural landmarks. By incorporating multimedia elements, such as 360-degree photos, videos, and audio descriptions, they can practice students' language skills while learning about different cultures and languages.

### **Language Learning Videos.**

This chart implies that (10%) of students use language learning videos to produce educational videos on various English language topics. Students can use gadgets to record and edit some videos, incorporating subtitles, quizzes, or even mini-dramas to engage viewers and improve listening comprehension.

### **Social Media Language Challenges.**

Several students use social media language challenges to increase their English through gadgets. Students can participate in or initiate language challenges on social media platforms. For instance, students can create a "Word of the Day" challenge, where participants share a new English word daily and its definition and usage in a sentence.

### **Conclusion**

The result shows that most of the students 98% have gadgets and study through online learning. The application students use to translate an English term is google translate, U Dictionary, BaBla.co.id, DEEPL Translate, and other applications. The figure shows that most students (95,6%) use Google Translate as a source for learning by using gadgets. Google



Translate is still the student's favorite choice of application to help translate English. Some students (1,4%) use U-Dictionary for learning online. Students also use Deepl Translate (1,4%) And Babla.co.id (1.4%), but the number is minimal. Some of them also learn from other social media. Students utilizing gadgets have their learning techniques to understand English. The figure shows that most students (45%) use podcasts as a practical learning medium for learning English, and some students (25%) use Interactive Language Apps to understand English terms through gadgets. Some students (15%) can design virtual tours of English-speaking countries or critical cultural landmarks, and (10%) use language learning videos to produce educational videos on various English language topics. From this research, we can conclude that gadgets benefit students in learning English. In addition, gadgets can broaden students' horizons about updating English terms through what they find on social media. However, it should be underlined that the development and use of various modern features are helpful for human work, but it still depends on who and what they are used for.

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