THE USE OF TECHNOLOGY ACCEPTANCE MODEL TO UNDERSTAND STUDENTS' PREFERENCE OF USING ICT APPLICATIONS IN ENGLISH ACADEMIC WRITING

THESIS

Submitted by:

RIA RAMADHANI
NIM. 170203147

Student of Faculty of Education and Teacher Training
Department of English Language Education

THE FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI AR-RANIRY
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THESIS

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by:

RIA RAMADHANI
170203147

Student of Fakultas Tarbiyah dan Keguruan
Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,

Dr. Jarjani Usman, M.Sc., MS   Mulia, M. Ed.

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In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Dr. Jarjani Usman, M.Sc., MS.

Secretary,

Nurrarirati Fahrizqa, M.Ed , TESOL.

Member,

Mulia, S.Pd.I., M.Ed.

Member,

Feta Rusfina Zilha, M.A

Certified by:
The Dean of *Fakultas Tarbiyah dan
Keguruan Universitas Islam Negeri Ar-
Raniry Banda Aceh*

M.A., M.Ed.,
Ph.D NIP. 197 30 021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Orginality)

Saya yang bertanda tangan di bawah ini:

Nama : Ria Ramadhani

Nim : 170203147

Tempat/tanggal lahir : Banda Aceh, 9 Januari 1998

Alamat : Desa Ateuk Deah Tanoh, Kota Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

The Use of Technology Acceptance Model to Understand Students'

Preference Using of ICT Tools in English Academic Writing

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan keliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 1 Desember 2022

Saya yang membuat pernyataan,

Ria Ramadhani

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Finally, I realized this thesis is still perfect because the limitation of my abilities, criticism, and suggestions is significant for the future improvement of this study. Hopefully, this thesis will give a valuable contribution to the next researchers.

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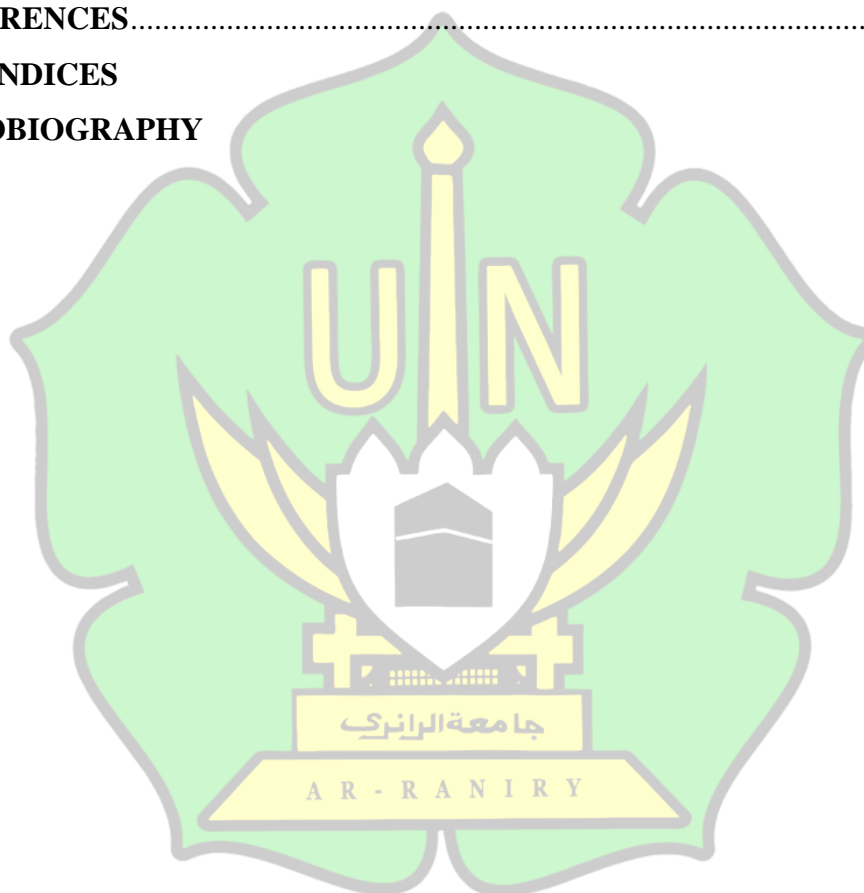Banda Aceh, 1 Desember 2022

Ria Ramadhani

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ABSTRACT

Name : Ria Ramadhani

Students' Number : 170203147

Faculty : Fakultas Tarbiyah dan Keguruan

Major : Department of English Language Education

Thesis working title : The Use Technology Acceptance Model to Understand Students' Preference Using of ICT Tools in English Academic Writing

Main Supervisor : Dr. Jarjani Usman, M.Sc., MS

Co-Supervisor : Mulia, M. Ed.

Keywords : Technology Acceptance Model (TAM), Learning English, Academic Writing

Today, there are many educational technology applications can be used for academic writing. If used properly, the applications can facilitate students in finding resources. This study investigated the use of the Technology Acceptance Model (TAM) to understand students' preferences for using ICT applications in academic English writing. This research used interview and questionnaire to gain the data, which include this study to mix-methods study. From the data collected, it was found that the students' used several applications for academic writing which are Grammarly, Google Translate, YouTube, Turnitin, U-Dictionary, ERIC, and Research Gate. The results of this study indicate that the reasons motivating students student to accept easy to use (PEU), usefulness (PU), Attitude Toward (AT), Behavioral Intention, and Actual System Use (AU).

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CHAPTER I

INTRODUCTION

This chapter presents the study background, research questions, research aims, significance of the study, and terminologies. To get a better understanding, each of them needs to be clarified.

A. Background of Study

With the spread and development of English around the world, English has been used as a second language. Nowadays, learning English has drastically changed with the remarkable entry of technology provides so many options for making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistics and is also used in many different ways, or every area of life including learning English.

Nowadays, ICT is gaining a vast attractiveness in foreign language teaching and learning as more educators are embracing it. In concrete terms, ICT can enhance teaching and learning through its dynamic, interactive, and engaging content, and it can provide real opportunities for individualized instruction.

One of the student's abilities that must be learned in English is the ability to write. Writing is a type of human communication where people can communicate their thoughts and feelings (Anjani, 2021).

The improvement of writing skill with the help of modern computer programmers has gained considerable attention in the English as a Foreign

Language writing learning process and a better understanding of the contributions of these technological programmers are needed in the field of education.

The term "Information and Communication Technologies" (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This definition board of ICT includes such technologies as television, video, telephone (both fixed line and mobile phones), satellite systems, and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as video conferencing, e-mail, and blogs.

Over the last two decades, research findings have proven that the use of ICT in English learning has many positive impacts on students. The application of ICT allows students to use English in an atmosphere. It also supports student-centered learning through teacher-student interactions (Lei & So, 2021). The results of previous studies also revealed that the use of ICT in learning English facilitates students to be able to improve their English skills (Apriani & Hidayah, 2019).

In his study, Abbas (2018), states that while there have been many extended or revised versions of TAM since its first development in 1989, its primary purpose is to entail preliminary technology uses. He also cites some researchers and the bulk of literature to justify its usage in various technologies and predict intentions and actual usages for newly improved technologies such as the Internet, e-commerce, and e-government (Al-Gahtani, 2011; Abbas, 2018).

Other studies that use the TAM model include factors of implementation effectiveness, student satisfaction, acceptance, success, and failure (Ibrahim et al., 2018). Studies investigating satisfaction in adapting to technology in online

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language learning have also been investigated in a study conducted (by Rizun & Strzelecki 2020). They looked at student acceptance of distance learning in Poland using two core TAM students, perceived ease of use and perceived usefulness. Two structures in this study were used to predict students' attitudes toward use and intention to use technology when engaging in distance learning.

Studies such as those conducted by Rizun and Strelecki (2020), and Ibrahim et al (2018), also pay attention to the need to study technology acceptance in different institutions, because each institution has its own way of dealing with online teaching and learning.

Based on the results of the study, the researcher wanted to study further and see the overall attitude of students in using of technology acceptance model (tam) in understanding students' attitudes using ICT tools of learning English, specifically in writing. Therefore, based on the background of the problem, the researcher wants to research.

Through this study, by knowing the existence using of the technology acceptance model, the students can find out what ICT tools which are suitable for them, so it can help them in understanding learning English.

B. Research Question

The research questions formulated for this research is follow: ''Based on TAM, what are the reasons motivating, students to use ICT applications in English Academic Writing?''

C. The Aims of the Research

The objectives of this aimed to find out: The reasons motivating students to use ICT applications in English Academic writing.

D. Significant of the Study

1. To Students

By conducting this research, it is hoped that students will be better able to use technology and ICT tools in learning English to hone their skills. Especially now that there are many technological ICT tools available to be used in learning English.

2. Institution

This research is expected to help students in use technology ICT tools in learning English to hone their skills. This research is expected to help students understand using ICT tools in learning English.

3. To Other Research

The researcher hopes that this study can be beneficial for the next researchers who are trying to find a reference for the same case study. However, I believe that this study is still far from perfect, therefore I do hope that future researchers can fill the gap in this study.

E. Terminology

To avoid the readers' misunderstanding. It is important to explain the specific terms according to the valuable references:

1. **Technology Acceptance Model (TAM)**

In his study, Abbas (2018), states that although there have been many expanded or revised versions of TAM since its first development in 1989, the main goal is to cover the use of early technology. He also cites several researchers and most of the literature to justify its use in various technologies and predict the appropriate intention and use for new, enhanced technologies such as the internet, and e-commerce, (Al-Gahtani, 2011; Abbas, 2018). TAM presents a strong opinion about a person's attitude toward using technology, TAM is also a program designed to predict the acceptance of an application and the direct factors associated with it.

2. **Learning English**

Learning is a process to acquire knowledge or to achieve a goal. English is the world's international language and is included as one of the subjects in school. Wibisono (2019), claims that learning English today is one of the most important parts of our lives, as it is found in every corner of the world. English as a communication tool is one of the requirements to have a bright future. Learn English to make students capable of Reading, Writing, Listening and Speaking.

3. **Academic Writing**

According to Göçer (2010), academic writing is defined as explaining individual views, ideas, feelings, observations, experiments, and experiences based on the world think, with the rules of planning language according to

individual interest in the chosen subject. It can be seen from this definition that academic writing requires many existing skills, and is a complex process. Scientific writing consists of: various language skills that require the use of mental, motoric, and affective skills simultaneously (Çekici, 2018)

CHAPTER II

LITERATURE REVIEW

1. Technology Acceptance Model (TAM)

A. Definition of Technology Acceptance Model (TAM)

Technology along with the influence of the Internet has brought rapid progress in our history, which consists of sudden changes, globalization, and multiculturalism of society, which have brought new conditions or challenges for citizens to face. These challenges require people who can master new technologies such as computers and the internet to be competitive. Technology is capable of improving education to a large extent and now it has become a necessity to revolutionize education for the better.

Technology Acceptance Model brings perceived benefits or function as the main justification for the acceptance of technological gadgets, such as the internet as a means of communication globally (Yaacob & Saad, 2020).

According to TAM, ease of use and perceived usefulness are the most important determinants of actual system use. Based on this affirmation, (Ahmad, 2017), reiterates that there is no doubt the fact that ICT has changed almost all human activities. With this situation, we can see that ICT has become a part and activity of every human being.

In TAM, perceived usefulness refers to the extent to which the user believes that using technology can improve his system's performance, while perceived ease of use refers to how easy he feels when using the technology. The two are considered to be distinct factors that influence users' attitudes toward

technology use, although perceived ease of use is also hypothesized to influence perceived usefulness and attitudes toward technology use. That attitude towards the use of the technology determines the behavioral intention to use the technology.

B. The Parts of Technology Acceptance Model (TAM)

Seunguk Na, Seokjae Heo, Sehee Han, Yoonso Shin, and Youngsook Roh, (2022), Through TAM, the assumption is that when a user will use a new information system, there are 5 (five) parts that influence it, namely:

a. Perceived Ease of Use (PEU)

According to Davis, Perceived ease of use is defined as a measure in which a person believes that a computer can be easily understood and used. Meanwhile, according to Jogiyanto, the perception of ease is defined as the extent to which a person believes that using technology will be free of a business so that if a person believes that the information system is easy to use then he will use it and vice versa.

b. Perceived Usefulness (PU)

According to Davis, perceived usefulness is defined as a measure by which the use of technology is believed to provide benefits to the person using it, and the perception of usefulness is the subjective ability of future users where using a specific application system will improve performance in the organizational context. Usability perception is a level where one believes that the use of a particular

technology will provide benefits or provide a positive impact that will be obtained when using the technology.

c. Attitude Towards Using (AT)

The attitude towards utilization is a subjective decision of a user regarding the new technology or device to be used, which may be positive or negative. According to attitude models and decision theory, using new technology is dependent on a user's attitude and its influence on decision-making.

d. Behavioral Intention to Use (B)

Behavioral intention to use tends to the behavior of a person in doing technology. Interest in behavior can be seen from the level of technology use so it can be predicted from the attitude and attention. The motivation to keep using such technology, as well as the desire to motivate other users.

e. Actual System Use (AU)

The actual use of the system is if someone considers the system easy to use and allows increased productivity, then they will be satisfied with using the system, which is reflected in the actual conditions of use.

Gambar 3. Technology Acceptance Model (TAM)
(Davis, 1986)
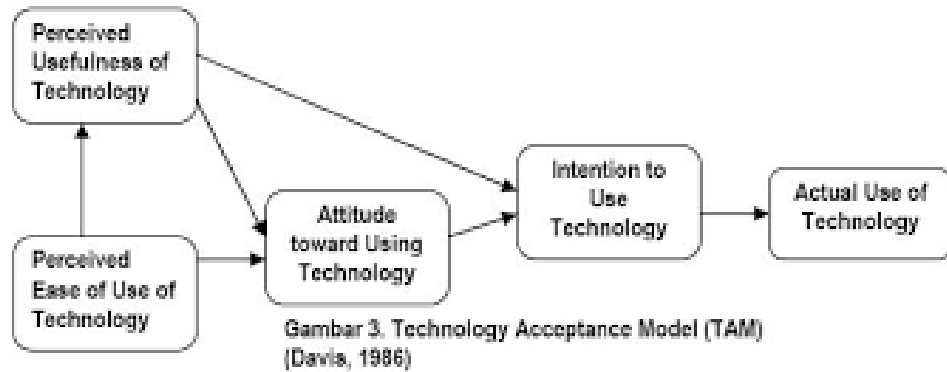
2. **Information and Communication Technology (ICT)**

A. **Definition of Information and Communication Technology (ICT)**

Tools

The integration of Information and Communication Technology (ICT) tools has changed the mode of teaching and learning (Saira et al., 2020). (Nikolić et al, 2019), stated in a study that new information and communication technology device has the ability to improve the teaching and learning process.

In this era of globalization, the development of technology is very rapid at this time. As educators cannot avoid this situation. It doesn't mean we have to be silent in responding to this situation, but we have to be creative and innovative in utilizing technology so that learning is no longer monotonous and conservative. Utilization of ICT for 21st-century learning must be optimal and needs to be developed further. With the presence of Information and Communication providing challenges in the world of education, students are more likely to be interested in learning Information and Communication Technology (ICT) than other learning materials (Nikolić, V. et al, 2018).

The application of Information and Communication Technology (ICT) in the teaching and learning process improves students' understanding of subjects

and topics. The teaching-learning process becomes easy and improves the quality of learning outcomes, and the ease and breadth of various kinds of pedagogy and Information (Kumbar et al, 2018).

In this technological age, everyone is experiencing the effects of Information and Communication Technology (ICT) especially since it has more potential for instructors to improve the teaching-learning methodology. The use of ICT also improves the educational system of a   country (Engkizar   et   al,. 2018).

B. The Use of Information and Communication Technology (ICT) Tools

Today ICT is being used as a tool for improving the quality of life. Its use is increasing in such a way in recent years. Different language institutions all over the globe have already realized the importance of ICT in the teaching-learning process. However, ICT plays the lion's role in communicating, establishing, and managing information.

ICT has proved effective in delivering learning all over the world and to those people who are unable to move from their places and cannot move their limbs and hardly utter words. It becomes possible for them to enhance their education due to ICT.

There are many different ICT tools that can be used in teaching and learning. These tools can be applied in different educational fields. There are several tools in learning;

1.   Television

Television is a useful tool for language learning. Television provides a full audio-visual simulation, dynamic, and attains a higher degree of realism, television gives linguistic expression along with facial expression.

2.   Language Lab

Language lab is one of the modern technological teaching aids. Language lab has multi-facets students can listen to the audio and can understand the different accents used, the students can speak and even, they can record their voices. The student's pronunciation level could be improvised by listening to the standardized materials. Language lab is exclusively result-oriented and it enriches the English language learning process. In the recent trends, not only audio but videos, flash-based games, internet are also included in the lab materials. Language lab creates an easy atmosphere than a traditional classroom

3.   E-mail

The students can correspond with native speakers of the target language using e mail by creating a personal email account (g-mail, yahoo, Hotmail, etc.) which is free. The students can mail their home work to the teachers concerned and get it corrected in turn. The teacher can also provide revisions, feedback, suggestions for the betterment of every work and send them back.

4.   Blogs

A blog is a general or professional journal frequently updated for public consumption. The blogs enable uploading and linking files which is very much suited to serve as online personal journals for students.

5.   Mobile Phone

Learners can search for new words using the dictionary option on their mobile phones and enrich their vocabulary. They may verify the spelling, pronunciation, and usage of the specific word they searched for. Moreover, they can use Short Message Service (SMS) to send queries to their superiors and get their doubts cleared.

On the mobile phone there are some applications for learning English, like;

a.   Grammarly

Grammarly is an online grammar checker and spell checker in English structure and corrects mistakes in writing. Grammarly provides correct word recommendations if there are wrong words in the English structure. Grammarly can be integrated into Microsoft Word applications. The function of Grammarly is to correct writing. How to use it, you just need to upload the file or text that Grammarly wants to correct. Automatically, this application will scan, check, and provide information on which parts need to be corrected in the document.

b.   Google Translate

Google Translate is a multilingual statistical and neural machine translation service developed by Google, for translating text and text and websites from one language to another. The function of Google Translate can translate various forms of text and media, which includes text, speech, and text in an image.

c. U - Dictionary

U-Dictionary is an efficient translation and dictionary app. Easily translate text, images, or conversation in 108 languages. Get translations instantly when you're learning a new language or traveling abroad. Available languages for free, anytime, and anywhere.

d. YouTube

YouTube is a website/platform that allows users to save, watch, and share videos publicly. YouTube is the best place/means for sharing videos from around the world, ranging from short videos, tutorials, vlogs, short films, movie trailers, music, education, animation, entertainment, news, TV, and various other interesting information. The higher growth of smartphone and internet users makes YouTube videos also more varied.

YouTube also has subtitles and several videos can be downloaded to make it easier for us to use it while watching or using it to study.

C. Benefits of Using Information and Communication Technology (ICT) Tools

When technology is integrated into lessons, students are expected to be more interested in the subjects they are learning. Technology provides different opportunities to make learning more fun and enjoyable in terms of teaching the same things in new ways. For example, inviting the students to learn using other online sources. What's more, technology can encourage more activity in the learning process which is difficult to achieve in a traditional lecture environment.

a. Motivational Factor: For many students, the Internet can function as a motivating tool. Young people are very enthralled by technology. To

improve learning, educators need to capitalize on the curiosity, excitement, and enthusiasm about the Internet. The Internet helps you to provide them with additional learning opportunities that are not readily available in the classroom for already enthusiastic learners.

b. Cooperative learning: The Internet promotes collaborative learning, fosters discussion, and creates a more interactive classroom.

c. Fast communication: The Internet reported higher geographical communication. Your students can join collaborative projects involving students from different countries, continents, or states. Before the Internet, that type of learning experience was not possible. This is a unique learning experience that is very important for each of our students since the world is becoming one large community.

d. Collaborative research: The distance-free and boundless existence of the Internet has led to the empowerment of collaborative research among researchers/academics living and working on far-flung continents. Collaborative research work nowadays is made possible between African scholars and scholars living outside the continent. In the same way, scholars conduct transnational partnerships within the region, and within the African continent, involving nationals of different countries. This brings to bear the result of such works' robustness, freshness, and diversity of thoughts, opinions, and perspectives. Through such collaborations, the international intelligentsia will also pay greater attention to research works from the

continent and use these materials to further extend the borders of the global knowledge pool.

3. Learning English

A. Definition of Learning English

Learning is a process to acquire knowledge or to achieve goals. English is the world's international language and is included as one of the subjects in school. Wibisono (2019), claims that learning English today is one of the most important parts of our lives, as it is found in every corner of the world. English as a communication tool is one of the requirements to have a bright future. Learning English is to make students capable of Reading, Writing, Listening and Speaking.

Learning English is one of the ways to hold the world. Nowadays, English is not an ordinary language, it is more than a language. English is an international language. People use English to communicate with people in different countries. It can connect you to people around the world. On the other hand, English learning can help you reach success. It can increase the opportunity to get a job easily. In addition to that, learning English also can improve students' life skills. Research has shown that having an understanding of English as a foreign language also helps your native language development. It has been found that students can develop better vocabularies and an improved level of literacy all through studying a foreign language (Mahu, 2012). To some people learning English is a monster. It seems to be something scary. In Indonesia, English serves as a foreign language. Because of that, students are not familiar with English words. They still get problems learning English.

Learning English is not easy. There are many ways to learn English. Students tend to like fun learning. They can start it with something interesting. In this era, the developments of information and technology (IT) can be the solution of those problems. The development of technology seems to have many positive effects on education. Technology provides a variety of learning media that is fun for students.

4. **Previous Study**

Relevant information in this literature review is presented to support this study. At the end of the section, the writer hopes that the readers will to better understand the basic concept of this research entitled ''The use of technology acceptance model to understand students' preference using of ICT application in academic writing. In accordance with this review, the reader conveys some information about the importance of this research to be carried out.

Technology acceptance is defined as an individual's willingness to accept, adopt, and use certain technologies which can be categorized into behavioral acceptance and attitude acceptance (Arning & Ziefle, 2007). According to Chang et al. (2012), indicators of technology acceptance included perceived usefulness, perceived ease of use, attitudes toward use, and behavioral intentions to use. However, because the data is self-rated, it cannot measure the actual usage that users respond to. Therefore, many studies related to the Technology Acceptance Model leave the actual use as a hint of technology acceptance (Scherer et al., 2019).

Another study, da Silva, L.G.; Neto, E.G.d.A.; Francisco, R.; Barbosa, J.L.V.; Silva, L.A.; Leithardt, V.R.Q (2021) shows that the TAM evaluation responds well to the use of localization to help participants in learning their English vocabulary. Applying ubiquitous in combination with incidental vocabulary acquisition strategies for English vocabulary learning can engage the learner as context and user preferences are taken into account. Furthermore, using new words from the learner's daily routine can help the learner remember, and practice the words learned, contributing to improving second language skills.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes research methodology consisting of research design, research location, research participant, a technique for data collection, and data analysis technique. It shows the process of how the researcher completes this study.

A. Research Design

This study employed mix-method as its research approach. According to Fernando Almeida (2018), mixed methods research is a strategy that incorporates both quantitative and qualitative methodologies into a single study. When comparative analysis and the thorough and in-depth construction of study components are required, mixed techniques are used. By combining quantitative and qualitative procedures, the use of mixed methods enables researchers to gain rich data that would be impossible to get using either methodology alone. The few scientific studies that have been published on the use of mixed methods, however, tend to concentrate on defining a particular implementation strategy rather than providing a comprehensive and contrasting overview of the many approaches.

The research objective was to determine TAM variables with the improvement of students' writing skills.

B. Research Location

This research was conducted at Ar-Raniry State Islamic University Banda Aceh; the campus is located at Abdul Rauf Street, Number 2 Kopelma Darussalam, sub-district Syiah Kuala Kota Banda Aceh. In doing this research,

the researchers conducted the study at the faculty of education and teacher training; this faculty aimed to prepare and train the students in turning out to be specialists in the area of education. The English Education Department of Ar-Raniry State Islamic University in chosen by the research since this department is helping and assists students in turning into professional English teachers.

C. Population and Sample

a. Population

Population means a goal to get collect data. The population of this research is the students of the English Department of Ar-Raniry State Islamic University in the 2017 academic year with approximately 50 students.

b. Sample

Purposive sampling is the process of selecting a sample by determining certain criteria. By using purposive sampling, then researchers can choose the right representative sample which saves time and money. The standard of practice in this study is that all participants have to: 1) 2017 PBI students, 2) Use technology applications that support learning English academic writing.

Based on the result, 8 PBI students for women and men were selected for the interview method, these participants are selected purposively to represent their voices regarding the use of technology in learning English academic writing.

Furthermore, to select participants for the second data collection procedure, questionnaires are used by researchers who build a questionnaire structure using Likert scale items. This is a 5 – 1 point Likert scale with options strongly agree, agree, undecided, disagree, strongly disagree. Researchers

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collected 25% of the total population (approximately 50 students) for the questionnaire procedure, namely 50 students.

Therefore, for this study, the sample consisted of 8 students for the interviews, and 50 students for the questionnaire.

D. Data Collection Technique

In this study, the researcher used two techniques collecting data as follow: Questionnaire and Interview.

1. Interview

This study interviewed Eight English students batch 2017 women and men because they took respondents from their peers who used application technology in learning English academic writing to support the data. This study uses interview techniques, namely face-to-face and semi-structured interviews.

This study was conducted from August-September 31st – 2nd, 2022. An interview protocol as the basis of the initial question was prepared before being semi-structured. The study asked for consent from the participants that would record the interviews. Interviews are conducted online via WhatsApp and telephone, duration is about 25-35 minutes per participant.

2. Questionnaire

This study used a closed-ended questionnaire. All the questionnaire items were created using the Google form platform and sent to the participants online such as WhatsApp. This study uses several steps to analyze quantitative research. First, this study analyzed the data using descriptive methods. The data selection process involves carefully reading, analyzing, and sorting participant responses.

Furthermore, all participants were analyzed by calculating the percentage of participants' answers to each statement. After that, the data were analyzed by calculating the average participant answers. The last part of the data is analyzed by calculating frequency and means. The scales are converted to numbers; strongly agree = 5, agree = 4, undecided = 3, disagree = 2, strongly disagree = 1. Data were analyzed using Microsoft Excel formula to analyze by calculating frequency and means.

E. Research Data Analysis

In this study, the researcher used a quantitative data analysis technique. After collecting the data, the researcher analyzed the data. In short data analysis is a systematic process to analyze the data which have been collected. The goal is to transform raw data into findings or results.

Because interviews and questionnaires were used as data collection in this study, at the time of the interviews and the distribution of the questionnaires, data collection from the results of the interviews and the distribution of the questionnaires was carried out by data processing.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers the data collection procedure of this research, the data analysis process, presenting findings, and discussing the theory of the findings. For showing how the research was done, the data for the research was analyzed to answer the research questions from chapter one.

A. Research Findings

Data was collected from English Department Students of Ar-Raniry State Islamic University with 8 participants for the interview and 50 participants for the questionnaire. Studies focused on PBI students' voices on the technology used by students in learning English academic writing. Data were collected from interviews and questionnaires. The interview was used to determine the voice of PBI students on the technology used by students in learning English academic writing, while the questionnaire was used to determine student evaluations of the platforms.

1. The Result of Interview

The purpose of the interview is to obtain detailed information that cannot be obtained by a questionnaire. Interview questions cover the use of technology used by students in English academic writing. The interview was conducted over the phone or via WhatsApp with a duration of 25 - 35 minutes for eight questions. The participants of the interview are eight students. The results are reported as follows:

4.1 Table Use of Application Based on the Results of the Interview

No.	Tools	Frequency	Percentage
1	Google Translate	6	33%
2	Grammarly	7	39%
3	YouTube	1	6%
4	Turnitin	1	6%
5	U-Dictionary	1	6%
6	ERIC	1	6%
7	Research Gate	1	6%

The participants answered several interview questions to find out what applications they used in academic writing, also the reasons motivating students to use ICT applications in English Academic. An audio recorder recorded answers and opinions, and the result was transcribed.

After that, the data were coded and analyzed to answer the research questions about what application they use for academic writing, as well as to find out the reasons motivating students to use ICT application in English Academic writing. After going through several processes, the researcher the obtained findings organized into two themes.

In detail, the data analysis was organized into the reasons motivating students to use ICT application in English Academic writing. From the results of the interviews that have been conducted, it was found that the answers from participants who experienced various results, such as Perceived Ease of Use (PEU), Perceived Usefulness (PU), Attitude Towards Using (AT), Behavioral

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Intention to Use (B), and Actual System Use (AU), on the applications they used in learning academic writing. As follows:

1. Google Translate

A. Perceived Ease of Use (PEU)

The results of interviews conducted based on the use of acceptance model in English academic writing starting with Perceived Ease of Use (PEU) which is defined as measure where a person believes that computers can be easily understood and used.

> ''*If for the Google Translate application; because we have often used* this application on a daily basis and must have been familiar too*, how to use it also very easy.*'' (*R1*)

> ''*Because usually in academic writing, we definitely need an easy, practical dictionary that can be used at any time. So I prefer the Google Translate application to find the meaning of difficult words.*'' (*R6*)

The two participants above revealed that they find it easy to use the Google Translate application in their daily activities at any time or to learn academic writing.

According to Participant (R2) and (R3), the Google Translate application is very useful to use in academic writing, especially to find difficult words, just the type them in Google Translate. Because this application can also be use an offline state.

B. Perceived Usefulness (PU)

Perceived Usefulness (PU) is defined as a measure of the extent to which the use of technology is believed to provide benefits to the people who use it. Someone believes that the use of a particular technology will provide benefits or have a positive impact that will be obtained when using the technology.

The results obtained, students find it very useful to use technology in English academic writing.

> '*'For Google Translate application, I prefer to use it because it is certainly very useful and this application can be used when offline, can continue to translate word by word.'' (R2)*
>
> '*'Because these applications are very useful when we write, especially in academic writing. Because each of these applications also has different functions in each used. Like Google Translate it is useful for translating words.'' (R3)*

Attitudes using or other words the advantages and disadvantages felt by participants (R1) and (R6), Google Translate only needs to download the application and can be used immediately without the need login again, while interpreting words is still safe, but to interpret sentences it is no longer in sync.

C. Attitude Towards (AT)

Attitude towards (AT) utilization is a user's subjective decision about a new technology or device to be used, which may have a positive or negative effect on a technology. So that the data found, students feel that the technology provides their respective advantages and disadvantages in English academic writing.

''*If it's an advantage for the Google Translate application, when we download the application, it <u>doesn't need to login again</u>, and there are <u>no ads either</u>. As for the disadvantage, when we <u>interpret it word by word</u> the meaning is still appropriate, but sometimes when we interpret it <u>per sentence the meaning is different.</u>''* **(R1)**

''*Google Translate has much advantage. Such as easy to use, providing translations from various languages in the world, <u>providing audio that tells how to pronounce words</u>, and can be download via cellphones and even we can access them online.*''** (R6)**

Then, participants (R3) and (R6) will recommend to other friends to be able to use this application, especially in academic writing.

D. Behavioral Intention (B)

Behavioral Intention (B) to use is a behavioral interest that can be seen from the level of use of the technology, so it can be predicted from his attitude and attention. His motived to keep using the technology, as well as the desire motivate other users. So that the results obtained from interviews, students highly recommend the application to their friends and others to use it in English academic writing.

''*I would <u>suggest other students to use</u> this application, especially to students majoring in English. It is certain that they will find it very useful in academic writing.*''*(R3)**

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'*I will definitely recommend it to other friends, because it will really <u>help them in academic writing.</u>*'' (**R6**)

Participants (R2) and (R3), gives satisfied to the Google Translate 4 application from 1-5, it can be said that it has almost reached maximum satisfaction.

E. The Actual System Use (AU)

The Actual System Use (AU) is that someone considers the technology easy to use so that it is possible for them to be satisfied using the technology which is reflected in the actual conditions of use. Below is a showed of satisfaction with the results of using technology in English academic writing, each participant was satisfied.

'*I give the rating, <u>4 out of 1-5</u> (yes, it's a little more than a very satisfied level).*'' (**R2**)

'*Certainly very satisfied with these applications. Although each has its advantages and disadvantages, but <u>I feel satisfied when using it.</u>*'' (**R3**)

The results of using the Google Translate application, some participants found it easy to use in learning academic writing, and also they felt helped by this application, not many had difficulties. So the assessment of them on averaged feel satisfied.

2. Grammarly

A. Perceived Ease of Use (PEU)

The results of interviews conducted based on the use of technology acceptance model in English academic writing starting with Perceived Ease of

Use (PEU) which is defined as measure where a person believes that computers can be easily understood and used.

'*'Because it's definitely easy to use, moreover it really <u>helps me to study and do my assignments</u>, especially in terms of academic writing.''* **(R4)**

'*'This application has uses that can make it easier for me to write. Grammarly, from the name alone we know that is an application <u>to check in Grammar</u> of our writing. Not only that, Grammarly can also <u>detect errors and provide a suitable word choice</u> according to the text categories we want.''* **(R5)**

From the participants' answers above, it can be concluded that he Grammarly application is easy to use in learning, especially in terms of writing. And also this application can check our grammatical errors in writing.

B. Perceived Usefulness (PU)

Perceived Usefulness (PU) is defined as a measure of the extent to which the use of technology is believed to provide benefits to the people who use it. Someone believes that the use of a particular technology will provide benefits or have a positive impact that will be obtained when using the technology.

The results obtained, students find it very useful to use technology in English academic writing.

'*'Because these applications are very useful when we write, especially in academic writing. Because each of these applications also has different functions in each use, Grammarly is <u>useful for correcting errors</u> in our writing.''* **(R3)**

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''Because usually in academic writing, we definitely need an easy, practical dictionary that can be used at any time. If to find the correct grammar in writing, I choose to use the Grammarly application, because this application is very useful and <u>accurate for checking grammar.</u>'' **(R6)**

From participant answers (R3) and (R6), the use of the Grammarly application in academic writing is very useful in terms of checking grammar, because it can be said this application is accurate for checking grammar in writing.

In addition, the use of Grammarly application also has has its own advantages and disadvantages, such as having to pay upfront to use it and also not all features can be used.

C. Attitude Towards (AT)

Attitude towards (AT) utilization is a user's subjective decision about a new technology or device to be used, which may have a positive or negative effect on a technology. So that the data found, students feel that the technology provides their respective advantages and disadvantages in English academic writing.

''Grammarly has advantages such as being easily <u>accessible for free</u>, being able to <u>detect typos, word choices, and grammar</u> that is not in accordance with the rules of grammar in English. Uniquely, Grammarly gives a red line or blue line if there is a wrong word so that users can easily find errors. While the drawback of Grammarly is that some of the <u>features provided are paid</u> and cannot be accessed when offline.'' **(R5)**

''For the drawback of the Grammarly application, there are _a lot of ads_ and there are premium ones, which _must be paid_ for before you can use it. For its advantages, it can be said that it is _accurate to check the grammar in writing._'' (**R6**)

The advantages and disadvantages felt by the participants were different. Like the excess participant (R5) feels, this application is able to check for wrong words and is even given a blue or red line if there is an error, but unfortunately all of its features cannot be used offline. And what is felt by participants (R6) using this application must be paid in advance so that it can be used.

D. Behavioral Intention (B)

Behavioral Intention (B) to use is a behavioral interest that can be seen from the level of use of the technology, so it can be predicted from his attitude and attention. His motived to keep using the technology, as well as the desire motivate other users. So that the results obtained from interviews, students highly recommend the application to their friends and others to use it in English academic writing.

''Yes, I will _recommend it to others_. Especially for academic writing, we will get a lot of information through this application.'' (**R7**)

''Highly recommended. Especially for friends who are in need of a _solution in terms of academic writing_. Because, it' will be very helpful with this application.'' (**R8**)

Particpants (R7) and (R8) also highly recommend this Grammarly application to other friends, because there will be a lot of information there and also solutions for academic writing.

The results of using the Grammarly application, each participant was satisfied and gave a rating of 8 out of 1-10.

E. The Actual System Use (AU)

The Actual System Use (AU) is that someone considers the technology easy to use so that it is possible for them to be satisfied using the technology which is reflected in the actual conditions of use. Below is a showed of satisfaction with the results of using technology in English academic writing, each participant was satisfied.

‘*'I rate the rating from 1-10, yes. For the Grammarly application I will give it a <u>rating of 8</u>.''* **(R1)**

‘*'Certainly very satisfied with these applications. Although each has its advantages and disadvantages, but <u>I feel satisfied</u> when using it.''* **(R3)**

The interview results from using the Grammarly application, some participants feel like using the application, because they think the Grammarly application is very useful correcting grammar in a sentence academic writing. However, the difficulties of this application, that is not free and you have to pay first to be able to use it. But, they still feel satisfied using the application, they will even recommend it to other friends.

3. YouTube

A. Perceived Ease of Use (PEU)

The results of interviews conducted based on the use of technology acceptance model in English academic writing starting with Perceived Ease of Use (PEU) which is defined as measure where a person believes that computers can be easily understood and used.

The results of interviews using the YouTube application based on participants (R7) and (R8), they like to use YouTube, because through this application a lot of information is obtained there, especially how to use this application is also easy.

'*'I like to use YouTube because for the YouTube application there is <u>a lot of information</u> that I can get here, such as when we have difficulty using an application or other things, so we can <u>see the tutorial on YouTube</u>.''* **(R7)**

'*'The YouTube application is also <u>not difficult to use</u>, in fact it can be said that it is easy, because we only need to type in the search what we want, and we only need to watch the video.''* **(R8)**

And according to participant (R8) the use of this application is very practical to use anytime anywhere, we only need to type it there and immediately watch the available videos.

B. Perceived Usefulness (PU)

Perceived Usefulness (PU) is defined as a measure of the extent to which the use of technology is believed to provide benefits to the people who use it.

Someone believes that the use of a particular technology will provide benefits or have a positive impact that will be obtained when using the technology.

The results obtained, students find it very useful to use technology in English academic writing.

> ''Yes, because these applications are easy and practical when used at any time. The YouTube application is also not difficult to use, in fact it can be said it is easy, because we only to type in the search what we want, and we only need to watch the video.'' **(R8)**

According to the participants (R7) and (R8), this application also has advantages and disadvantages in its use, such as there are several videos available there that can be watched for free, but not all videos can be watched for frees, need a lot of internet quota to access them.

C. Attitude Towards (AT)

Attitude towards (AT) utilization is a user's subjective decision about a new technology or device to be used, which may have a positive or negative effect on a technology. So that the data found, students feel that the technology provides their respective advantages and disadvantages in English academic writing.

> ''As for the advantages of the YouTube application, there are many, because in this application there is a lot of new information that we may not know, so we just need to for it and when we get it, we just need to watch and hear from the videos available there. But to use it, we must have a lot of internet quota, because it will be quite large to spend watching the video.'' **(R7)**

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''*The YouTube application there are many videos available there, what we want, even if we are lucky there are also <u>videos that can be watched offline. But unfortunately not all videos are available offline.</u>''* **(R8)**

However, of all the advantages and disadvantages of this application, they will recommend to others to use this application because there will be a lot of information available there. However, they do not recommend this application in learning academic writing.

D. Behavioral Intention (B)

Behavioral Intention (B) to use is a behavioral interest that can be seen from the level of use of the technology, so it can be predicted from his attitude and attention. His motived to keep using the technology, as well as the desire motivate other users. So that the results obtained from interviews, students highly recommend the application to their friends and others to use it in English academic writing.

''*Yes, I <u>will recommend it to others</u>. Especially for an academic writing, we will get a lot of information through this application.*'' **(R7)**

''*Highly recommended. Especially for friends who are in need of a solution in terms of academic writing. Because, it will be very helpful with this application. But for the YouTube application, maybe I <u>can't suggest it to my friends</u> in terms of academic writing.*'' **(R8)**

Overall, from the results of using this application, participants (R7) were satisfied using the YouTube application in their daily lives.

E. The Actual System Use (AU)

The Actual System Use (AU) is that someone considers the technology easy to use so that it is possible for them to be satisfied using the technology which is reflected in the actual conditions of use. Below is a showed of satisfaction with the results of using technology in English academic writing, each participant was satisfied.

'*'So far I'm satisfied, because there are <u>many advantages of these</u> <u>applications</u>, and each application has a different function.''* **(R7)**

According the participants, the results of the use the YouTube application are very useful for use in learning, but they do not recommend it for use in academic writing. But in terms of looking for information that is not yet known, they suggest looking on YouTube, because there are many tutorial videos that you can watch. To use this application, sometimes requires a large internet quota. The results of using this application are satisfied.

4. TURNITIN

A. Perceived Ease of Use (PEU)

The results of interviews conducted based on the use of technology acceptance model in English academic writing starting with Perceived Ease of Use (PEU) which is defined as measure where a person believes that computers can be easily understood and used.

'*'This application is easy to use which can make it easier for me to write. Turnitin application this is an application <u>created to check plagiarism</u> in*

the text. This application will list how many % of plagiarism we take from existing journals.'' (R5)

Participant (R5) found it easy to use Turnitin in terms of writing. This new Turnitin is used to check the percentage of plagiarism contained in writing.

And his opinion, he will continue to use Turnitin as long as he does well, especially in academic writing, but it is possible that many other more sophisticated applications will appear in the future that are useful in academic writing.

B. Perceived Usefulness (PU)

Perceived Usefulness (PU) is defined as a measure of the extent to which the use of technology is believed to provide benefits to the people who use it. Someone believes that the use of a particular technology will provide benefits or have a positive impact that will be obtained when using the technology.

The results obtained, students find it very useful to use technology in English academic writing.

'*'Maybe yes as long as the application is working properly. Or even in the future there will be more sophisticated applications to assist users in writing. I hope so. Because as we know that technology is getting more sophisticated over time, so it can be predicted that there will be lots of application that can help in writing.'' (R5)*

Besides being easy to use, Turnitin also has its advantages and disadvantages. According to participant (R5) the advantage of Turnitin is being

able to accept all types of files so that they can be checked for plagiarism and can be said to be accurate. As for the drawbacks, sometimes the loading for Turnitin is too long, so it has to be refreshed many times.

C. Attitude Towards (AT)

Attitude towards (AT) utilization is a user's subjective decision about a new technology or device to be used, which may have a positive or negative effect on a technology. So that the data found, students feel that the technology provides their respective advantages and disadvantages in English academic writing.

'*'Turnitin has advantages such as being fast in processing and <u>checking for plagiarism</u> in the text. The plus I like most is that Turnitin accepted a wide variety of file types to detect. Turnitin can be said to be accurate and provides an assessment in the form of %. While the drawback is that Turnitin also sometimes <u>takes too long to load</u> so it has to be repeated and refreshed repeatedly.''* **(R5)**

D. Behavioral Intention (B)

Behavioral Intention (B) to use is a behavioral interest that can be seen from the level of use of the technology, so it can be predicted from his attitude and attention. His motived to keep using the technology, as well as the desire motivate other users. So that the results obtained from interviews, students highly recommend the application to their friends and others to use it in English academic writing.

'*'Of Course, yes. Because in my opinion, this application is very useful and makes writing easier. The functions and features available are so attractive that they can use the application anytime, anywhere, and write anything.''* **(R5)**

And participant (R5) also highly recommend to others to use Turnitin, because it will be very easy in terms of writing, and can be used anytime anywhere.

As a result, (R5) feel satisfied and comfortable using Turnitin, besides having no trouble using it, it also provides maximum results.

E. The Actual System Use (AU)

The Actual System Use (AU) is that someone considers the technology easy to use so that it is possible for them to be satisfied using the technology which is reflected in the actual conditions of use. Below is a showed of satisfaction with the results of using technology in English academic writing, each participant was satisfied.

'*'Each application provides individual satisfied for me. Depend on my needs. Indeed, humans want everything to happen instantly, in my opinion this application has provided sufficient satisfied and convenience. We just need to type and these applications will give us what we need without wasting a lot of energy and thought.''* **(R5)**

The results of using Turnitin application according participant (R5) are very useful in academic writing, because it functions to be able to find out what

percentage of plagiarism is. And satisfied he is using the application, so he recommends to other friends to use the Turnitin application.

5. U-Dictionary

A. Perceived Ease of Use (PEU)

The results of interviews conducted based on the use of technology acceptance model in English academic writing starting with Perceived Ease of Use (PEU) which is defined as measure where a person believes that computers can be easily understood and used.

> ''*The U-Dictionary application is fun to use because it can <u>increase my foreign language vocabulary</u>, especially in academic writing which requires a lot of new vocabs when writing, so just look for it in this application.*'' **(R7)**

Participant (R7), using the U-Dictionary application in writing, he feels fun using this application, because it really helps him find new vocabs that can be used in writing.

Participant (R8) also said that this application is useful in academic writing, he said that later there will be many app that appear in the future, but he will continue to use the application.

B. Perceived Usefulness (PU)

Perceived Usefulness (PU) is defined as a measure of the extent to which the use of technology is believed to provide benefits to the people who use it.

Someone believes that the use of a particular technology will provide benefits or have a positive impact that will be obtained when using the technology.

The results obtained, students find it very useful to use technology in English academic writing.

'*'This application will still be used in the future, because it is <u>very useful for academic writing</u> which will definitely be needed. Even though many new applications will appear later, I will continue to use this application.''* **(R8)**

The advantages and disadvantages of using this application are very pronounced, this application can still be used offline, there are also synonyms antonyms. But unfortunately, when interpreting a sentence, then this application is not capable.

C. Attitude Towards (AT)

Attitude towards (AT) utilization is a user's subjective decision about a new technology or device to be used, which may have a positive or negative effect on a technology. So that the data found, students feel that the technology provides their respective advantages and disadvantages in English academic writing.

'*'The U-Dictionary application can still be <u>used offline without using the internet.</u>''* **(R7)**

'*'U-Dictionary application, in this application not only for interpreting a word but also for synonym antonym, there is also available <u>pronouncing when we interpret a word</u>. But unfortunately it <u>can't be interpreted as a sentence</u>, but can only be said.''* **(R8)**

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D. Behavioral Intention (B)

Behavioral Intention (B) to use is a behavioral interest that can be seen from the level of use of the technology, so it can be predicted from his attitude and attention. His motived to keep using the technology, as well as the desire motivate other users. So that the results obtained from interviews, students highly recommend the application to their friends and others to use it in English academic writing.

Behavioral intention to use this application is highly recommended to others, especially in academic writing. Will get new information and vocabulary in this application.

> '*'Highly recommended. Especially for friends who are in need of a solution in terms of academic writing. Because, it will be very helpful with this application.*'' **(R8)**

> '*'Yes, I will recommend it to others. Especially for academic, we will get a lot of information through this application.*'' **(R7)**

As a result, each participant was satisfied using the U-Dictionary application for academic writing.

E. The Actual System Use (AU)

The Actual System Use (AU) is that someone considers the technology easy to use so that it is possible for them to be satisfied using the technology which is reflected in the actual conditions of use. Below is a showed of satisfaction with the results of using technology in English academic writing, each participant was satisfied.

‘*'So far I'm satisfied, because there are many advantages of these applications, and each application has a different function.*'' **(R7)**

''90% to 100% for the U-Dictionary app.'' **(R8)**

The results of using the U-Dictionary application from participants (R7) dan (R8) they find it easy to use the application, because U-Dictionary is an application that is used to translate foreign languages, thus adding new vocabulary, then the application can be used offline, which is very practical to use anytime and anywhere. So they give a satisfied rating.

6. ERIC AND RESEARCH GATE

A. Perceived Ease of Use (PEU)

The results of interviews conducted based on the use of technology acceptance model in English academic writing starting with Perceived Ease of Use (PEU) which is defined as measure where a person believes that computers can be easily understood and used.

‘*'For ERIC, because there are many PDF file formats that can be downloaded, it makes it very easy for us to use it for academic writing, there are many journals that we can view offline or free. For Research Gate, it is almost the same as ERIC, so here there are many PDF that we can use as knowledge or guides in academic writing.''* **(R2)**

Based on the results of interviews that have been conducted, participants (R5) use ERIC and Research Gate in academic writing, because according to him

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it is easy to use, there are also many offline PDF journals available, which can be used as a guide in writing.

B. Perceived Usefulness (PU)

Perceived Usefulness (PU) is defined as a measure of the extent to which the use of technology is believed to provide benefits to the people who use it. Someone believes that the use of a particular technology will provide benefits or have a positive impact that will be obtained when using the technology.

The results obtained, students find it very useful to use technology in English academic writing.

‘*'In the Future I will continue to use ERIC and Research Gate, because these can be both knowledge and direction in academic writing.'' (R2)*

Participant (R5) will continue to use ERIC and Research Gate in the future in academic writing, because it will be very useful as a guide in terms of writing.

C. Attitude Towards (AT)

Attitude towards (AT) utilization is a user's subjective decision about a new technology or device to be used, which may have a positive or negative effect on a technology. So that the data found, students feel that the technology provides their respective advantages and disadvantages in English academic writing.

‘*'The advantages of ERIC and Research Gate are because there are many PDF files that can be downloaded, so it is very easy for us to use them in*

writing. The drawback is that there are <u>files that cannot be free, we have</u>

*to pay up front to get a file.'' (**R2**)*

Participant (R5) also feels that ERIC and Research Gate have advantages and disadvantages, such as there are many offline PDF Journals available that can be downloaded for free, but there are also some PDF journals that are not available offline, so you have to pay first to get them.

D. Behavioral Intention (B)

Behavioral Intention (B) to use is a behavioral interest that can be seen from the level of use of the technology, so it can be predicted from his attitude and attention. His motived to keep using the technology, as well as the desire motivate other users. So that the results obtained from interviews, students highly recommend the application to their friends and others to use it in English academic writing.

'*'Of course! I would <u>highly recommend my friends to use</u> ERIC and Research Gate in Academic writing.''* (**R2**)

From the advantages and disadvantages of ERIC and Research Gate, he will recommend to other friends to use it in academic writing.

E. The Actual System Use (AU)

The Actual System Use (AU) is that someone considers the technology easy to use so that it is possible for them to be satisfied using the technology which is reflected in the actual conditions of use. Below is a showed of

satisfaction with the results of using technology in English academic writing, each participant was satisfied.

　　'*'I give the rating, <u>4 out of 1-5</u> (yes, it's a little more than a very satisfied level).'' (R2)*

Even the participant (R2) was satisfied using it in academic writing, which can be said to have reached a very satisfied level.

Based on the results of using ERIC and Research Gate from (R2) participant, he was satisfied because ERIC and Research Gate are website where are many journals that can be offline or online, so that it is an alternative or additional for students in writing. So the (R2) recommended to other students to use it in learning writing.

It can be concluded that results obtained from interviews with all participants, each have a different opinion on the application used in academic writing. However, there are similarities between several participants who have opinions about the applications that must be used not offline there are also applications that can interpret words only, not sentences. However, the results of using the application, each participant was satisfied.

2. The Result of Questionnaire

1. Students' demography

In this part, the researcher uses a closed-ended method. There are twenty questions related to the use of technology used by students in English academic writing. There were 50 participants who answered the questionnaire, with the number of female participants was 35 students and the number of male 15

students. The scales are converted to numbers; strongly agree = 5, agree = 4, undecided = 3, disagree = 2, strongly disagree = 1.

a. Result of using ICT Application

Below is a table showing results faced by students on the use of application in English academic writing, which is calculated based on a scale that is converted into numbers; strongly agree = 5, agree = 4, undecided = 3, disagree = 2, strongly disagree = 1.

4.2 Table use the result of using application

No.	Tools	PEU I am satisfied using this application in academic writing					PU I am satisfied using this application in academic writing					AT I am satisfied using this application in academic writing					B I am satisfied using this application in academic writing					AU I am satisfied using this application in academic writing				
		SA	A	UD	D	SD	SA	A	UD	D	SD	SA	A	UD	D	SD	SA	A	UD	S	SD	SA	A	UD	D	SD
1	Grammarly	27	15	2	6	0	30	10	6	3	1	24	18	5	3	0	23	20	4	2	1	26	15	4	4	1
	Means	4.26					4.3					4.26					4.24					6.22				
2	Google Translate	28	11	7	3	0	27	13	4	6	0	25	15	5	5	0	24	14	8	2	2	23	16	7	4	0
	Means	4.22					4.22					4.2					4,12					4.16				
3	U-Dictionary	17	15	12	5	1	14	19	10	4	3	16	17	12	4	1	19	15	9	4	3	17	16	12	3	2
	Means	3.84					3.74					3.86					3.86					3.86				
4	YouTube	15	16	13	4	2	14	17	12	5	2	14	18	10	4	2	18	17	10	2	3	18	17	9	5	1
	Means	3.76					3.72					3.64					3.9					3.92				

With the development of technology that plays an important role in language learning. Many improvements in form, especially updating English teaching methods by applying information technology achievements such as the use of technology, such as computers in the world of education, are indispensable.

That information technology has a positive and effective impact on student progress (Chau, 2021).

The results of using application in education, especially in English academic writing have a good influence on all students. This can be seen from the results of the table above, where on average many participants agree and are satisfied with the technology they use in English academic writing. The highest value in the AU stage is seen in the Grammarly application, which is 6,22 and the lowest value is in the YouTube application in stage B which is 3,9.

B. Discussion

The research questions focused on the voices of PBI students regarding the use of application in learning English academic writing. The findings reveal that while the use of technology in learning English academic writing is good even though are some obstacles experienced.

This part compares and contrasts the findings from the previous section with the research findings. The discussion focuses on one research questions listed in chapter one. Based on the interview results, the researcher found the answer to the research question: Based on TAM, what are the reasons motivating, students to use ICT application in English Academic Writing? According to the interview result Researchers found that participants, namely R1, R2, R4, R6, and R8 had difficulties when using the application, the difficulties when using the application, and the difficulties they experienced also varied from one another. Such as R1, R2, and also R6 experience difficulties with the application, when typing a sentence continuously the meaning is different from the original sentence and got also takes a long process.

While the difficulties experienced by the R4 participant experienced difficulties when they first used it, so they were confused about how to use the applications. And participant R8 has difficulty having to use internet quota to be able to access these applications.

Regarding the results given by students regarding the use of technology in English academic writing, most of the students showed a positive toward the applications used, such as the application Grammarly, Google Translate, U-Dictionary, and YouTube. They started the features provided by this application were more than sufficient to support the learning process. The application is free, practical, and has a complementary function. However, other students said that using this application also encountered problems in using it.

Utilization of Information Technology by using computers or gadgets that can help in the learning process so that it runs well. With this information technology, it is hoped that learning can run well considering the majority of Indonesian people currently use the internet (Astini, 2020).

In addition, students also state certain challenges and problems faced by students along with their experiences in using the application. Internet access has a significant effect on the learning system, internet connection is lost, and internet quota runs out, being the main problems for students to use some of these paid applications. This research finding also proves the statement submitted by Muthuprasad et al., (2021) that the most significant obstacle mentioned by the participants is the limitation of the technology. Some students might be desperate due to a lack of internet access or poor internet connection, and access to the application will be a challenge.

The main features available by the Grammarly app include a grammar checker and additional features like proofreading and plagiarism detection. In addition, Grammarly is also an online proofreading service for checking documents for grammatical errors (Karyuatry et al., 2018).

On other hand, R3, R5, and R7 participants did not experience any difficulties when using this application, they felt that the applications were easy to use and also very practical.

Overall, based on the findings, all students agree that the use of technology used for learning has its own advantages and disadvantages. They like experience using these applications.
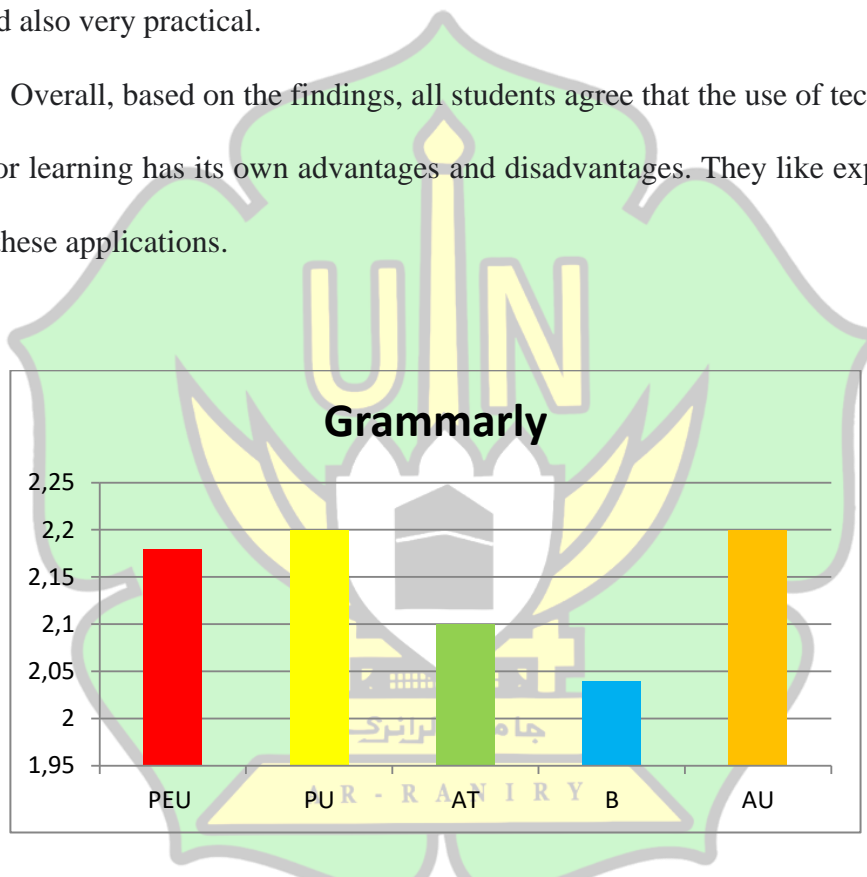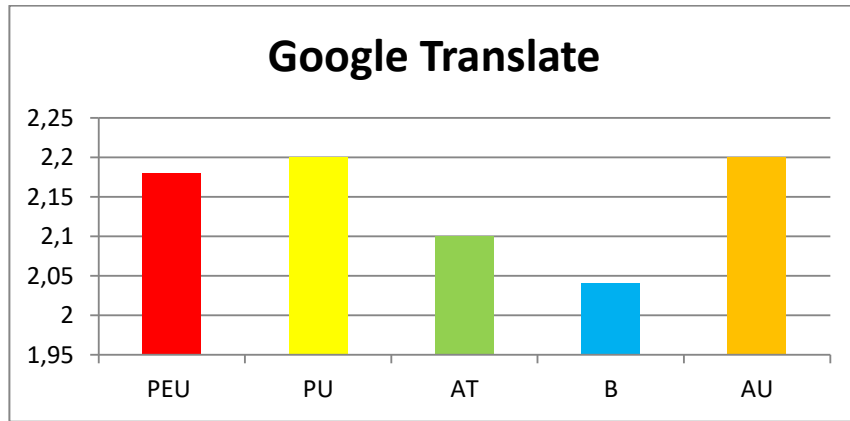

Figure 4.1 Percentage of using application Grammarly

Figure 4.2 Percentage of using application Google Translate
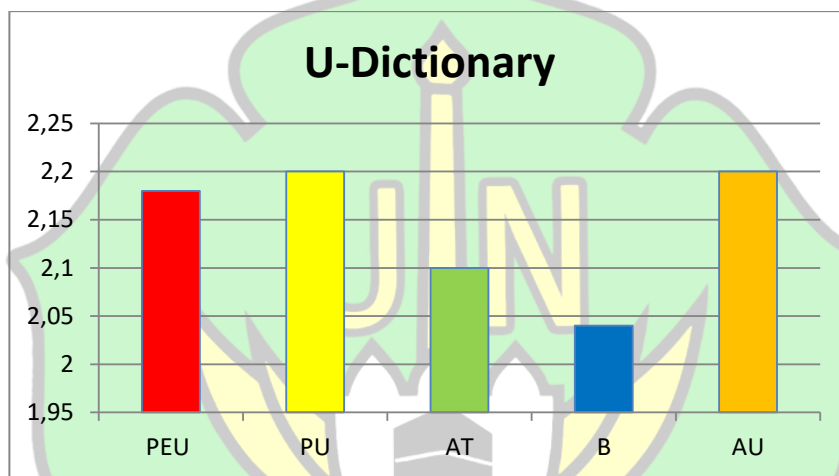
Figure 4.3 Percentage of using application U-Dictionary
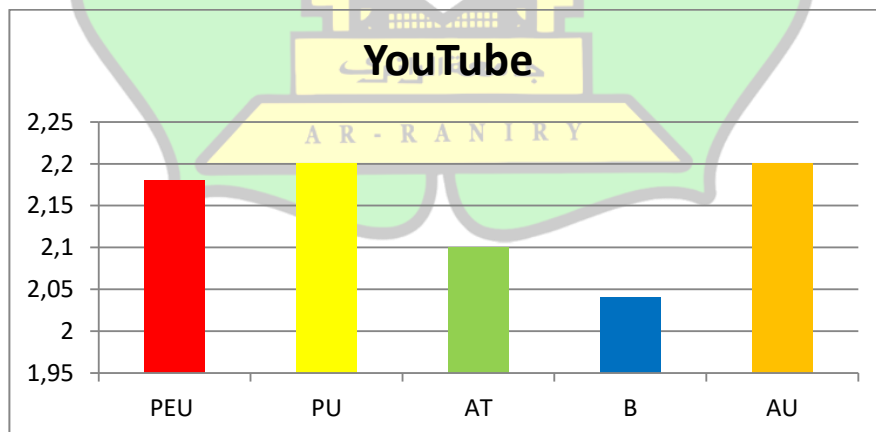
Figure 4.4 Percentage of using application YouTube

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presented the conclusion and recommendation based on findings and discussion. In this section, the findings and discussion would be summarized. Meanwhile, the recommendation would be beneficial for future researcher.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher found that most of the students in the Department of English Education show positive agreement about the use of applications used in learning English academic writing. Grammarly, Google Translate, U-Dictionary, and YouTube applications provide free, practical, and functional features to support the learning process. It is undeniable, there are still some difficulties faced by students, such as the inability to operate the app, loss of internet connection, and running out of internet quota. In addition to choosing the appropriate application, all students believe that adopting appropriate teaching styles and materials is an important element.

The evaluation of the four applications also revealed that application in the learning process gets a high-level satisfaction. This finding is also in accordance with the assumption that Grammarly is the most dominant application among the others, with the highest satisfaction score based on evaluation results.

B. Recommendation

Based on the research results, this research is expected to be useful for future researchers. However, this study has limitations, namely, it only focuses on eight students. For students, the researcher will suggest students increase the use of other applications that can help in terms of writing, by accessing many internet features that are available for free or not. So that it can also add insight and new vocabulary that is rarely used in daily life to be included in writing.

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Student Interview Question Sheet

Introductory questions will be asked regarding the participant's personal identity and academic identity (Age, Gender, Major, etc).

1. What app do you use for academic writing?

2. What applications do you use for academic writing?

3. Why do you like to use the application?

4. Are you having trouble using it?

5. What's the solution if you have trouble using it?

6. In your opinion, what are the advantages and disadvantages of this application?

7. How satisfied are you with the application?

8. Would you suggest to others to use the app in academic writing?

''Each question might be followed by additional questions based on the answer give''
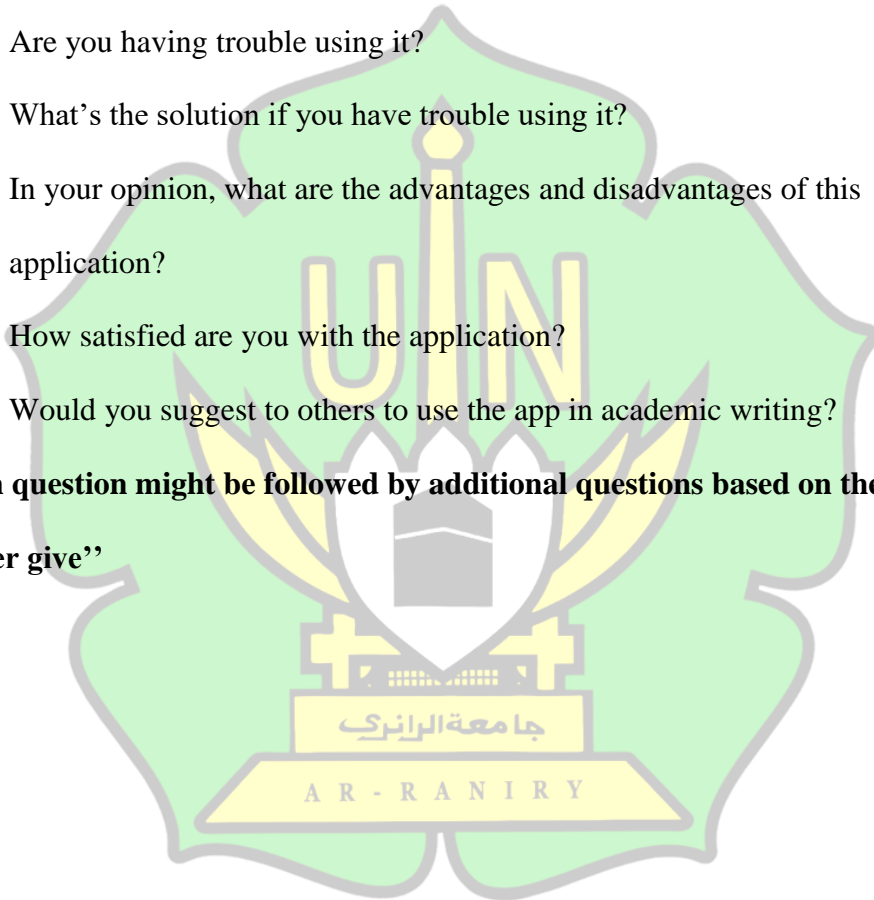
INTERVIEW TRANSCRIPT

Participant 1

Interviewee : R1 (24)   Gender: Female

University and Major : UIN (PBI'17)

Date of Interview : 31ˢᵗ August 2022

Place   : Via WhatsApp

R: Apa saja aplikasi yang kamu gunakan untuk Academic Writing?

R1: Kalau untuk Academic Writing, biasanya lebih sering gunain aplikasi Google Translate sama Grammarly sih.

R: Mengapa kamu menyukai untuk menggunakan aplikasi tersebut?

R1: Kalau untuk aplikasi Google Translate; Karena aplikasi ini udah sering kita gunain untuk sehari-hari dan pasti udah familiar juga, terus cara gunain juga sangat mudah. Kalau untuk aplikasi Grammarly; Aplikasi ini tuh langsung memperbaiki tata bahasa kita yaitu kayak grammar kita didalam suatu kalimat ataupun paragraph. Jadi pas kita selesai ngetik kalimat langsung Nampak grammar kita yang salah ataupun kurang tepat.

R: Apakah kamu mengalami kesulitan ketika menggunakannya?

R1: Untuk aplikasi Grammarly, kadang-kadang saat kita ngetik suatu kalimat terus artinya itu kayak berbeda dengan kalimat kita, kayak random sama kalimat kita. Terus juga ada yang gak otomatis kadang-kadang.Kalau untuk aplikasi Google Translate, pas kita artiin per-kata artinya masih pas, tapi pas kita ngetik suatu kalimat panjang artinya udah lain, udah enggak sesuai lagi sama kalimat bahasa inggrisnya.

R: Bagaimana solusinya jika kamu mengalami kesulitan dalam menggunakannya?

R1: Saya bakalan mencari alternative lain, misalnya dengan belajar mencari arti dari kata per kata, terus mencari mana kalimat aktif dan kalimat pasif, terus belajar sendiri dikit-dikit untuk mencari tau grammarya maupun artinya. Ini biasanya saya lakukan ketika saya mengalami kendala dalam menggunakan aplikasi tersebut.

R: Menurut kamu, apa saja kelebihan dan kekurangan dari aplikasi tersebut?

R1: Kalau kelebihan untuk Aplikasi Grammarly, ketika kita download aplikasi ini kita Cuma perlu login akun aja, dan gak banyak iklannya, dan mudahnya pas kita mencari grammar dari kalimat kita, langsung nampak katanya mana yang kurang grammarnya. Kalau untuk kekurangannya, ada saat ketika kita mencari arti dari kalimat bahasa inggris, artinya tidak sesuai. Kalau kelebihan untuk aplikasi Google Translate, ketika kita download aplikasinya dia tidak perlu login akun lagi, dan gak ada iklannya juga. Kalau untuk kekurangannya, pas kita artiin per kata artinya masih sesuai, tapi terkadang pas kita artiin per kalimat artinya udah beda.

R: Apakah kamu akan tetap menggunakan aplikasi tersebut untuk kedepannya?

R1: Untuk aplikasi Grammarly, saya bakalan tetap menggunakannya ya, terutama didalam academic writing. Untuk aplikasi Google Translate, mungkin iya dan juga tidak.

R: Sejauh mana kepuasan kamu terhadap aplikasi tersebut?

R1: Saya nilai dari penilaian ratingnya dari 1-10 ya, kalau untuk aplikasi Grammarly saya bakalan kasih nilai 8, kalau untuk aplikasi Google Translate saya bakalan kasih nilai 6 sih.

R: Apakah kamu akan menyarankan kepada orang lain untuk menggunakan aplikasi tersebut dalam academic writing?

R1: Tentu saja, saya bakalan menyarankan aplikasi Grammarly untuk orang lain. Tapi kalau untuk aplikasi Google Translate enggak.

INTERVIEW TRANSCRIPT

Participant 2

Interviewee : R2 (22)   Gender: Female

University and Major : UIN (PBI'17)

Date of Interview : 31st August 2022

Place   : Via WhatsApp

R: Apa saja aplikasi yang kamu gunakan untuk Academic Writing?

R2: Untuk belajar Academic writing, biasanya aku lebih memilih aplikasi Google Translate, ERIC dan Research Gate.

R: Mengapa kamu menyukai untuk menggunakan aplikasi tersebut?

R2: Yang pertama untuk aplikasi Google Translate, aku lebih senang menggunakannya karena pastinya lebih mudah dan aplikasi ini dapat digunakan ketika offline, terus bisa terjemahin per kata. Kalau untuk ERIC, karena disana banyak terdapat bentuk file PDF yang bisa didownload, itu memudahkan sekali ketika kita gunakan untuk academic writing, terdapat banyak jurnal-jurnal yang bisa kita lihat dalam keadaan offline maupun free. Untuk Research Gate, hampir sama dengan ERIC, jadi disini terdapat banyak PDF jurnal yang bisa kita jadiin kita ilmu atau panduan dalam academic writing.

R: Apakah kamu mengalami kesulitan ketika menggunakannya?

R2: Kesulitannya, ketika menggunakan aplikasi Google Translate untuk mengartikan sebuah kalimat, kadang-kadang kalimatnya panjang tuh, jadi arti sama kalimat kurang tepat, tapi kalau untuk per kata masih sesuai artinya. Nah, kalau untuk ERIC dan Research Gate karena terdapat banyak jurnal, jadi engga

semua PDF jurnalnya bisa kita lihat dalam keadaan online, bahkan kita harus bayarnya diawal.

R: Bagaimana Solusinya jika kamu mengalami kesulitan dalam menggunakannya?

R2: Kalau saya mengalami kendala dalam menggunakan Google Translate, maka saya akan menggunakan aplikasi U-Dictionary yang dapat dipakai juga untuk mengartikan kata atau kalimat. Kalau untuk ERIC dan Research Gate, Karena ini lebih kepada website maka saya akan beralih ke website lain, seperti Google Scholar ataupun Repository kampus yang fungsinya terdapat banyak jurnal yang dapat digunakan untuk academic writing.

R: Menurut kamu, apa saja kelebihan dan kekurangan dari aplikasi tersebut?

R2: Kelebihan dari aplikasi Google Translate, mudah digunakan, karena orang-orang udah engga asing lagi sama aplikasi ini,dan dipakainya pun tidak susah. Kekurangannya, ya dalam kita translate banyak-banyak kalimat artinya susah berbeda dengan kalimat awalnya. Kalau kelebihan ERIC dan Research Gate, karena banyak file PDF yang bisa didownload, jadi memudahkan sekali untuk kita pakai dalam menulis. Kekurangnya, ada file yg tidak bisa free, kita harus bayar diawal untuk dapat sebuah file itu.

R: Apakah kamu akan tetap menggunakan aplikasi tersebut untuk kedepannya?

R2: Untuk kedepannya saya bakalan tetap gunain aplikasi Google Translate, ERIC dan Research Gate, karena ini dapat menjadi ilmu maupun arahan dalam academic writing.

R: Sejauh mana kepuasan kamu terhadap aplikasi tersebut?

R2: Aku kasih rating penilaiannya, 4 dari 1-5 (ya, sedikit lagi mencapai tingkat puas sekali).

R: Apakah kamu akan menyarankan kepada orang lain untuk menggunakan aplikasi tersebut dalam academic writing?

R2: Of course! Aku bakalan menyarankan sekali teman-temanku untuk menggunakan Google Translate, ERIC dan Research Gate dalam academic writing. Karena berbagi pengetahuan kepada orang lain, maka akan mudah urusan kita kedepannya nanti, Hehe.

INTERVIEW TRANSCRIPT

Participant 3

Interviewee : R3 (22) Gender: Female

University and Major : UIN (PBI'17)

Date of Interview : 31st August 2022

Place : Via WhatsApp

R: Apa saja aplikasi yang kamu gunakan untuk Academic Writing?

R3: Saya menggunakan aplikasi Google Translate dan Grammarly.

R: Mengapa kamu menyukai untuk menggunakan aplikasi tersebut?

R3: Ya karena aplikasi-aplikasi ini sangat bermanfaat ketika kita menulis, apalagi dalam academic writing. Karena masing-masing aplikasi ini juga memiliki fungsi yang berbeda-beda disetiap penggunaannya Kalau untuk Google Translate berguna untuk menerjemahkan kata. Sedangkan untuk Grammarly berguna untuk mengoreksi kesalahan dalam penulisan kita.

R: Apakah kamu mengalami kesulitan ketika menggunakannya?

R3: Kalau untuk kesulitan dalam menggunakan aplikasi ini menurut saya, tidak. Karena aplikasi ini mudah untuk digunakan. Apalagi aplikasi-aplikasi ini sudah sangat familiar di kalangan mahasiswa, jadi mudah untuk digunakannya.

R: Bagaimana solusinya jika kamu mengalami kesulitan dalam menggunakannya?

R3: Menurut saya, kalau untuk kesulitannya sejauh ini belum ada jadi saya tidak memiliki solusi mengatasinya. Mungkin untuk orang-orang yang kesulitan belum tau bagaimana cara menggunakan aplikasi ini, mungkin bisa bertanya kepada teman atau mencari tau melalui Youtube.

R: Menurut kamu, apa saja kelebihan dan kekurangan dari aplikasi tersebut

R3: Masing-masing aplikasi pasti memiliki kelebihan dan kekurangannya. Contohnya seperti aplikasi Google Translate, aplikasi ini sangat mudah digunakan untuk mengertikan sebuah kata, terdapat pronounciationnya juga, dan lebih mudahnya tulisan kita dapat langsung di poto untuk langsung mengetahui artinya. Tapi sayangnya, aplikasi ini juga terkadang artinya tidak sesuai apabila kalimat yang kita tulis terlalu panjang, dan juga memiliki batasan kata yag sudah ditentukan. Untuk aplikasi Grammarly, sangat berguna sekali untuk mengecek grammar kita yang kurang tepat dalam sebuah kalimat, apalagi sangat berguna dalam penulisan akademik. Tapi sayangnya aplikasi ini, terdapat beberapa fitur yang harus dibayar untuk dapat digunakan, jadi tidak free.

R: Apakah kamu akan tetap menggunakan aplikasi tersebut untuk kedepannya?

R3: Akan tetap saya gunakan untuk kedepannya. Apalagi aplikasi Google Translate memudahkan saya untuk menerjemahkan suatu kalimat, dan untuk aplikasi Grammarly dapat mengoreksi grammar didalam suatu kalimat.

R: Sejauh mana kepuasan kamu terhadap aplikasi tersebut?

R3: Sudah pasti sangat puas terhadap aplikasi-aplikasi ini. Meskipun memiliki kekurangan dan kelebihnnya masing-masing, tapi saya merasa puas ketika menggunakannya.

R: Apakah kamu akan menyarankan kepada orang lain untuk menggunakan aplikasi tersebut dalam academic writing?

R3: Saya akan menyarankan kepada mahasiswa lain untuk menggunakan aplikasi ini, terlebih kepada mahasiswa jurusan Bahasa Inggris. Sudah pasti mereka akan sangat merasa bermanfaat dalam academic writing.

INTERVIEW TRANSCRIPT

Participant 4

Interviewee : R4 (23) Gender: Male

University and Major : UIN (PBI'17)

Date of Interview : 31st August 2022

Place : Via WhatsApp

R: Apa saja aplikasi yang kamu gunakan untuk Academic Writing?

R4: Menurut saya, aplikasi Grammarly dan Google Translate untuk academic writing.

R: Mengapa kamu menyukai untuk menggunakan aplikasi tersebut?

R4: Karena sudah pasti mudah untuk digunakan, apalagi sangat membantu saya untuk belajar dan mengerjakan tugas, terutama daam hal academic writing.

R: Apakah kamu mengalami kesulitan ketika menggunakannya?

R4: Mungkin untuk kesulitan dalam menggunakannya. Seperti mengalami kesulitan ketika pertama kali menggunakannya, jadi bingung cara menggunakan aplikasi tersebut bagaimana.

R: Bagaimana solusinya jika kamu mengalami kesulitan dalam menggunakannya?

R4: Solusi ketika bingung gimana cara gunain aplikasi tersebut gimana, ya mencari tahu di Youtube atau di Google untuk mencari tahu cara penggunaannya. Atau yang lebih mudah, bisa bertanya kepada teman terdekat yang sudah sangat mengerti menggunakan aplikasi tersebut.

R: Menurut kamu, apa saja kelebihan dan kekurangan dari aplikasi tersebut

R4: Untuk aplikasi Google Translate merupakan sebuah aplikasi yang cepat untuk mentrasnlate, yang didalamnya terdapat berbagai bahasa tidak hanya bahasa inggris saja. Tapi untuk kalimat yang terlalu banyak kita artikan, artinya pun kadang-kadang sudah tidak sinkron lagi. Aplikasi Grammarly mudah digunakan, dan terdapat banyak variasi disana, seperti grammar, tanda baca dan lain-lain. Tapi tidak semuanya dapat digunakan, ada yang harus bayar dial baru bisa digunakan.

R: Apakah kamu akan tetap menggunakan aplikasi tersebut untuk kedepannya?

R4: Ya, karena bermanfaat digunakan dalam mengoreksi grammar didalam suatu kalimat dan juga untuk mengartikan kalimat. Itu merupakan cara untuk meningkatkan kemampuan menulis kita.

R: Sejauh mana kepuasan kamu terhadap aplikasi tersebut?

R4: Untuk kepuasan terhadap aplikasi-aplikasi tersebut berbeda. Untuk aplikasi Grammarly saya kasih nilai 90% dan untuk Google Translate 85%.

R: Apakah kamu akan menyarankan kepada orang lain untuk menggunakan aplikasi tersebut dalam academic writing?

R4: Saya akan menyarankan kepada yang lainnya untuk menggunakan aplikasi-aplikasi ini untuk dapat meningkatkan kemampuan menulis mereka.

INTERVIEW TRANSCRIPT

 Participant 5

Interviewee : R5 (23)   Gender: Female

University and Major : UIN (PBI'17)

Date of Interview : 1st Sept 2022

Place   : Via WhatsApp

R: Apa saja aplikasi yang kamu gunakan untuk Academic Writing?

R5: Saya menggunakan Google Translate, Grammarrly, dan Turnitin dalam menulis, baik untuk academic writing, maupun yang lainnya.

R: Mengapa kamu menyukai untuk menggunakan aplikasi tersebut?

R5: Sejujurnya, ketiga aplikasi ini saling berhubungan. Sejauh yang saya tau, ini merupakan paket lengkap dalam menulis. Ketiga aplikasi ini memiliki kegunaan masing-masing yang dapat mempermudah saya dalam menulis. Pertama, ada Google Translate yang berfungsi menerjemahkan kata-kata yang saya tidak tau artinya, bagaimana penulisannya dalam phonetic. Kedua, ada Grammarly, dari namanya saja kita tahu bahwa ini adalah aplikasi untuk mengecek tata bahasa dari tulisan kita. Tidak hanya itu, Grammarly ini juga bisa mendeteksi kesalahan dan memberikan word choice yang cocok yang sesuai dengan text categories yang kita inginkan. Canggihnya, Grammarly bisa lagsung terhubung dengan Google Translate sehingga kita tidak perlu menyalin text ke Grammarly. Dan yang terakhir ada Turnitin. Ini adalah aplikasi yang diciptakan untuk mengecek plagiarism yang ada didalam text. Aplikasi ini akan mencantumkan berapa % plagiat yang kita ambil dari jurnal-jurnal yang ada.

R: Apakah kamu mengalami kesulitan ketika menggunakannya?

R5: Tidak sama sekali. Aplikasi tersebut mudah digunakan. Fitur-fitur yang tersedia juga tidak menyulitkan pengguna. Bahkan kalau kita sering menggunakannya, kita dapat mengetahui fitur-fitur tersembunyi yang ada.

R: Bagaimana solusinya jika kamu mengalami kesulitan dalam menggunakannya?

R5: Saya akan mengakses Youtube dan Google atau bertanya kepada teman-teman. Saya akan melihat tutorial yang saya perlukan atau meminta teman untuk mengajari.

R: Menurut kamu, apa saja kelebihan dan kekurangan dari aplikasi tersebut?

R5: 1. Google Translate memiliki kelebihan yang banyak. Seperti mudah digunakan, menyediakan terjemahan dari berbagai bahasa di dunia, menyediakan audio yang memberitahu cara melafalkan kata, dan bisa didownload melalui hp bahkan kita dapat mengaksesnya secara offline. Sedangkan kekurangannya adalah terkadang Google Translate not-grammar-friendly.

2. Grammarly memiliki kelebihan seperti mudah diakses dengan gratis, dapat mendeteksi typo, word choice, dan tata bahasa yang tidak sesuai dengan kaidah Grammar in English. Uniknya, Grammarly memberikan tanda red line or blue line jika ada kata yang salah sehingga pengguna dengan mudah menemukan error. Sedangkan kekurangan dari Grammarly adalah beberapa fitur disediakan berbayar dan tidak bisa diakses ketika offline.

3. Turnitin memiliki kelebihan seperti cepat dalam memproses dan mengecek plagiarism yang ada didalam text. Kelebihan yang paling saya suka adalah Turnitin menerima berbagai jenis file untuk dideteksi. Turnitin dapat dikatakan akurat dan menyediakan penilaian dalam bentuk %. Sedangkan kekurangannya

adalah Turnitin juga terkadang memuat terlalu lama sehingga harus diulang dan direfresh berulang kali.

R: Apakah kamu akan tetap menggunakan aplikasi tersebut untuk kedepannya?

R5: Mungkin iya selama aplikasi tersebut berfungsi dengan baik. Atau bahkan dimasa depan aka nada aplikasi yang lebih canggih untuk membantu pengguna dalam menulis. I hope so. Karena as we know that teknologi bertambah canggih seiring berjalannya waktu, sehingga bisa diprediksikan bahwa akan banyak sekali aplikasi yang dapat membantu dala menulis.

R: Sejauh mana kepuasan kamu terhadap aplikasi tersebut?

R5: Setiap aplikasi memberikan kepuasan masing-masing bagi saya. Tergantung dengan keperluan saya. Sejatinya manusia ingin seluruhnya terjadi dengan instan, menurut saya ketiga aplikasi ini sudah memberikan kepuasan dan kemudahan yang sangat cukup. Kita hanya perlu mengetik dan aplikasi-aplikasi tersebut akan memberikan apa yang kita butuhkan tanpa membuang banyak tenaga dan pikiran.

R: Apakah kamu akan menyarankan kepada orang lain untuk menggunakan aplikasi tersebut dalam academic writing?

R5: Of course, YES. Karena menurut saya, aplikasi ini sangat berguna dan mempermudah dalam menulis. Fungsi-fungsi dan fitur-fitur yang tersedia sangat menarik sehingga mereka dapat menggunakan aplikasi tersebut kapan saja, dimana saja, dan menulis apa saja.

INTERVIEW TRANSCRIPT

Participant 6

Interviewee : R6 (23)   Gender: Female

University and Major : UIN (PBI'17)

Date of Interview : 1st September 2022

Place   : Via WhatsApp

R: Apa saja aplikasi yang kamu gunakan untuk Academic Writing?

R6: Untuk academic writing biasanya sering menggunakan aplikasi Google Translate dan Grammarly

R: Mengapa kamu menyukai untuk menggunakan aplikasi tersebut?

R6: Karena kan biasanya dalam academic writing pasti kita perlu kamus yang gampang, praktis gitu, yang bisa dipake kapan aja. Jadi aku lebih memilih aplikasi Google Translate untuk untuk mencari arti dari kata-kata yang susah. Nah, kalau untuk mencari grammar yang benar dalam penulisan, aku milih gunain aplikasi Grammarly, karena aplikasi ini lebih akurat untuk mengecek grammarnya.

R: Apakah kamu mengalami kesulitan ketika menggunakannya?

R6: Kalau untuk kesulitan dalam menggunakan aplikasi pasti ada, misalnya untuk aplikasi Google Translate ketika mengartikan kalimat yang panjang-panjang, jadi artinya udah engga sesuai lagi sama bahasa inggrisnya. Tapi kalau untuk mengartikan perkata masih cukup oke. Kalau untuk aplikasi Grammarly, kadang pas kita mengetik kalimat yang panjang engga langsung keluar hasilnya, jadi harus kita coba berapa kali untuk dapat hasil yang tepat.

R: Bagaimana solusinya jika kamu mengalami kesulitan dalam menggunakannya?

R6: Setiap kesulitan pasti ada solusinya kan, hehe. Jadi solusinya ya kita harus memiliki kuota internet ketika menggunakan aplikasi-aplikasi tersebut, karena tidak bisa digunakan ketika offline,dan beralih untuk aplikasi lain, seperti U-Dictionary untuk mencari translate.

R: Menurut kamu, apa saja kelebihan dan kekurangan dari aplikasi tersebut?

R6: Kalau untuk kekurangan dan kelebihannya, pasti setiap aplikasi macam-macam ya persoalannya, untuk aplikasi Google Translate kekurangannya ketika digunakan untuk translate kalimat yang panjang-panjang maka artinya udah tidak sesuai, kalau kelebihannya karena penggunaannya sangat praktis, tidak terdapat iklan dan hanya perlu di download langsung digunakan tanpa login lagi. Untuk kekurangan aplikasi Grammarly terdapat banyak iklan dan terdapat yang premium, yang harus dibayar dulu baru bisa digunakan. Untuk kelebihannya, bisa dikatakan akurat untuk mengecek grammar di dalam penulisan.

R: Apakah kamu akan tetap menggunakan aplikasi tersebut untuk kedepannya?

R6: Sudah pasti bakalan terus digunakan untuk kedepannya.

R: Sejauh mana kepuasan kamu terhadap aplikasi tersebut?

R6: Puas sekali untuk aplikasi-aplikasi ini, karena sangat membantu dalam penulisan.

R: Apakah kamu akan menyarankan kepada orang lain untuk menggunakan aplikasi tersebut dalam academic writing?

R6: Pasti akan saya sarankan kepada kawan-kawan lainnya, karena bakalan sangat membantu mereka dalam academic writing. Apalagi buat adik-adik leting sangat disarankan untuk dapat membantu mereka dalam hal penulisan.

INTERVIEW TRANSCRIPT

Participant 7

Interviewee : R7 (23)   Gender: Male

University and Major : UIN (PBI'17)

Date of Interview : 1ˢᵗ September 2022

Place   : Via WhatsApp

R: Apa saja aplikasi yang kamu gunakan untuk Academic Writing?

R7: Saya menggunakan Youtube, Grammarly, dan U-Dictionary.

R: Mengapa kamu menyukai untuk menggunakan aplikasi tersebut?

R7: Saya senang menggunakan YouTube karena untuk aplikasi Youtube tersedia banyak informasi yang bisa saya dapatkan disini, seperti ketika kita mengalami kesulitan untuk menggunakan sebuah aplikasi atau hal lainnya, maka kita dapat melihat tutorialnya di Youtube. Untuk aplikasi Grammarly, melalui aplikasi ini saya jadi belajar banyak hal tentang tata bahasa yang baik dan benar. Dan untuk aplikasi U-Dictionary menyenangkan untuk digunakan karena dapat menambah kosa kata bahasa asing saya, apalagi dalam academic writing yang membutuhkan banyak vocab-vocab baru ketika menulis, jadi tingal cari saja di aplikasi ini.

R: Apakah kamu mengalami kesulitan ketika menggunakannya?

R7: Untuk kesulitannya sejauh yang saya rasakan ketika menggunakan aplikasi-aplikasi ini belum ada, paling hanya kesulitan diawal yang masih bingung cara menggunakannya bagaimana. Dan itu masih hal yang wajar, bukan?

R: Bagaimana solusinya jika kamu mengalami kesulitan dalam menggunakannya?

R7: Mungkin untuk kesulitan bagaimana cara menggunakan aplikasi seperti Grammarly gimana, ya cari jawabannya di Youtube, karena di aplikasi Youtube kita akan menemukan informasi-informasi baru yang belum kita ketahui.

R: Menurut kamu, apa saja kelebihan dan kekurangan dari aplikasi tersebut?

R7: Kalau untuk kelebihan aplikasi Youtube ada banyak, karena di aplikasi ini terdapat banyak informasi-informasi baru yang mungkin kita belum tahu, jadi kita hanya perlu mencarinya dan ketika dapat, kita hanya perlu menonton dan mendengar dari video-video yang tersedia disana. Tapi untuk menggunakannya, kita harus memiliki kuota internet yang banyak, karena akan lumayan besar yang dihabiskan untuk menonton video tersebut. Kalau untuk aplikasi Grammarly, aplikasi ini dapat mengecek tata bahasa kita yang salah dengan tepat dan akan diperbaiki dengan benar, juga untuk aplikasi U-Dictionary tetap dapat digunakan dalam keadaan offline tanpa menggunakan internet.

R: Apakah kamu akan tetap menggunakan aplikasi tersebut untuk kedepannya?

R7: Ya, saya akan tetap menggunakan untuk kedepannya, baik itu dalam academic writing maupun non academic.

R: Sejauh mana kepuasan kamu terhadap aplikasi tersebut?

R7: Sejauh ini merasa puas, karena terdapat banyak kelebihan dari aplikasi-aplikasi tersebut, dan masing-masing aplikasi tersebut memiliki fungsi yang berbeda.

R: Apakah kamu akan menyarankan kepada orang lain untuk menggunakan aplikasi tersebut dalam academic writing?

R7: Iya saya akan menyerankannya kepada orang lain. Apalagi untuk academic writing, akan banyak informasi yang kita dapatkan melalui aplikasi-aplikasi ini.

INTERVIEW TRANSCRIPT

Participant 8

Interviewee : R8 (22)   Gender: Female

University and Major : UIN (PBI'17)

Date of Interview : 2ˢᵗ September 2022

Place   : Via WhatsApp

R: Apa saja aplikasi yang kamu gunakan untuk Academic Writing?

R8: Saya menggunakan aplikasi Grammarly dan U-Dictionary dalam academic writing, tapi kadang-kadang saya juga menggunakan aplikasi Youtube.

R: Mengapa kamu menyukai untuk menggunakan aplikasi tersebut?

R8: Ya karena aplikasi-aplikasi ini mudah dan praktis ketika digunakan dimanapun dan kapanpun, meskipun aplikasi Grammarly harus bayar dulu untuk digunakan, tapi masih aman di kantong mahasiswa tanpa harus menguras kantong lebih banyak. Kalau untuk aplikasi Youtube juga tidak sulit untuk digunakan, malahan dapat dikatakan mudah, karena kita hanya butuh mengetik di pencarian apa yg kita inginkan, dan kita hanya perlu menonton videonya saja.

R: Apakah kamu mengalami kesulitan ketika menggunakannya?

R8: Kalau untuk kesulitan pasti adalah, contohnya kalau kita engga punya kuota internet maka kita tidak bisa gunain aplikasinya, karena aplikasi tersebut memerlukan akses internet untuk dapat digunakan.

R: Bagaimana solusinya jika kamu mengalami kesulitan dalam menggunakannya?

R8: Karena aplikasi-aplikasi tersebut mengharuskan untuk memakai internet ketika menggunakannya, ketika kehabisan kuota untuk mengaksenya solusinya

dengan cara membeli kuota internet untuk dapat mengaksesnya kembali, atau bisa juga dengan meminjam handphone kawan yang memiliki aplikasi tersebut.

R: Menurut kamu, apa saja kelebihan dan kekurangan dari aplikasi tersebut?

R8: Untuk aplikasi Grammarly, sudah pasti mudah untuk digunakan, dan aplikasi ini cukup akurat untuk mengecek grammar yang salah didalam kalimat, tapi sayangnya untuk pronounciationnya tidak tersedia, jadi hanya untuk mengecek grammar saja, dan harus bayar duluan untuk mengaksesnya. Untuk aplikasi U-Dictionary, di aplikasi ini tidak hanya untuk mengartikan sebuah kata tapi juga ada synonym antonym, terus ada pronounciation ketika kita mengartikan sebuah kata. Tapi sayangnya tidak bisa diartikan untuk sebuah kalimat, melainkan hanya bisa perkata. Kalau untuk aplikasi Youtube banyak video yang tersedia disana apa yang kita inginkan, bahkan kalau kita beruntung tersedia juga video yang bisa di tonton dalam keadaan ofline. Tapi sayangnya tidak semua video tersedia dalam keadaan offline.

R: Apakah kamu akan tetap menggunakan aplikasi tersebut untuk kedepannya?

R8: Tentu dong akan digunakan untuk kedepannya, karena sangat bermanfaat untuk academic writingyang pasti akan sangat diperlukan. Meskipun nanti banyak aplikasi terbaru yang muncul, saya akan tetap menggunakan aplikasi-aplikasi ini.

R: Sejauh mana kepuasan kamu terhadap aplikasi tersebut?

R8: 90% menuju angka 100% untuk aplikasi Grammarly dan U-Dictionary, untuk aplikasi Youtube 80%.

R: Apakah kamu akan menyarankan kepada orang lain untuk menggunakan aplikasi tersebut dalam academic writing?

R8: Sangat disarankan. Apalagi buat teman-teman yang sedang memerlukan solusi dalam hal academic writing. Karena, akan sangat terbantu dengan adanya aplikasi ini. Tapi untuk aplikasi Youtube mungkin saya belum bisa menyarankan kepada teman-teman dalam hal academic writing.

KUESIONER PENELITIAN ''THE USE OF TECHNOLOGY

ACCEPTANCE MODEL TO UNDERSTAND STUDENTS' PREFERENCE

USING OF ICT TOOLS IN ENGLISH ACADEMIC WRITING''

Assalamualaikum wr. wb

Yth Saudara/I

Izinkan saya memperkenalkan diri. Nama saya Ria Ramadhani, mahasiswi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar-Raniry Banda Aceh, dalam rangka penyelesaian Skripsi saya, bermaksud untuk melakukan penelitian ilmiah untuk penyusunan skripsi dengan judul 'The Use Of Technology Acceptance Model To Understand Students' Preference Using Of Ict Tools In English Academic Writing'' Sehubungan dengan hal tersebut saya sangat mengharapkan kesediaan saudara/i untuk meluangkan waktu sejenak untuk mengisi beberapa pernyataan pada kuesioner ini.

Atas perhatian dan kerjasamanya, saya ucapkan terima kasih. Wassalamualaikum wr.wb.

PETUNJUK

1. Questioner ini di tujukan untuk kawan-kawan jurusan Pendidikan Bahasa Inggris tahun 2017.

2. Questioner ini bertujuan untuk mengetahui kesulitan terhadap penggunaan aplikasi yang digunakan dalam academic writing.

3. Pada questioner ini saudara/i diharapkan mengisi identitas dibawah dengan benar.

4. Questioner ini di susun dengan menggunakan skala likert yaitu: 1. Strongly Agree = 5 2. Agree = 4 3. Undecided = 3 4. Disagree = 2 5. Strongly Disagree = 1

5. Pilihlah salah satu dari lima jawaban yang di atas untuk questioner.

Atas kesediaan dan bantuan yang saudara/i berikan, saya ucapkan terimakasih Wassalamualaikum wr.wb.

TABULASI DATA

PARTICIPANT	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
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P50	1	1	1	3	3	2	2	3	2	2	2	2	2	2	2	3	2	2	2	2

AUTOBIOGRAPHY

1. Name : Ria Ramadhani
2. Place/ Data of Birth : Banda Aceh/ 9 January 1998
3. Sex : Female
4. Religion : Islam
5. National/ Ethnic : Indonesia/ Acehnese
6. Marital Status : Married
7. Address : Ateuk Deah Tanoh, Banda Aceh
8. Email : riaramadhani46@gmail.com
9. Parents & Husband
   a. Father's Name : Zulkifli Sulaiman (late)
   b. Occupation : -
   c. Mother's Name : Fauziah
   d. Occupation : Housewife
   e. Husband : Fajrizal
   f. Occupation : Enterpreuner
10. Educational Background
    a. MIN : MIN Mesjid Raya (2010)
    b. SMP : SMPN 13 Banda Aceh (2013)
    c. SMA : SMAN 14 Banda Aceh (2016)
11. University : UIN AR-Raniry