

## **A DESCRIPTIVE STUDY OF IMPLEMENTATION BRING YOUR OWN DEVICE ON ENGLISH TEST AT THE SENIOR HIGH SCHOOL LEVEL**

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### **ABSTRACT**

Bring your own device (BYOD) has become prevalent in education. Students are permitted to use their devices (mobile phones) in the classroom even when they do the test. This article will discuss the students' perception of implementing bring your own device on English test. Besides that, this article will also describe the teacher's policies when the test is in progress to avoid adverse effects such as students cheating during the trial.

*Keywords:* BYOD, mobile phones, test.

### **INTRODUCTION**

The term BYOD is an acronym that stands for Bring your Own Device (Disterer, 2013) Bring your own device (BYOD) has become prevalent in education. Students are permitted to use their devices (mobile phones) in the classroom to help them learn. Research shows that using mobile phones to perform a particular task is easier and more organized (Saha and deb, 2020). Moreover, mobile phones provide many sources for learning, application, and the web that can help them learn. As (Nguyen, Ngoc& Tran, and Tran (2019) stated, several applications could be used in teaching-learning activities, such as nearpod, padlet, kahoot, Quizizz, and socrative.

Moreover, LMS or Learning Management System has also become one tool that can help us in the education field. Cavus (2015) claimed that an LMS provides a virtual platform for e-learning by enabling the management, monitoring of students, delivery, tracking of learning, testing, communication, registration process, and schedule.

In recent years, BYOD has become an alternative for us in teaching and learning. Even in our country, since the pandemic happened. Both students and teachers have to use their mobile phones to do their daily activities because they can't reach the goal of teaching-learning. The teacher shares everything, such as learning material, tutorials, assignments, and tests, from their device to the students, and the students do everything on their own devices from home. Furthermore, BYOD activities have become customary, even though the pandemic is over. Bring your own device can be implemented in the classroom. The increase in mobile device ownership also promotes the Bring Your Own Device (BYOD) approach in schools, allowing students to bring their own mobile devices to school for learning (Bai,2019). Based on (Adhikari, Mathrani & Scogings, 2016) stated the majority of learners find the BYOD initiative a great idea and seem to be happy with the changes in everyday teaching and learning. The previous research claimed that students were enthusiastic about using technology in class (Kilar,2017). Based on his study in higher education (Safar, 2018) argued that the BYOD program had a significant positive effect on students' academic achievement. But, research about implementing BYOD in English tests is still infrequently.

Based on the information above, this research involves two research questions:

1. What are the teacher policies in the implementation of BYOD on English Tests?
2. What do students' perceptions about the implementation of BYOD on English tests?

## **RESEARCH METHOD**

This research will be conducted using by descriptive qualitative approach. This method is chosen to describe and explain the use of bring on your device during an English test. The data will be collected by interviewing the English teacher about the policy during the English Test. And for students' perception, the data will be handled using Google Forms.

## **FINDING AND DISCUSSION**

### **English Test**

The English test consists of twenty questions about simple present tense. The question is in the form of multiple choice, with an allocation of 20 minutes. The students do an English test on their mobile phones. They have to do 20 questions in 20 minutes.

### **Teacher's Policies**

Based on the interview with the English teacher, we can get some information about the teacher's policies in implementing BYOD during English tests which the students must obey. There are as follows:

Before doing the test, the students will read notifications on the screen. There are :

1. minimize the screen
2. open a new tab
3. split the screen
4. open any application  
The student interdict to do the things above because the LMS (Learning Management System) will automatically close, and the test is over.
5. Don't change the network  
The students should choose the network that will be used (wifi or cellular data)  
To manage the network in stable condition, the teacher will divide the total number of students into two parts.
6. If there is something trouble during the session, the student can ask the teacher to help the problem
7. The teacher makes the question and the answer option randomly to avoid students cheating during the test.
8. If the student does something insincere, the teacher will end the test from the teacher's device as a server.

### **Students' Perceptions**

To get students' perception of implementing BYOD in English tests, we gave the students a questionnaire via a google form. The table of the resulting student is as follows:

No.	Statement	Strongly Agree/ sangat setuju	Agree / setuju	Disagree / Tidak setuju	Strongly Disagree/ Sangat tidak setuju
1.	I prefer to do English tests by BYOD rather than paper-based test	53,1%	28,1%	12,5%	6,3%
2.	I enjoy doing the test by BYOD	40,6%	43,8%	12,5%	3,1%
3.	Doing the English test by BYOD is more practical for paper and pen)	53,1%	31,3%	12,5%	3,6%
4.	Doing the English test by BYOD is better than paper-based tests because it provides time for remaining	40,6%	56,3%	3,1%	0%
5.	Doing the English test by BYOD is not easy to operate	0%	9,4%	34,4%	46,9%
6.	Doing the English test by BYOD can make me insecure because the score can be seen after the session	49,4%	9,4%	46,9%	34,4%
7.	Doing the English test by BYOD can make me enthusiastic because the score can be seen after the session	53,1%	34,4%	8%	4,9%
8.	I can't cheat on my friends	90%	10%	0	0
9.	The internet connection sometimes interrupts when doing the test	0	59,4%	31,3%	9,3%

On the questionnaire, there are nine statements for the students about the implementation of bringing your own device on English tests at the senior high school. They have to choose one answer based on their opinion. There are strongly agree, agree, disagree, and strongly disagree. The table revealed that 53.1% strongly agree and 28.1% of students prefer to do the English test by BYOD or mobile phone rather than a paper-based test. They also enjoy doing the test by BYOD. It can be seen from the presentation on the table that 40,6% strongly agree and 43.8% agree. Doing the test by BYOD also

requires more practice because they only need their mobile phone in their hand, and 53.1% strongly agree.

Besides that, doing English tests by mobile phone also helps the learner to manage their time during the test because it has a timer. It is revealed from the table that 56.3% agree and 40.6 strongly agree. Moreover, on the statement doing the English test by BYOD is not easy to operate, 46.9% strongly disagree, and 34.4% disagree, which means that the LMS is easy to operate. Doing the English test by BYOD can make the student more enthusiastic because the score can be seen after the session, 53.1% strongly agree and 34.4 agree%. So they can know whether they have to do a remedial test. On statement number eight, "I can't cheat on my friends, " 90% of students strongly agree. In line with the teacher policy, the teacher makes the question and the answer option randomly to avoid students cheating during the test. The last is about the internet connection; 59.4% agree that The internet connection sometimes interrupts when doing the test. To minimize that problem, the teacher suggests the students choose the network that will be used (wifi or cellular data). Or to manage the network in stable condition, the teacher divided the total number of students into two parts.

## DISCUSSION

This research aims to investigate the implementation of BYOD in English tests at the senior high school level. From the English Teacher, we get some information about the policy during the English test. Some of the teacher's guidelines are that students won't be allowed to minimize the screen, open a new tab, split the screen, open any application or change the network because if the students do the things above, the LMS (Learning Management System) will automatically close, and the test is ended. The English teacher makes policies to make the student focus on their test. As Hockly (2012) argues, teachers must consider classroom management in implementing BYOD. Besides, Hockly (2012) also stated that managing the internet connection in good condition needed beefing up the wifi network and ensuring reliable internet access. In line with that, the English teacher divided the total number of students into two parts. So, it will help the student have stable internet connection.

The result of the students' questionnaire revealed that doing the English test by BYOD is more practical than doing a paper-based test. Furthermore, BYOD also helps teachers to minimize paper use. In addition, Alessandro (2017) argues that to the pedagogical considerations, the use of personal mobile computing devices in education has profound socio-economic ramifications because both teachers and students do not need paper. Besides, doing the English test by BYOD also decreases the time spent for the teacher because he does not need to check students' worksheets, so he does not need to announce the remedial test since the student can see the score after the test on their screen directly.

Moreover, BYOD in schools contributes to flexible and collaborative learning environments (Johnson et al., 2014). The student's perception also reveals that they enjoy doing a test through BYOD, and it is also easy to operate. Clark (2013) claims that students in US county schools benefit from engaging in BYOD practices in terms of creativity, critical thinking, communication, collaboration, confidence, citizenship, and community. Based on students' perceptions, they feel enthusiastic when

doing the test, and they don't feel insecure even if they can see the score after the session and can not cheat on their friends. It means that implementing BYOD in English tests enhances students' confidence in their ability to do the English test.

## Conclusion

The data above show that BYOD can be implemented during the test. Besides, it will give students classroom experience using technology during the trial. The student also can improve their confidence and enthusiasm in doing the test. However, the teachers also have concerns about the internet connection during the test. In other words, the technologies reviewed in this paper are flexible, efficient, and suitable to apply in education.

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