AN ANALYSIS OF ENGLISH STUDENTS' TECHNOPHOBIA AND ITS IMPACT ON LEARNING ACHIEVEMENT

(Undergraduate Thesis)

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ABSTRAK

ANALISIS TEKNOFOBIA MAHASISWA BAHASA INGGRIS

DAN DAMPAK TERHADAP PRESTASI BELAJAR

Oleh

Ardyana Safitri

Penelitian ini mengkaji dampak teknofobia terhadap prestasi belajar bahasa Inggris mahasiswa, dengan menggunakan skor EPT (English Proficiency Test) sebagai indikator utama kemahiran bahasa. Sebanyak 90 mahasiswa program studi Bahasa Inggris berpartisipasi dalam penelitian ini, yang menggunakan pendekatan kuantitatif didukung oleh data kuesioner, wawancara, dan analisis regresi menggunakan SPSS 25. Variabel independen adalah technophobia, diukur melalui kuesioner yang telah tervalidasi, sedangkan variabel dependen adalah prestasi belajar Bahasa Inggris mahasiswa, yang diwakili oleh skor EPT mereka. Hasil penelitian menunjukkan korelasi negatif yang signifikan antara technophobia dan kinerja EPT ($p < 0.05$), menunjukkan bahwa tingkat technophobia yang lebih tinggi cenderung menurunkan prestasi belajar bahasa Inggris mahasiswa. Model regresi menunjukkan bahwa 66,4% varians skor EPT dapat dijelaskan oleh technophobia ($R^2 = 0,664$). Tanggapan kualitatif lebih lanjut menyoroti ketidaknyamanan siswa dengan platform digital tertentu, memperkuat temuan kuantitatif. Hasil ini menyarankan bahwa mengurangi technophobia melalui intervensi yang ditargetkan dan meningkatkan literasi digital merupakan strategi esensial untuk meningkatkan hasil belajar bahasa Inggris di era digital.

Kata Kunci: *Technophobia, Prestasi Bahasa Inggris, EPT, Pembelajaran Digital.*

ABSTRACT

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This study investigates the impact of technophobia on students' English learning achievement, using EPT (English Proficiency Test) scores as the primary indicator of language proficiency. A total of 90 English major students participated in the research, which employed a quantitative approach supported by questionnaire data, interviews, and regression analysis using SPSS 25. The independent variable was technophobia, measured through a validated questionnaire, while the dependent variable was students' English learning achievement, represented by their EPT scores. The results revealed a significant negative correlation between technophobia and EPT performance ($p < 0.05$), indicating that higher levels of technophobia tend to lower students' English achievement. The regression model showed that 66.4% of the variance in EPT scores could be explained by technophobia ($R^2 = 0.664$). Qualitative responses further highlighted students' discomfort with certain digital platforms, reinforcing the quantitative findings. These results suggest that reducing technophobia through targeted interventions and improving digital literacy are essential strategies for enhancing English learning outcomes in the digital age.

Keywords: T*echnophobia, English Achievement, EPT, Digital Learning.*

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By

Ardyana Safitri

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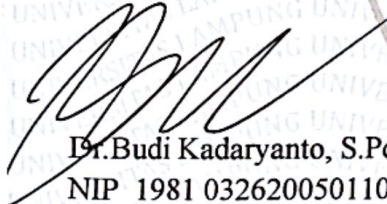Student's Name   : *Ardyana Safitri*

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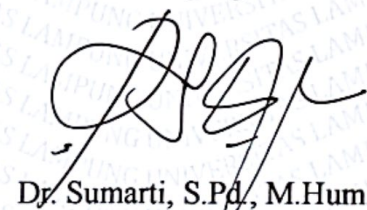
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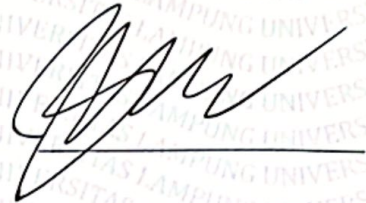The Chairperson of
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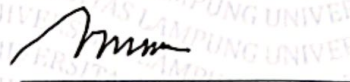
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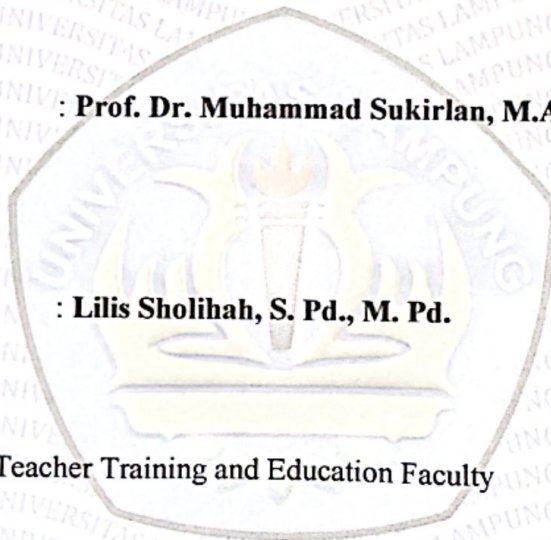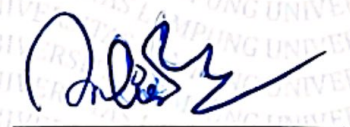
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 17 Juli 2025
Yang Membuat Pernyataan,

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CURRICULUM VITAE

Ardyana Safitri was born on 8th February 2003 in Bandar Lampung,Lampung. She is the third child in the family of Mujiarto Arytias (Alm) and Nurnah.

She started her kindergarten study at TK Ismaria Al-hairiah and graduated in 2009. Then, she continued her elementary school at SD Al-kautsar Bandar Lampung and graduated in 2015. Then she continued her junior high school at SMP Al-kautsar Bandar Lampung and graduated in 2018. In 2018, she registered and continued her senior high school at SMA Negeri 13 Bandar Lampung and graduated in 2021. In the same year, she was accepted as a student in English Education, Department of Language and Arts, Faculty Teacher Training Education, University of Lampung Through selection of SNMPTN.

After that, the researcher took part in a teaching practice program (PLP) at SMAN 1 Rajabasa Lampung Selatan. She has learnt and made so many experiences during her college journey.

MOTTO

" *Allah does not burden a person except according to his ability.*"

(QS. Al- Baqarah: 286)

"You will be able, if you are used to doing it"

(Mujiarto Arytias, Alm)

DEDICATION

In the name of Allah, the Most Gracious, the Most Merciful. Praise be to Allah, who has granted me His infinite mercy and grace throughout this journey. I sincerely dedicate this humble work to:

My beloved parents, "(Alm) Ayah and Ibu"

My two elder brothers and my Younger Brother

My dearest Cousin

My closest personal supporters

My cherished almamater, University of Lampung

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Numerous kind-hearted people helped and supported the researcher in completing this thesis. Therefore, the researcher would like to sincerely thank:

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Finally, the researcher acknowledges that this research still has many areas for improvement. Therefore, comments, suggestions, and feedback are welcome for further improvement. The researcher hopes that this research can make a practical contribution to the development of education, especially in Indonesia, and be beneficial to the readers and those who wish to conduct further research.

Bandar Lampung, 17 juli 2025
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CHAPTER I
INTRODUCTION

This chapter provides a brief description of the entire contents of the research including background, research questions, objectives of the research, the uses of theresearch, scope of the research and definition of terms.

1.1 Background of The Research

Modern technologies are pervasive and have influenced most aspects of our surroundings and way of life. They are present in streets, workplaces, homes, entertainment venues, and schools, and they have an impact on how we work, learn,play, think, and make decisions. According to Dexter & Richardson (2020), the huge revolution of technology in the twenty-first century hasn't yet started, even today technologies that have the power to completely transform our way of life, social interactions, and most importantly the educational process are already available. New technologies are accepted as innovative and challenging because they present new prospects and an attractive view of the future as they develop and become more common.

Some, on the other hand, believe that technology poses a threat to our well-established social norms and behavioral patterns, which aid in our environment adaptation and evoke unpleasant emotional reactions, phobias, and fears. Therefore, the same mix of comfort and excitement as well as disquiet and fear the generated by new technologies. According to Metag (2014), there is no wonder that the negative attitude to new technologies can be stable even despite the positive media coverage, such feeling led to the emergence of the term technophobia, technophobia include several factors, first limited exposure to technology can lead to discomfort and anxiety. Second Past negative interactions

with technology can create a fear of future use. Third viewing technology as complex and difficult to understand can. deter engagement. Fourth Older generations or certain cultural groups may be less accustomed to technology. Despite the fact that technophobia is a growing phenomenon in modern culture, butit has received little research to date because science is more concerned with creating new technologies than it is with assessing how people feel, act, and think about them. According to Osiceanu (2015), technophobia is defined as unjustified fear or anxiety caused by the effects of contemporary technologies, it has two components: The fear of influencing mechanical improvement on the environment and society, and the fear of utilizing mechanical tools such as computers and modern technology.

Experts' research indicates that over 50% of people in today's society are prone to some type of technophobia Brosnan, (1998). There are good reasons for the general concerns people have about technology. A new technology is often developed for many years before its negative effects are realized. The lack of social and humanitarian evaluation of scientific discoveries and the lack of agreement among academics regarding the social implications of technology increase the unpredictable nature of the effects of new technologies.

According Garanina, (2012) a negative psychological response to technology, whether minor or severe, is known as technophobia. The fear or dislike of sophisticated technology or complicated gadgets, particularly computers, is known as technophobia. The phraseis typically used to describe an unreasonable worry. Technophobia is a psychological orientation or attitude toward technology; it is an irrational fear or anxiety in persons about using technology. It can include a wide range of issues, such as nervousness over new software or apps or a phobia of using devices like computers or cellphone, technophobic frequently perceive technology as intimidating, and their incapacity or unwillingness to pick up new skills and adjust to changing times can have a negative effect on their efficiency and productivity in both personal and professional contexts, such as the workplace or a classroom.

Furthermore, technophobia has a negative impact, specifically a decline in productivity; difficulties with technology can impair work or learning efficiency; and a lack of technical skills leads to a lack of skills required in the modern workplace. Khasawneh (2022), define the negative reaction to the use of technologyin distance education is said to be technophobia. Technophobia can be shown as frustration or anxiety in distance education Szymkowiak et al (2021), students suffering from technophobia tend to be less motivated to carry on with their distanceeducation lessons, which causes higher drop-out rates compared to the traditional classroom.

Beside that technophobia can affect students individually including a lack of knowledge with technology, negative past experiences, and views on the complexity of technology. Moreover, using technology for educational purposes can still negatively impact academic achievement (Magen-Nagar & Shonefeld, 2018). Reduced academic performance can be attributed to impediments to using current learning technologies, limited access to digital materials, and a decline in basic technological skills, all of which are consequences of technophobia. Students'reactions to technical difficulties can have a significant impact on their learning outcomes, with those who react positively were sufficiently equipped to overcomeobstacles ascompared to those who respond negatively (Juutinen et al., 2011; Gerliet al., 2022).

According to Artino (2009), academic achievement encompasses a wide range of skills and competencies that enable students to succeed in their education, includingcommunication, critical thinking, and subject knowledge. It serves as a measure of student's progress towards their learning goals and is assessed through various methods like tests, assignments, and projects.

There have been several studies conducted to investigate Technophobia of students an achievement One of the research projects is a study conducted by Nura et al (2023), the finding of this research showed that technophobia negatively impacts students' academic achievement in distance learning. On the other hand,

motivation has a positive effect on reducing technophobia and improving academic achievement.

Another research conducted by Mario et al (2017), also investigated A comparativestudy of Technophobia of students Achievement, the finding of this research showed that indicate several significant points about technophobia and its impact on academic achievement, as well as differences in technophobia levels among undergraduates from different countries, underscores the importance of addressing technophobia to enhance academic achievement, especially in distance learning contexts, and highlights the need for tailored approaches to manage technophobia in different cultural settings.

In addition Aseel and Rawadieh (2022), also investigate a comparative study of technophobia The finding of this research showed that levels of technophile and technophobia. Undergraduate students in Jordan, Qatar, and Egypt were found to have differing degrees of both technophile and technophobia, international Disparities: The three countries' levels of technophile and technophobia varied significantly, with social and cultural factors playing a role.

From the background of the problem above, the researcher conducted research entitled: An Analysis of English Students Technophobia and its impact on LearningAchievement.

1.2 Research Questions
Based on the background above, this study was intended to state the problem as follows:
1. How does the English students' technophobia impact on students' learning achievement?

1.3 Objectives of the Research

Based on the formulation of problem above, the objectives of this research were:

1   To Examine English students' technophobia impacts on students' learning achievement.

1.4 The Uses of the Research

The researcher was hoping that this study can contribute to the achievement of the influence of English academic ability on Technophobia, both theoretically, practically, and academically. Theoretically, the results of this study was expected to support future research theories, that using an analysis of study of Technophobia in English language students and its effect on English language learning achievement. Practically, knowing more about technophobia can help teachers to better understand students who experience this.

1.5 Scope of the Research

This study was conducted through quantitative methods. The focus of this study was to investigate the relationship between technophobia among English students and their learning achievement. This research was conducted at the University of Lampung, and the sample was English students. The material for this study was the technophobia of English students and their impact on learning achievement.

1.6 Definition of Term

In this research, there were some terms that emerge frequently in the explanation of each chapter. Those terms were related to the core of this research, such as:

1. Technophobia

    A useless anxiety or fear related to technology, particularly computers and other electronic devices. It includes any discomfort, fear, or avoidance felt when utilizing technological tools or systems. A person suffering from technophobia may exhibit several symptoms, such as an aversion to computer use, anxiety when learning new software or digital skills, fear of technology-related jobs, and avoiding circumstances where technology is necessary.

2. English Student Learning Achievement

Students measurable academic performance in subjects related to the English language skills include of writing, speaking, listening and reading. Achievement in English typically encompasses performance on tests, exams, assignments, and assessments designed to evaluate these skills. In this research the academic performance can be refers as EPT Score

3. EPT (English Proficiency Test)

The English Proficiency Test (EPT) in this study refers to a standardized English language assessment administered by the University of Lampung to evaluate students' English skills, particularly in academic contexts. The test is designed to measure core competencies in listening, structure, and reading comprehension, and it serves as a predictive indicator of students' overall English language achievement. While not an international certification like the TOEFL iBT, the EPT at the University of Lampung follows similar formats and scoring systems to estimate a student's preparedness for academic English tasks. The scores obtained from this test are used by the university for various academic and administrative purposes, including graduation requirements and language proficiency evaluation.

This chapter has discussed about background, research problems, objectivesof the research, and uses of the research, scope of the research and the definitionof terms used in the research. For the strong theories and some previous research which support this research are discussed in the next chapter.

CHAPTER II
LITERATURE REVIEW

In order to reach the goal of this research, this chapter is a chapter of some theories which are discussed in a framework. It consists the concept of technophobia, Academic Achievement, Related research study, theoretical assumption, and hypothesis.

2.1 Previous Research Overview

In order to make this study more relevant, the researcher attaches several related previous studies conducted by several researchers. The first was conducted by Kuldeep and Kaur (2014), as a result the study show that technophobia among teachers is influenced by less or more knowledge and experience in using web-based teaching in the classroom and by those who frequently use web-based in the classroom compared to those who have never used web-based even once in their learning.

Another research conducted by Mario et al (2017), entitled "Assessing Technophobia and Technophile: Development and Validation of a Questionnaire".The researcher uses two different countries (Poland and Estonia) as the population of this research. The method used by the researcher was descriptive statistic (mean,standard deviation, skewness and kurtosis). Based on the finding and result discussion of this research, the result of the study, concluded that the technophobiaand Technophile questionnaires are reliable and valid measures of these constructs.The results support the one-factor structure of technophobia and the three-factor structure of Technophile. Additionally, the study found that the scales are invariantacross different countries, indicating that the constructs are culturally universal.

The next research conducted by Aseel and Saleh (2022), based on their finding of the research it is recommended that more attention be paid to undergraduates in Egypt, Qatar, and Jordan to enhance their Technophile levels and reduce technophobia. Developing programs and policies to enhance digital skills and minimize technophobia is particularly crucial for Egyptian students. Decision-makers in Jordan and Egypt should take serious steps to reduce technophobia among their undergraduates, aiding in achieving sustainability goals and minimizing the digital divide.

The last research was done by Nura Arabi et al (2023), the researcher used grade sixth students in Abu Dhabi as the population sample of this research. The research uses Quantitative Method through questionnare. As a result, the study showed that technophobia and motivation significantly shape the experience of Grade 6 students in distance learning and impact their academic performance. Emotions play a crucial role in the education process, and technophobia had a negative impact on academic achievement in distance learning. The study highlighted the importance of exploring motivation as a significant variable withinthe distance learning environment.

From all the research that has been done by several researchers before, the researcher sees that technophobia has a negative impact on society. On this occasion, the researcher can note that technophobia is one of the causes of decreased learning achievement and the impact will be worse on education, the researcher alsoensures that this research will be more useful for the development of futureresearchers.

2.2 Concept of Technophobia

In this part, there will be the details about technophobia, they are the definition technophobia, factors influence technophobia and the impact of technophobia.

2.2.1 The definition of Technophobia

Technophobia is a feeling of discomfort, fear or unease towards any technology. Itis a condition of nervousness which affects the person mentally and physically. Jay (1981) defines it as "a resistance to talking about computers or even thinking about computers; fear or anxiety towards computers; hostile or aggressive thoughts aboutcomputers".

An intense level of worry when using technology is known as technophobia. Manypeople view computers as dangerous intruders into their lives that prevent them from taking use of their educational and economic potential. We refer to these individuals as "techno phoebes." Technophobia is a term that was first used in 1985to describe a particular type of phobia that is defined as "an irrational fear of or aversion to computers"; more broadly, it refers to a dread of learning new technologies or to the incapacity to master them.

Rosen and Maguire (1990) characterize technophobia as "anxiety about current or future interactions with computers or computer-related technology; negative globalattitudes about computers, their operation or their societal impact; and/or specific negative cognitions or self-critical internal dialogues during actual computer interactions or when contemplating future interaction". Morreale et al. (2001) suggests that technophobia is often based on unfamiliarity with a medium. Everyone must learn the use of technology, as our educational system is becomingmore and more dependent upon the use of advanced technology.

The frustration that comes with using computers in education is a common phenomenon, and for some, this frustration has developed into technophobia, whichis the fear or dislike of advanced devices in distance education Lembani et al (2020), Since technophobia can take on various interpretations, it has become more complex with the evolution of technology Lembani et al.,(2020). According to Jay (1981) who defines it as:

1. A resistance to talking about computers or even thinking about computers, its mean technophobia is a negative mental block or discomfort that prevents

people from discussing or discussing computers or technology. It can lead to avoidance behavior due to a lack of knowledge or experience with technology, causing symptoms like worry or anxiety when discussing the topic.

2. Fear or anxiety towards computers, emotional responses to technology can include fear or anxiety, physical symptoms like sweating or trembling, psychological symptoms like dread or panic attacks, and avoidance behaviors like procrastination or relying on others for tasks involving technology.

3. Hostile or aggressive thoughts about computers, technophobia is a negative attitude towards computers, often characterized by negative language, frustration, anger, or resentment, leading to actions like hitting, kicking, or damaging computers out of frustration or anger towards technology.

Technophobia is defined as a severe type of computer-related anxiety as well as a confluence of situational, behavioral, and emotional reactions to computers Agogo & Hess, (2018). As stated by Mario et al (2017), technophobia, however, is a broad term for a response or attitude that causessymptoms of fear; it is not a disease that requires medical treatment. Despite the fact that technophobia and Technophile are increasing phenomena in today's society, they have been hardly studied so far due to the fact that science is increasingly focusing on developing new technologies, rather than evaluating the users' attitudes, emotions and behaviors toward them.

Based on the description provided, the researchers conclude that technophobia is a feeling of discomfort, fear, or unease towards technology, affecting both mentally and physically. It is often characterized by a dread of learning new technologies or the incapacity to master them. Technophobia is often based on unfamiliarity with amedium, but it has become more complex with the evolution of technology. It can take on various interpretations, but is often defined as a resistance to talking about computers, fear or anxiety towards computers, and hostile or aggressive thoughts about computers. Technophobia is a broad term for a response or attitude that causes symptoms of fear, not a disease that requires medical treatment. Despite the increasing prevalence of technophobia and Technophile, they have

been largely studied due to the focus on developing new technologies rather than evaluating users' attitudes, emotions, and behaviors towards them.

2.2.2 Indicators of Technophobia

Some experts believe that we all experience at least a small amount of nervousness when confronted with new technology. In today's rapidly changing world, it can be easy to feel out of touch. The fear of technology usually is not attributable to a single cause. There are several indicators influencing technophobia. Sharon and Reddi (2023).

1. Fear of change

   Fear of change is a factor that may lead to technophobia. Our brains are notwired to readily adapt to new ways of doing things. As creatures of habit, we find comfort in consistency. For many people, having to learn new programs or systems, adjust to new or upgraded machines, or worry about cyber-attacks can produce persistent feelings of anxiety This attitude among the teachers hinders them avoid the use of technology in the classroom teaching.

2. Social and Cultural factors

   The more frequently people use an item, the more comfortable and confident they become with its use. Traditionally, teens and young adults are the first to embrace new products and the first to become proficient with them, followed shortly by younger children. Adults are generally somewhatslower to adopt new technologies, and some older adults may never embracethem.

3. Lack of inclination for innovation

   With the advancement of technology, there has been a set of new application discovered in the field of education. The teachers should keep themselves abreast of these applications. But teachers are engaged in the traditional methods of teaching in the schools. Most of the teachers do not show any inclination for innovation. Hence, they cannot keep pace with the innovative

practices and advancements using technology in education.

4. Lack of the motivation from management

    If the management of the institution does not provide requisite technological gadgets and the internet connection in the school, they may not be able to learn as well as execute the innovative practices using technology. Lack of motivation and support from management in the effective use of technologyhas become a barrier for teachers to use innovative practices in teaching. This has developed in them a kind of disinterest towards the use of technology in their classroom teaching.

5. Cost-effective nature of technological devices

    Buying and maintaining technological devices incur a lot of expenditure. If the institution does not spend and support this cost, teachers can't use technology in their teaching. This ultimately makes the teachers use the traditional methods of teaching.

6. Lack of training for teachers in the use of technology

    The school authorities should provide adequate training for teachers in the use of technology for educational purposes. The administration should provide adequate service training for school teachers in the use of technological gadgets/devices for better understanding of various concepts easily by the students, in the absence of such training; the teachers cannot select appropriate devices for teaching various concepts in their respective school subjects as a part of integrating technology in education.

    Based on the theories that have been discussed, the six factors influence technophobia by Sharon and Reddi are very important to know what the factors cause technophobia.

2.2.3 The impact of technophobia

According to Odai (2018), The improvement of technology to our lives and

quality of living is undeniable, but also its impact on our psychological well-being.Technophobia is often seen as a psychological orientation and/or an attitude toward technology that might cause the low use of technology. The unpredictability of thenew situation might cause anxiety, which will negatively impact employees' performance. This anxiety or fear might manifest itself in the form of technophobiaor a phobia that is induced by technology. There are several impacts of technophobia:

1. On Academic

    According to Brosnan (2002), Academic literature has used the term technophobia interchangeably with terms like computer anxiety and it is filled with studies that examine technophobia using computers as a proxy of technology to assess peoples' level of technophobia. Negative attitude toward technology, such as computer anxiety, are important factors that impact online learning (Arbaugh,2002).

2. On psychological

    According to Osiceanu (2015), technophobia is related to a number of personal characteristics such as the level of anxiety, cognitive style andto the fullest extent self-efficacy. Beaudry (2010), For example, the feeling of pleasure decreases the readiness to explore the capabilities of the new technology whilst anger about a new technology has indirect positive impact on the readiness to use it since that alleviates obtaining social support which accelerates training in its turn; the anxiety about new technologies has the same contradictory effect.

3. On professional

    Lack of Technology Skills: Many jobs today require basic to advanced technology skills. Technophobia can limit individuals from developing these skills, thus reducing employment opportunities. Brosnan (2002), difficulty adapting to New Technology: Companies often adopt new technologies to improve efficiency and productivity. Fear of technologycan make it difficult

for individuals to adapt, which can hinder their career progress.

2.3 Learning Achievement

Achievement is the ultimate success of meeting the goals. On the other hand, achievement level is the extent to which a student succeeds in the examination or standardized test Wilkes-Carrile, (2000). A standardize test which is used to measure students, achievement should be based on criteria provided by the learning materials and stated in the learning elements. Learning is an active process that either generates new behavior or changes current behavior to improve an individual's problem-solving and situation-adaptation skills. Thus, the author can explain the various types of learning based on the understandings present above. These include: a unique characteristic that creates an individual from others in the process of modifying habits so that an individual show permanent ability such as knowledge, skills, attitudes, and intelligence. As stated by Ibrahim et al (2008), evaluation of students' learning achievement is the process of determining the performance levels of individual students in relation to educational objectives. A high quality evaluation system certifies, provides grounds for individual improvement, and ensures that all students receive fair grading so as not to limit students' present and future opportunities.

According to Firman et al (2020), learning achievement which is the result of learning achieved by students in a particular institution and level of education, can be known through student learning evaluations, then student learning achievement shows the quality and breadth of student knowledge after going through the teaching and learning process, this learning achievement is an indicator of the quality and knowledge mastered by students. High and low achievement can be an indicator of how much knowledge is mastered by students. Learning achievement which is the result of learning achieved by students in a particular institution and level of education can be known through student learning evaluations, then studentlearning achievement shows the quality and breadth of student knowledge after going through the teaching and learning process.

2.3.1 English student learning achievement

English language skill achievement is divided into two parts of language functions, namely oral and written communication. In this case listening and speaking are oral languages; reading and writing are written language. The learners are expected to be able to be able to listen, speak, read and write in that language Widdowson, (1985). According to Chen and Chang (2004), learning English is a difficult experience for many learners, as language is the most effective way to communicate and express our thoughts and opinions to others. Many students perform well in other subject areas, but they feel anxious in English and are described as underachievers; English language learner (ELL) learning achievement refers to the progress and proficiency achieved by these students in their English language skills. This can include various aspects, including reading, writing, listening and speaking. Several factors affect ELLs' learning achievement, and it is important to understand these to support and improve their educational outcomes. Therefore, English educators have long been searching for answers to explain the difficulties faced by some students, such as their achievement in GPA.

2.4 Related research study

In order to make this study more relevant, the researcher attaches several related previous studies conducted by several researchers. The first was conducted by Kuldeep and Kaur (2014), as a result the study show that technophobia among teachers is influenced by less or more knowledge and experience in using web-based teaching in the classroom and by those who frequently use web-based in the classroom compared to those who have never used web-based even once in their learning.

Another research conducted by Mario et al (2017), entitled "Assessing Technophobia and Technophile: Development and Validation of a Questionnaire".The researcher uses two different countries (Poland and Estonia) as the population of this research. The method used by the researcher was descriptive statistic (mean, standard deviation, skewness and kurtosis). Based on

the finding and result discussion of this research, the result of the study, concluded that the technophobiaand Technophile questionnaires are reliable and valid measures of these constructs.The results support the one-factor structure of technophobia and the three-factor structure of Technophile. Additionally, the study found that the scales are invariantacross different countries, indicating that the constructs are culturally universal.

The next research conducted by Aseel and Saleh (2022), based on their finding of the research it is recommended that more attention be paid to undergraduates in Egypt, Qatar, and Jordan to enhance their Technophile levels and reduce technophobia. Developing programs and policies to enhance digital skills and minimize technophobia is particularly crucial for Egyptian students. Decision-makers in Jordan and Egypt should take serious steps to reduce technophobia among their undergraduates, aiding in achieving sustainability goals and minimizing the digital divide.

The last research was done by Nura Arabi et al (2023), the researcher used grade sixth students in Abu Dhabi as the population sample of this research. The research uses Quantitative Method through questionnare. As a result, the study showed that technophobia and motivation significantly shape the experience of Grade 6 students in distance learning and impact their academic performance. Emotions play a crucial role in the education process, and technophobia had a negative impact on academic achievement in distance learning. The study highlighted the importance of exploring motivation as a significant variable withinthe distance learning environment.

From all the research that has been done by several researchers before, the researcher sees that technophobia has a negative impact on society. On this occasion, the researcher can note that technophobia is one of the causes of decreased learning achievement and the impact will be worse on education, the researcher alsoensures that this research will be more useful for the development of futureresearchers.

2.5 Theoretical assumption

In accordance with the theories explained earlier, this study aims at how English student and technophobia impact learning achievement, the fear or aversion to technology, can significantly impact students' learning achievement, especially in learning English. Factors that contribute to technophobia include psychological factors such as anxiety, low self-efficacy, limited exposure to technology, negative past experiences, and socio-cultural attitudes. Technology- phobic students may avoid using digital tools, miss opportunities to practice, and participate less in class.They may also struggle with assignments, online grading, delayed feedback, and communication skills. Research shows that technology phobia can negativelyimpact learning outcomes, especially in subjects that rely heavily on technology.

2.6 Hypothesis

Based on the theoretical assumption above, the researcher formulated the following hypotheses:

Null hypothesis (H0):

There is no significant effect of English students' technophobia on their English learning achievement.

Alternative hypothesis (H1):

1. There is a positive significant effect of English Student technophobia on their learning achievement.
2. There is a negative significant effect of English Student technophobia on their learning achievement.

In conclusion, this chapter asserts the supporting theories related to issues brought forward by the researcher. The alternatives of possible findings are presented as well.

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CHAPTER III
METHODOLOGY

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This chapter discussed the main point related to the design and procedures of the research which are used in this research; research design, population and sample, instruments of the research, data collecting technique, procedures of data collecting technique, validity and reliability of the research instruments, and data analysis.

3.1 Design of research

This study took the form of quantitative research, aiming to investigate the English student technophobia and its impact on their learning achievement. The researcher employed an ex post facto design for data analysis Setiyadi (2018). This design allowed the researcher to collect data on two variables without utilizing any treatment. The purpose of this design was to find out if there is an effect of technophobia that impacts their learning achievement which is EPT score without relying on experimental manipulation, but rather by collecting data after the relationship had occurred. Therefore, the research design was as follows:

<div align="center">

X ⟶ Y

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The symbol X represents the measurement instrument used to gather data for the independent variable, which is students' technophobia. The symbol Y refers to the measurement of the dependent variable, namely students' English learning achievement, as reflected in their EPT (English Proficiency Test) scores. In addition to these two main variables, the study also included a Perceived Language Proficiency of English ability, gathered through a separate section of the questionnaire. While this Perceived Language Proficiency was not treated as a core variable in the X-Y model, it was incorporated into the regression analysis to

provide more nuanced insight and strengthen the predictive power of the model.

This research was included in the research survey study. According to Mathiyazhagan and Nandan (2010), the survey study is a descriptive research method, research that takes samples from participants and uses questionnaires as the main data collection tool. Survey research deals with present events and is quantitative. It may further be subdivided into; discretional, correlational, and exploratory types of research.

3.2 Population and Sample
3.2.1 Population of The Research
The population was the whole object of research. It is the entire group of people with a specialized set of characteristics and qualities determined by researchers to conclude about. The population of this study was the University of Lampung English Department Students batch 2019-2023.

3.2.2 Sample of The Research
A sample was a part of the population that has the characteristics possessed by the population. In conducting research, it was very important to determine the sample as research participants, and purposive sampling was used as a sampling technique in selecting research participants. Purposive sampling is a technique used to determine a sample from a population that has specific characteristics in accordance with the research objectives, which are expected to answer the research questions. In this study, students of the English Study Program of the University of Lampung who have a EPT score as a supporting tool in knowing technophobia on English learning achievement were selected as research participants.

3.3 Research Procedure
The researcher was conducted by following the procedures as follows:
a. Determining the research question and determining the focus of the research.

Considering the fact among the findings found by researchers about English

Foreign Language learning students' technophobia preferences at University of Lampung thus, the researcher made research questions as follows: how is the English student technophobia? and how is the relationship between the English student technophobia and their learning achievement?

b. Making close-ended statements of the questionnaire

The questionnaire was modified from the previous study according to the objective of this research. The researcher was conducted an online questionnaire through a Google Form. The questionnaire consists of 30 close-ended statements about University of Lampung English Department students' technophobia and their impact on learning achievement as sources to find out the relationship of technophobia on English students and whether there is an impact on their learning achievement. The online questionnaire link (Google Form) was shared through Whatsapp, and the participants must respond to a Three-point Likert scale questionnaire with 30 close-ended statements ranging from 1 to 5 (strongly disagree, disagree, neutral, agree, strongly agree).

c. Analysing The Questionnaire

Data collected from the questionnaire (Google Form) were analysed using descriptive statistics, putting the data into a table, and analysing the results from Google Form in frequency and percentage.

d. Conducting the Interview

The Interview was conducted by Face to face. Ten sample from University of Lampung English Department students' have been interviewed by giving several open-ended questions.

e. Analysing the Data

This step was to find out English Foreign student technophobia preferences at University of Lampung. The data was analyzing by using SPPS version 25, the researcher was analysis the result of the interview by using descriptive statistics. The result of the interview was used to find out whether they belong

to instrumental technophobia and their impact on learning achievement, EPT.

3.4 Validity of the Research Instruments

3.4.1 Face Validity

Face validity is of significant importance as it represents the initial, straightforward assessment of the overall validity of a test or technique. It serves as a preliminary step in gauging the quality of research and can swiftly identify inadequacies Bhandari, (2022). According to Setiyadi (2018), face validity is associated with how individuals unfamiliar with a test perceive a measurement tool. In other words, it relates to the initial impression or subjective evaluation of whether the instrument appears to be adequate and aligned with its intended purpose. In this case, whether technophobia affects the impact of their learning achievement.

3.4.2 Content Validity

Based on Setiyadi (2018), It is mentioned that to check the content validity of a questionnaire, the researcher can observe how the measurement tool is developed based on the previously explained concepts or definitions. Therefore, the researcher utilizes the method of basing the questions on the Likert scale. The Likert scale is specifically designed to measure technophobia against their learning achievement to find out whether technophobia affects their learning achievement. This approach ensures that the questionnaire adequately captures and measures the construct of technophobia and their impact learning achievement validly and reliably.

3.4.3 Construct Validity

Validity testing is useful to evaluate the questionnaire items, such as relevance, clarity, simplicity and ambiguity. Validity refers to the extent to which the research instrument measures what it is supposed to measure. The validity of the questionnaire was tested in two phases: content validity and construct validity. Content validity assesses whether the instrument contains all the items necessary to represent the target construct. Then construct validity refers to how the items on

an instrument relate to the relevant indicators. According to Azwar (2005), Construct validity is a picture that shows the extent to which the measuring instrument shows results that are by the theory. To measure the construct validity the researcher was using expert judgment that has been filled by Lecturer in University of Lampung.

3.5 Reliability of the Instrument

According to Setiyadi (2018), it was mentioned that an alternative method to test the reliability of the questionnaire can be done using the inter-rater reliability method. This involved researchers, assessors, or observers as a team to provide opinions about the similarity of a measurement tool. In this case, the researcher involved the advisors and examiner to provide opinions regarding the items in the questionnaire that would be used to gather data of Students English technophobia and their impact on learning achievement. In this case, the Likert scale was utilized for the questionnaire instrument.

Reliability Statistics	
Cronbach's Alpha	N of Items
.710	30

The reliability of the questionnaire was assessed using Cronbach's Alpha, which resulted in a value of 0.710 across 30 items. This indicates an acceptable level of internal consistency, meaning that the questionnaire items were sufficiently reliable in measuring the constructs of learning achievement and technophobia. According to reliability classification standards, a Cronbach's Alpha value above 0.7 suggests that the instrument is consistent and dependable for research purposes Muñoz, I., et al. (2023).

Additionally, the Case Processing Summary shows that all 90 participants provided valid responses, with no cases excluded. This ensures that the dataset is complete and representative, allowing for an accurate and thorough analysis of the relationship between technophobia and learning achievement.

3.5.1 Data Collecting Technique

The data collection technique explains the methods researcher used to collect data related to research priorities. In this research, the techniques used to collect data were as follows:

3.5.1.1 Survey Method

Survey method is one of the techniques in collecting data used to obtain data from certain natural by distributing questionnaires, tests, structured interviews and so on (Sugiyono, 2013). In this research, the questionnaire consisting of 30 close ended statements has been distributed to gather information from participants. This research used an online questionnaire using Google Form. The questionnaire invitation has been distributed to the participants through WhatsApp along with a brief explanation about the purpose of the questionnaire and the link to access the questionnaire in the Google Form. Google Form was used to ease the distribution and collection. The questionnaire containing close-ended statements has been divided into two sections. In the first section, the participants have been asked to fill out personal information. Then, the participants have been provided some statements related to English Students' technophobia and their impact on learning achievement. Moreover, to ensure the data interview was applied to 10 ten students asking how the technophobia and learning achievement were connected one and each other. The interview was done offline by face-to-face interaction.

3.5.1.2 Instrument of The Research

The word instrument refers to a tool required to collect data to get information and answer the research questions. According to Creswell (2004), the instrument is used to collect the data needed. The instruments used in this research were questionnaires and interviews.

3.5.1.3 Questionnaire

A questionnaire is a research tool consisting of a set of questions used to collect data from respondents. In this study, questionnaires were used to collect data aimed at finding out whether technophobia has an impact on learning achievement

of English language students. The type of questionnaire used was a closed questionnaire, which resulted in limited choices. As the main instrument used to answer the research questions, the questionnaire consisted of 30 closed statements with 5 alternative answers (strongly disagree, disagree, neutral, agree, strongly agree), which were adapted from previous studies with some modifications. This instrument of technophobia consisted five sub-indicators in order to present the data clearly; (1) Fear of change, (2) Social cultural and factors, (3) Lack of inclination for innovation, (4) Lack of the motivation from management, (5) Cost-effective nature of technological devices.

Tabel 3.1 Technophobia Instrument

Aspect	Number of Statement
Attitude towards Technology Use	1-3
Perception of Technology Capability	4-6
Anxiety about Technology Development	7-9
Attitudes towards the use of technology in Education	10-12
The Impact of Technology on Daily Life	13-15

The instrument of English student achievement and Perceived Language Proficiency were consisted seven sub-indicators in order to the data; (1) EPT, (2) Reading comprehension, (3) writing proficiency, (4) Listening comprehension, (5) Speaking proficiency, (6) Vocabulary range, (7) Grammar proficiency.

Tabel 3.2. English Achievement Instrument

Aspect	Number of Statement
Reading comprehension	16-17
Writing proficiency	18-19
Listening Comprehension	19-20
Speaking proficiency	21-22
Vocabulary range	23-24
Grammar proficiency	25-30

3.5.1.4 Rating Scale of the Questionnaire

The criteria for the rating scale were as follows:

Tabel 3.3. Questionnaire's Rating Scale

Scale	Criterion
1	Strongly disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly agree

3.5.1.5 Interview

An interview is a way of gathering data that is used to obtain information directly from the source (Sudaryono, 2016). It is used to complete the data and also to confirm it clarifying data from the questionnaire to seek deeper information to be sure about the results of the questionnaire. To gain deeper insights into the relationship between technophobia and students' English academic achievement, the researcher developed a semi-structured interview guide. The interview questions were designed to explore students' experiences, attitudes, and perceptions regarding the use of technology in English learning environments. This approach allows for flexibility while still maintaining a focus on specific themes related to technophobia and academic performance.

The construction of the interview items was guided by previous studies highlighting the psychological and emotional barriers students face when integrating technology into language learning (Khasawneh, 2018). According to Brosnan (1998), technophobia can lead to avoidance behaviors, reduced engagement, and overall lower academic outcomes when students are required to interact with digital tools. In the context of English language education, where technology increasingly plays a vital role in instruction and assessment, such fear may directly influence learners' motivation, participation, and test performance (Warschauer & Meskill, 2000). Therefore, the interview questions aim to explore how technophobia manifests among learners, its impact on their English achievement, and the strategies they adopt to cope with technological challenges.

The set of ten open-ended interview questions includes items focusing on students' comfort with using digital tools, their experiences with online platforms, the emotional responses triggered by technology use, and their reflections on the impact of technophobia on their academic performance. These questions are intended to complement quantitative data by providing rich qualitative insights into the psychological factors affecting English language learning in a technologically mediated environment.

Tabel 3.4. Interview Questions

No.	Questions
1	Do you believe that your fear of technology affects your academic performance in English? Please explain.
2	How comfortable are you using digital tools (such as computers, smartphones, or other online platforms) to learn English?
3	What is your opinion about using online resources (such as apps or websites) to improve your English skills?
4	Have you ever experienced anxiety, fear, or discomfort when using technology for educational purposes? Please give an example.
5	Do you believe that your fear of technology affects your motivation to learn English? Please explain.
6	Have you ever noticed differences in academic performance between students who are comfortable with technology and those who struggle with it?
7	How does your level of comfort with technology affect your English learning performance (e.g., EPT scores, class participation, or assignments)?
8	What technological tools or platforms make you feel uncomfortable when learning English?
9	Have you ever avoided using certain technologies in learning English because of fear or discomfort? Please give an example.
10	What strategies do you use to overcome difficulties related to technology in your English learning?

(Khasawneh, 2018)

3.6 Data Analysis

3.6.1 Data Analysis of the Questionnaire

To investigate of English students' technophobia and its impact on their learning achievement, descriptive statistics were used to analyse data by using the following steps:

a. Tabulate the students' responses from the questionnaire using likert scale.

b. Analysing the mean and the percentage of the questionnaire.

c. Presenting the results of data analysis descriptively and interpreting them in an easy-to-understand way.

d. Drawing the conclusion based on the data analysis.

3.6.2 Data Analysis of the Interview

The collected data from the interviews are descriptively analysed Miles & Huberman, (2014) as follows:

1. Data reduction

   The process of analysing the data is through summarizing and sorting out the main points related to the objective of the research. This process is done to give a clear idea about the data.

2. Data Presentation

   After conducting interviews, the data is presented in the form of narrative description. In this step, the researcher interprets all the interview results in detail.

3. Conclusion Drawing

   The last step of analysing quantitative data is concluding the obtained data, which can describe an object.

3.7 Hypothesis Testing

Based on the theoretical assumption above, the researcher formulated the following hypotheses:

Null hypothesis (H$_0$):

There is no significant effect of English students' technophobia on their English learning achievement.

Alternative hypothesis (H1):

1. There is a positive significant effect of English Student technophobia on their learning achievement.

2. There is a negative significant effect of English Student technophobia on their learning achievement.

Hypothesis testing was used to prove whether the proposed hypothesis in this research was accepted or not. The hypotheses were tested by using a regression analysis of Statistical Package for Science (SPSS).

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher formulates conclusion based on the result presented in the previous chapter as well as the suggestion from the researcher regarding to technophobia in relation of learning achievement, especially in English.

5.1 Conclusions

This study aimed to investigate the impact of technophobia on students' English learning achievements, particularly focusing on their EPT scores. The research utilized a questionnaire to assess students' levels of technophobia and their perceived English achievement, and it also examined the correlation between technophobia and English learning outcomes. Through regression analysis, the researcher explored how technophobia contributes to the EPT score as a dependent variable.

The findings of this research show a significant relationship between technophobia and English achievement. The regression results indicate that technophobia negatively affects students' EPT scores, with a notable coefficient of -75.392. This suggests that higher levels of technophobia are associated with lower English learning achievements, as reflected in their EPT performance. On the other hand, Perceived Language Proficiency, as another predictor, has a positive effect on EPT scores with a coefficient of 24.295, reinforcing the importance of students' English proficiency in determining their exam success.

Moreover, the analysis of the data reveals that technophobia is a critical barrier that hinders students from fully engaging with technology, which is essential in the modern learning environment. The research supports the notion that students who experience anxiety or discomfort with technology struggle to maximize its

potential in enhancing their English language skills. As highlighted by some experts that overcoming technophobia is crucial for adapting to digital tools that can greatly benefit language learners.

From the regression analysis, we also observed that the combination of technophobia and Perceived Language Proficiency accounts for a substantial portion of the variance in EPT scores. This is a significant finding as it demonstrates the importance of both psychological and academic factors in students' language learning outcomes.

5.2 Suggestions

Based on the conclusions of this study, which revealed a significant negative correlation between technophobia and students' English learning achievement, several important recommendations are put forward to mitigate the impact of technophobia and enhance English language outcomes, especially in technology-integrated learning environments.

a. Students

It's important to help students build digital skills as part of their learning journey. They should be encouraged to join digital literacy workshops or online training that can teach them how to use different learning technologies. By getting used to tools like online dictionaries, learning platforms (LMS), virtual classes, and online tests, students can slowly reduce their fear or stress about using tech. Also, teachers can try blended learning—mixing normal face-to-face teaching with online tools—so students get used to it step by step without feeling too overwhelmed. Working together with friends can also help. Students who are good at using technology can help those who still struggle. This way, they learn from each other and feel more confident. Lastly, if some students still feel really anxious about using tech, they should know that help is available—like school counselors or support groups—where they can talk about their problems and get help both emotionally and academically.

b. Teachers and Educational institutions

Dealing with technophobia should be one of the main goals in improving students' learning. Schools and universities are encouraged to create special programs—like workshops, training sessions, or even counseling—that focus on helping students feel less anxious and more confident when using technology. Teachers have an important role in this. When introducing new tools, they should use simple and friendly ways, like giving clear, step-by-step instructions. Letting students practice directly and giving helpful feedback can make them feel more capable and less scared. It's also a good idea for schools to include digital literacy as a subject, so every student—no matter their background—can learn basic tech skills. Using blended learning (mixing traditional and online learning) in subjects like English can also help students get used to technology slowly, with support. Learning together with friends also helps. Students can support each other and learn together, which makes the class feel more open and less stressful. Lastly, teachers should also be given chances to learn about new digital tools, so they can teach better and help students with different tech skill levels.

c. Future Research

There are many ways future research can build on the results of this study. First, researchers can explore other factors that might cause technophobia in learning English—such as students' cultural background, economic situation, past experience with technology, or personality traits like fear of taking risks or not liking change. Understanding these things can help create better and more specific solutions. Second, future studies should try using other English tests besides the TOEFL Prediction Test (EPT), like IELTS, CEFR-based tests, or academic placement exams. This would help check if the link between technophobia and English performance is the same in different situations. Researchers can also use long-term studies to see how students' fear of technology and their English skills change over time, especially after joining tech training programs or learning with new methods. In addition, using interviews or case studies can give deeper insights into students'

personal stories, feelings, and how they deal with their fear of technology. These detailed views can help make the data more complete and give a better understanding of how to support students in today's digital world.

In conclusion, the findings of this study underscore the need for proactive efforts from all stakeholders—students, educators, institutions, and researchers—to address technophobia as a barrier to English learning. By fostering digital confidence, providing adequate support systems, and promoting inclusive and adaptive learning environments, the negative impact of technophobia can be reduced, ultimately leading to improved academic performance and better preparation for the demands of a digitally connected world.

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