

STUDENTS' PERCEPTIONS TOWARDS USING ICT IN SPEAKING SKILL DEVELOPMENT

Praysita Dondo¹, Paula Hampp², RinnyRorimpandey³

English Education Department, Faculty of Language and Arts, Universitas Negeri Manado

E-mail: praysitadondo22@gmail.com

Abstract : This research aims at describing students' perceptions towards using information and communication technology in speaking skill development. The researchers use a qualitative research design with a non-experimental research. The population of this research is the students of EnglishEducationDepartment UNIMA and the sample is 30 respondents who experienced using ICT in their speaking skill development. The data are collected by using questionnaire as the research instrument. The result of this study indicates that students agreed that they can easily access English learning platforms with ICT and practice speaking. They experience positive use of ICT in practicing speaking and even develop their speaking skills because ICT helps students to recognize their mistakes, learn correct pronunciation, learn more vocabulary, and build a regular speaking practice.

Keywords : *ICT, Speaking Skill, Perception*

Abstrak : Penelitian ini bertujuan untuk menggambarkan persepsi siswa terhadap penggunaan teknologi informasi dan komunikasi dalam pengembangan keterampilan berbicara. Para peneliti menggunakan desain penelitian kualitatif dengan penelitian non-eksperimental. Populasi penelitian ini adalah mahasiswa EnglishEducationDepartment UNIMA dan sampelnya adalah 30 responden yang berpengalaman menggunakan ICT dalam pengembangan keterampilan berbicara mereka. Data dikumpulkan dengan menggunakan kuesioner sebagai instrumen penelitian. Hasil penelitian ini menunjukkan bahwa siswa setuju bahwa mereka dapat dengan mudah mengakses platform pembelajaran bahasa Inggris dengan ICT dan berlatih berbicara. Mereka mengalami penggunaan TIK yang positif dalam berlatih berbicara dan bahkan mengembangkan keterampilan berbicara mereka karena TIK membantu siswa untuk mengenali kesalahan mereka, belajar pengucapan yang benar, belajar lebih banyak kosa kata, dan membangun praktik berbicara yang teratur.

Kata Kunci : *ICT, Keterampilan Berbicara, Persepsi*

INTRODUCTION

Information and Communication Technology generally refers to all devices, networking components, applications and systems that is combined to allow people and organizations to interact in digital world. Mohanty and Vohra (2006) define ICT as anything which allows people to get information, to communicate with each other, or to have an effect on the environment using electronic or digital equipment. ICT becomes one of the important aspect to people and changes many sides of their lives since every sector has been facilitated by the technology.

According to Alkamel and Chouthaiwale (2018), ICTs are essential tools in many educational institutions. ICT has been viewed to be a key to improve efficiency and to be competitive. It is realized that students are confronted by the rapid change. Therefore, schools have to be able to produce competitive human resources.

Mohanty and Vohra (2006) also state that since schools prepare their children to enter the workforce, as one of their goals, it is necessary that heads of schools get involved in understanding how new trends and developments in ICT could be used for meeting the future needs of the students and the society. Today, it is quite irrelevant to educate students in traditional way. The development of education cannot be separated with the use of ICT to achieve both students and educational institutions goals.

Together with ICT use in education, mastering English as an international language is also a key to wider job opportunities of the post-modern world. Mastering English means being able to communicate fluently and clearly. Therefore, a great speaking skill is required.

Liando, Sahetapy & Maru (2018) state that students should gain speaking well as one of the four basic competences.

Speaking has an important role in learning a language, because practically the main purpose of learning language is being able to communicate. Learners are expected to know how to express their thoughts, opinions, feelings, and ideas through the language.

Harmer (2001) defines speaking as the ability to speak fluently presupposes a knowledge of language features and the ability to process information and language instantly. Thus, being fluent in speaking foreign language is a difficult task. Teachers and also students need to provide chances or habitual activities to practice speaking with the use of the right media for daily basis.

Smartphones and computers are the ICT gadgets to the students to access the internet easily. Salaki, Mogeia & Oroh (2015) state smartphone as part of the development of information and communication technologies has the ability to run certain application programs. It cannot be denied that people nowadays use these gadgets in almost every minute of a day for any kind of purposes and somehow become a habit. The activities of the students in this modern era are becoming easier by the use of technology.

The researchers believe that accessing the internet is not something new for students, teachers and lecturers to support the teaching and learning process in classroom. Also, there are almost no difficulties in operating the ICT tools such as computers, laptops or smaller gadgets such as smartphones and tablets for the students nowadays.

By the development of the information and communication technology, the internet provides richer and greater access to language learning resources. Recently, lots of companies has been competing in creating variative application programs for computers, tablet PC and smartphones for foreign language learning service, more specifically in speaking skill development.

There are various services and features that are offered by application programs using the internet to practice speaking. One example of features to practice speaking is speech recognition. Some applications that the researcher has ever tried before provide this feature to record the sound of speech that pronounced by the learners through their gadgets. Then, it process the audio data according to the correct pronunciation that has programmed. Finally, the students' scores show up according to their pronunciation, fluently and completion of a certain speech.

The researchers experience the development of speaking skill with the use of ICT. The researchers join English learning and character building program that in 2018. This program enables the participants to learn English using an application program called Novo Learning for free. There are various tasks that the participants should finish in a certain period of time. After the experience of using ICT in learning English, more specifically in practicing speaking, the researchers think that the use of ICT is the closest platform to every individual in these days in order to provide chances or habitual activities for students to practice speaking anywhere so it may have impacts on the development of students speaking skill.

Based on the reasons stated, the researchers are interested in analyzing students' perceptions toward the use of ICT in speaking skill development.

REVIEW OF LITERATURE

The term ICT is generally refers to devices, networks, applications and systems that combined to allow people or organizations to interact and access the digital world. ICT is a universal tool for globalization. The ICT components continue to grow as well as human needs. It has impacts in changing how people work, communicate, learn, and live.

Alkamel and Vohra (2018) state that Information and Communication Technology can help the expansion of access to education, strengthen the relevance of education to the increasing digital workplace, raise the quality of education and connect teaching and learning to real life if used properly through an active participation.

Mogea & Salaki (2016) state ICT is essentially a tool for gain added value in produce an information quickly, complete, accurate, transparent and timely. With the internet students can learn English freely. It offers quick feedbacks to the learners which improve the students' learning quality and experiences.

Houcine (2011) provides the following impacts that happen to be the most observable ones when using ICT in supporting foreign language teaching and learning:

1. The learners are possible to adapt teaching materials based on their circumstances, needs and responses easily.
2. With the use of ICT, learners are able to access the authentic materials such as recent news on the websites and react upon it.
3. Learners/students can easily receive feedbacks and independently practice basic skills (text and images, audio, and video).
4. The use of ICT impacts the classroom activities or lectures in becoming more engaged and interesting.
5. ICT allows learners to focus on one particular aspect of a lesson such as pronunciation, vocabulary, etc.

Houcine(2011) also states the following impacts of the effective use of ICT on learners and some different aspects in the learning process.

1. Learners improve their motivations and enhance their personal commitment and engagement with the use of ICT.
2. Learners improve their self-motivation or independent learning with the use of ICT.

3. Learners' collaboration and communication are more important;
4. Learners' improve their attainment and outcomes.

Both ICT and education are beneficial for students and also teachers to gain skills that are required in the post-modern world. ICT provides effective and efficient learning process. Mogeia & Salaki (2016) states that ICT took a role in the development towards more advanced world of education.

Speaking is one of four skills that is required alongside listening, reading and writing to master a certain language. Speaking originates from the word "speak" which means say something in order to express information, emotion, opinion or feeling.

Cameron (2001) notes "*speaking is the active use of language to express meanings so that other people can make sense of them*" (p. 40). It is a speaker's part to find the most appropriate or the proper words and the correct grammar to express meaning accurately. Besides, a speaker needs to arrange the conversation so that the listener will understand the speaker's intention clearly. To sum up, speaking is understandably the basic skill and yet crucial for a language learner.

In addition, Harmer (2001) states that speaking plays an important role in people's daily life as it is the way people socialize and build relationship. It is undoubtedly true since human is a social being that needs to communicate and live mutually.

Conversations or dialogues involve more than one speaker. It can be subdivided into interpersonal and transactional. Interpersonal refers to those exchanges that promote social relationships, while transactional has purpose to express propositional or factual information. In both case, the participants of the conversation may have background information. Therefore, the familiarity of the interlocutor will produce conversations with more assumptions, implications, and other meanings.

In monologues, the hearer faces more tasks since the speaker produce utterances for any length of time. The hearer is forced to process long stretches of speech with no interruptions, which means the stream of the speaker's speech will go on whether or not the hearer comprehends it. For instance, as in speeches, lectures, reading news, broadcasts, podcasts, etc.

RESEARCH METHODOLOGY

This research is classified as a qualitative research. The researchers apply idealized qualitative approach based on Cropley (2019) which is "*a non-experimental design in a real-life setting, involving collection of verbal reports describing respondents' construction of the situation in question, and content-based analysis of these reports*" (p. 25).

Concerning with the research instrument, Cropley (2019) notes the method of obtaining qualitative data which by means of narratives that is appropriate to how the target people communicate and understand the world. It involves speaking or writing. Therefore, The researchers collect the data from the respondents' questionnaires. The questionnaire items are in Bahasa Indonesia since the respondents are all Indonesians. The questionnaire as the instrument to gather perceptions of ICT and speaking skill is adapted from Houcine's Main Advantages of ICT in Foreign Language Teaching and Learning (2010).

Sugiyono (2018) states that "*population is the generalization areas that consist of an object or subject that has quality and particular characteristics that carried out by the researcher to learn and to draw conclusions*" (p. 91). It can be concluded that the population is a group of people who meets the characteristic in a certain case that the researcher will conduct a research. The target population of this study is the students of English Education Department in UNIMA.

Sugiyono (2018) also defines sample as a part of the total

population and has the same characteristic as the population. The samples which will be taken must be representative. In this study, the researcher has selected 30 students from the population who are using or experienced using ICT in speaking skill development.

The data of this study are collected by the following steps:

1. The researchers create a questionnaire in Google Form.
2. The researchers share the Google Form link to the chosen respondents.
3. The students/respondents are asked to complete the questionnaire based on their perceptions towards ICT and speaking skill development.
4. The researchers collect the data based on the responses in the Google Form questionnaire.

Miles, Huberman & Saldana (2014) offer three concurrent flows of activity in data analysis: (1) data condensation, (2) data display, and (3) conclusion drawing/verification. In regard to the analysis of the data, the three activities that is stated by Miles, Huberman & Saldana (2014:31) of analysing data are used after collecting the data.

FINDINGS AND DISCUSSION

The data appear to be fully responded since 100% of the respondent give feedback to every items of the questionnaire.

Background of English Study and ICT Use

Table 1. Students' Years of Studying English

Years	Number of Student	Percentage
< 5 years	8	26,7%
5-9 years	13	43,3%

10-12 years	2	6,7%
12-15 years	7	23,3%
Total	30	100%

The result shows that most of the respondents have been studying English for 5-9 years (43,3%). The second biggest percentage is < 5 years of studying English students (26,7%), followed by students who have been studying English for 12-15 years (23,3%), and the rest is those who have been studying English for 10-12 years (6,7%).

Table 2. Frequency of ICT Use as a Media in Studying English

Frequency of ICT Use	Number of Student	Percentage
1-3 times/week	13	43,3%
4-7 times/week	13	43,3%
More than 7 times/week	3	13,3%
Total	30	100%

The data show that the percentage of respondent that use ICT as a media of studying English 1-3 times/week and 4-7 times/week are both 43,3%. Only a few of the respondents tend to use ICT in studying English more than 7 times in a week which is 13,3%.

Table 3. Frequency of ICT Use in Speaking Practice

Frequency of ICT Use	Number of Student	Percentage
1-3 times/week	24	80%
4-7 times/week	3	10%
More than 7 times/week	3	10%
Total	30	100%

According to the result, 80% of the respondents use ICT in practicing speaking 1-3 times a week. The 10% of the respondents use ICT in practicing speaking 4-7 times a week. Another 10% of the respondents use ICT in practicing speaking more than 7 times a week.

Table 4. ICT Tool Preferences

Frequency of ICT Use	Number of Student	Percentage
1-3 times/week	13	43,3%
4-7 times/week	13	43,3%
More than 7 times/week	3	13,3%
Total	30	100%

According to the result, most of the respondents (90%) prefer to use smartphone. 6,7% of the respondents chose laptop and 3,3% chose computer as their ICT tool preferences. None of the respondents chose to use tablet PC.

Agreement Level

Table 5. Agreement Level of ICT Use

Questionnaire Items	Level of Agreement					Total
	1	2	3	4	5	
1. I can easily reach and access ICT	1	-	5	11	13	30
	3,3 %	-	16,7 %	36,7 %	43,3 %	100 %
2. I can easily operate ICT	-	-	4	14	12	30
	-	-	13,3 %	46,7 %	40%	100 %
3. I can easily access English Learning platforms using ICT	-	-	5	13	12	30
	-	-	16,7 %	43,3 %	40%	100 %

According to the result, the majority of the respondents (43,3%) is strongly agreed that ICT is accessible and reachable. 46,7% respondents agreed that ICT is easy to operate and 43,3% agreed that accessing English Learning platform using ICT is easy.

Table 6. Agreement Level of ICT Use and Students' Speaking Skill

Questionnaire Items	Level of Agreement					Total
	1	2	3	4	5	
4. I can improve my speaking	-	-	3	5	22	30

skill by practicing speaking regularly	-	-	10%	16,7%	73,3%	100%
5. ICT is the closest platform for me to practice speaking	-	-	5	13	12	30
	-	-	16,7%	43,3%	40%	100%
6. ICT enables me to practice speaking regularly.	-	-	5	19	6	30
	-	-	16,7%	63,3%	20%	100%
7. Practicing speaking using ICT is more effortless and practical	-	-	3	18	9	30
			10%	60%	30%	100%
8. I am more confident and not afraid of making mistakes when practicing speaking using ICT	-	1	7	13	9	30
	-	3,3%	23,3%	43,3%	30%	100%
9. I am able to pronounce English words correctly when using ICT	-	-	10	13	7	30
	-	-	33,3%	43,3%	23,3%	100%

10. I am able to recognize wrong pronounciations when practicing speaking using ICT	-	-	2	22	6	30
	-	-	6,7%	73,3%	20%	100%
11. I learn more vocabularies when practicing speaking using ICT	-	--	2	13	15	30
	-	-	6,7%	43,3%	50%	100%
12. I experienced speaking skill development when practicing speaking using ICT	-	-	6	15	9	30
	-	-	20%	50%	30%	100%
13. I will recommend practicing speaking using ICT to my friends and classmates	-	-	4	15	11	30
	-	-	13,3%	50%	36,7%	100%
14. Teachers/lecturers need to increase the use of ICT in classroom speaking activities	-	-	8	6	16	30
	-	-	26,7%	20%	53,3%	100%

The result of ICT Use and Speaking Skill Development items in the data from the questionnaire shows that:

- 1) Most of of the respondents (73,3%) strongly agreed that practicing speaking regularly can improve students' speaking skill.
- 2) Most of the respondents (43,3%) agreed that ICT is the closest platform to practice speaking.
- 3) Most of the respondents (63,3%) agreed that ICT enables students' to practice speaking regularly.
- 4) Most of the respondents (60%) agreed that practicing speaking using ICT is more effortless and practical.
- 5) Most of the respondents (43,3%) agreed that students become more confident and not afraid of making mistakes when practicing speaking using ICT.
- 6) Most of the respondents (43,3%) agreed that students are able to pronounce English words correctly when using ICT.
- 7) Most of the respondents (73,3%) agreed that students are able to recognize wrong pronunciations when practicing speaking using ICT.
- 8) Most of the respondents (50%) strongly agreed that students learn more vocabularies when practicing speaking using ICT.
- 9) Most of the respondents (50%) agreed that students experienced speaking skill development when practicing speaking using ICT.
- 10) Most of the respondents (50%) agreed to recommend practicing speaking using ICT to my friends and classmates.
- 11) Most of the respondents (53%) strongly agreed that teachers/lecturers need to increase the use of ICT in classroom speaking activities.

Discussion

There are various respondents' backgrounds of English study that the researchers found. Most of the respondents have been studying English for 5-9 years. According to the data, most students' frequency of studying English using ICT is 1-7 times in a week. There are only three of the respondents who study with ICT more than 7 times a week. Based on Liando, Sahetapy & Maru (2018), one frustration commonly voiced by the learners is that they have spent years of studying English, but still they cannot speak it. While in fact, ICT provides many benefits in speaking skill development based on the researcher's personal experience. These benefits will be discussed later on.

Talking about frequency of ICT use in speaking practice, there are 80% of the respondents claim that they practice speaking with ICT only 1-3 times a week. It probably because they have lack of awareness of how important speaking skill is when learning foreign language. A repetitive practice is also important as well to develop speaking fluency.

In regards to ICT tool preferences, most respondents (90%) claim that they use smart phone most of the time. It makes so much sense since smart phone is a small compact ICT gadget that is multifunctional for people. Nowadays, people can do lots of activities using smart phones as well as using computer. But instead of using computer in daily basis, people choose to use more smart phones. It is more simple and practical compared to computers or laptops.

According to the data finding in the level of agreement, the researchers find that the respondents see positive use of ICT in English learning, more specifically in speaking skill development. In all items, the respondents agree with the positive use of ICT in speaking skill development. At the item number 1, most respondents strongly agree that practicing speaking regularly can improve students' speaking skills.

Bailey (2005) states that people tend to teach speaking by having the students

to repeat sentences or recite memorized dialogues in textbooks. The essential point in practicing speaking is learning to pronounce speech by paying attention to the rhythm and stress intonation. Furthermore, Bailey states “audiolingual repetition drills were designed to familiarize students with the sounds and the structural patterns of the target language” (p. 49). Students also need to provide chances for a constant speaking practice (repetition) to be fluent.

In providing more chances to practice speaking, the researchers think that the use of ICT must be the right choice. It is supported by item number 2 where most respondents (43,3%) agree that ICT is the closest platform to practice speaking. The next item supports with most respondents (63,3%) agree that ICT enables students’ to practice speaking regularly. It means that ICT can bring possibility for students to provide a constant speaking practice.

The next items of the result emphasize the reasons why ICT is the right choice in practicing speaking. First, the students agree that practicing speaking using ICT is more effortless and practical. Based on the researchers’ experiences of practicing speaking with ICT, there are various application programs that offer English speaking materials which students usually get in classroom speaking activities. These programs allow students to listen to the correct pronunciation of a sentence before they try to speak the same sentence. To try speaking, students only need to press the record icon while pronouncing words. The audio data are then processed and calculated according to the correct pronunciation that has programmed by the program’s developer. The student’s pronunciation score will then appear as well as the mistakes that the students made. It is considerably more effortless and practical rather than searching for printed material or speaking text books to practice because students can not get their score at that exact time and recognize their mistakes by themselves neither.

Practicing speaking with ICT can be done anywhere and anytime. It gives

student self-determination on when they should practice such as in their leisure time, before bedtime, or even when they are in a certain place alone. It is markedly that the students can avoid the fear of making mistakes compared to when they speak in front of many people. The common reason behind students feeling thrilled of speaking in front of people is because some are ashamed of making mistakes and become others’ joke. ICT provides a personal learning environment that help students to develop their speaking skill and become more confident. 43,3% respondents agreed and 30% strongly agreed that students become more confident and not afraid of making mistakes when practicing speaking using ICT.

The application program that the researchers mentioned before allows student to not only get their speaking score, but also recognize their pronunciation mistakes. The wrong pronunciation words will appear in red while the rest are in green or in its regular color. It also occurs on letters. Once a student pronounce a word incorrectly, the result will appear with red color on the mispronounced letter. The respondents are the students who experience using ICT to practice speaking, so 73% of them agree that they are able to recognize wrong pronunciation when practicing speaking using ICT.

Practicing speaking using ICT includes unlimited access to learning platforms not only application programs. Social networks as part of ICT also contribute in learning foreign languages, more precisely English. With the access to the internet, students can always learn English through their social media by communicating with foreigners in particular. This definitely enables students to learn new vocabularies. 50% respondents strongly agree and 43,3% agree that students learn new vocabularies when practicing speaking using ICT. Communicating with foreigners in social media is one of many ways to learn vocabularies through ICT. Students are also can find interacting ICT platforms by their own initiative to learn English and practice speaking.

As stated before, a constant and repetitive speaking practice can impact in students' speaking skill development. Liando & Lumenttu (2017) states that it is important for students to have personal initiative as it may affect the progress of the students in applying the theory that they had learned in to an active action. This habit is not hard to build. ICT as the closest platform to students provides an effective, efficient and personal environment for students to practice speaking. It is as simple as accessing our social media.

By using the application program that the researchers have used before, students can always know their mistakes, how to correct it, how to properly pronounce some words, learn vocabularies and even learn various English accents. Students can learn from their mistakes and keep practicing until they can pronounce the words correctly. As this activities become a habit, the researchers are confident that students will experience the development of their speaking skill. 50% respondents agree and 30% are strongly agree that they experience speaking skill development when practicing speaking using ICT.

The respondents that experience the impact of using ICT on their speaking skill development think the same as the researcher, which is to recommend using ICT to their friends. It is proved in item number 13 that 50% agree and 36,7% strongly agree to recommend the use of ICT in practicing speaking.

In the result, 53% of the respondents strongly agree and 20% agree that teachers and lecturers need to increase the use of ICT in classroom speaking activities. So, the researchers think that lecturers should use more ICT in classroom to support the learning process since there is a bunch of benefits including fun speaking activities that students and lecturers can explore in ICT to develop speaking skill.

The researchers indeed experienced not only positive impacts of ICT in learning but also negative impacts. The wide source of the internet is largely

opened for the users to access websites, social networks and/or platforms.

CONCLUSION

After conducting the research and analysing the data, the researchers come to the conclusion of students perceptions towards using ICT in speaking skill development. Students claim that they can easily access English Learning platforms in ICT and practice speaking. They experience positive use of ICT in practicing speaking and even developed their speaking skills because ICT helps students to recognize their mistakes, learn correct pronunciation, learn more vocabulary, and build a regular speaking practice since ICT is the closest platform. Students agreed that speaking skill can be developed through a regular speaking practice. Unfortunately, the students have lack of self motivation on practicing speaking. For these previous reasons, students agreed that lecturers need to increase the use of ICT in classroom speaking activities and they will recommend their friends to try speaking practice using ICT.

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