The Perceptions of EFL Students on the Use of *iPusnas Applications* in Finding Resources for English Academic Writing

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ABSTRACT

This research aims to determine the perceptions of EFL students regarding using the *iPusnas application* to find English language resources and determine the level of utilization of the iPusnas application as a reference for academic writing. To achieve the objectives of this study, 34 students majoring in English at the Fatmawati Sukarno Bengkulu State Islamic University were selected as the research sample. The questionnaire instrument was used to collect data in this study. A total of 22 questions were divided into 12 questions for the variable perception of using iPusnas to find English sources based on three aspects of perception: cognition, affection, and conation. On the other hand, 10 other questions are to find out the use of the iPusnas application as a reference source for academic writing, which consists of 6 indicators based on The Big 6 theory (Process of Solving Information Problems). Then the data obtained were analyzed using a quantitative descriptive approach with the tabulation stage and data analysis using the Likert scale technique. Furthermore, based on the data processing analysis findings, this study's results indicate that perceptions of using the iPusnas application to search for English sources rank very well with an interval scale of 3.72 (Very Good). The results of using the iPusnas application as a reference in academic writing also scored well on a scale of 3.19 (Good), indicating a high frequency of using the iPusnas application as a reference for academic writing with a score of 41 (60%). In conclusion, in this study, researchers advise students to increase the use of the iPusnas application, especially in academic writing, such as accessing the application more often to use it as a source of knowledge and not having to wait when there is a new academic writing assignment to access iPusnas.

Keywords: EFL Students, iPusnas Application, Academic Writing

ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa EFL tentang penggunaan aplikasi iPusnas untuk mencari sumber bahasa Inggris dan mengetahui tingkat pemanfaatan aplikasi iPusnas sebagai referensi menulis akademik. Untuk mencapai tujuan penelitian ini, sebanyak 34 mahasiswa jurusan Bahasa Inggris di Universitas Islam Negeri Fatmawati Sukarno Bengkulu dipilih sebagai sampel penelitian. Instrumen kuesioner digunakan untuk mengumpulkan data dalam penelitian ini. Sebanyak 22 pertanyaan dibagi menjadi 12 pertanyaan untuk variabel persepsi penggunaan iPusnas untuk menemukan sumber bahasa Inggris berdasarkan tiga aspek persepsi: kognisi, afeksi, dan konasi. Sebaliknya, 10 soal lainnya untuk mengetahui pemanfaatan aplikasi iPusnas sebagai sumber referensi menulis akademik yang terdiri dari 6 indikator berdasarkan teori "The Big 6" (Proses Pemecahan Masalah Informasi). Kemudian data yang diperoleh dianalisa menggunakan pendekatan deskriptif kuantitatif dengan tahap tabulasi dan analisis data menggunakan teknik skala Likert. Selanjutnya berdasarkan temuan analisis pengolahan data, hasil penelitian ini menunjukkan bahwa persepsi penggunaan aplikasi iPusnas untuk mencari sumber bahasa Inggris berada pada peringkat sangat baik dengan skala interval 3,72 (Sangat Baik). Untuk hasil pemanfaatan aplikasi iPusnas sebagai referensi dalam penulisan akademik juga berada pada skor baik pada skala 3,19 (Baik) yang menunjukkan frekuensi tinggi dalam penggunaan aplikasi iPusnas sebagai referensi penulisan akademik dengan skor 41 (60%). Kesimpulannya, dalam penelitian ini, peneliti menyarankan mahasiswa untuk meningkatkan penggunaan aplikasi iPusnas khususnya dalam penulisan akademik, seperti lebih sering mengakses aplikasi untuk menggunakannya sebagai sumber pengetahuan dan tidak harus menunggu saat ada tugas penulisan akademik baru mengakses iPusnas.

Keywords: Mahasiswa EFL, Aplikasi iPusnas, Menulis Akademik

INTRODUCTION

The learning media used by EFL students in the modern era is closely related to technology, such as smartphones and computers. The importance of supporting media is because EFL students learn English, a foreign language for them to master quickly. According to (Syahrial, Safnil & Syafryadin, 2022) language teaching at the educational level in various countries requires technology. In other words, language teaching using web-based technology can make students more effective and motivated to master their literacy skills in both reading and writing (Anggitasari, Tarwana, Febriani & Syafriyadin, 2021).

The use of technology in the learning and teaching process has been used by teachers and students, especially in EFL classes during the Covid-19 pandemic in the last two years (Parmin et al., 2020). This is supported by a statement from (Apriani, Arsyad, Syafryadin, 2022) since the pandemic, universities in Indonesia, especially Islamic universities, have been conducting online lectures. This requires English lecturers to be able to use ICT while providing knowledge. Lecturers must ensure that EFL students receive good information sources while attending lectures. Several studies have proven that using ICT has a positive effect on students, such as using e-books as companions for students in learning. One of the media used by EFL students is a digital library that provides sources of information for writing resources used by teachers, including training students to choose, organize, access, borrow, and maintain digital works (Fitri, 2022) so that they can easily access e-books. Furthermore, information obtained through library resources is projected to make it quicker for students to find sources of knowledge.

In addition, writing ability is one of the skills that EFL students learn in class. A student can be academic if the student has produced an academic writing product with the originality of his ideas without plagiarizing the work of others. Writing must comply with the rules of scientific writing. Besides that, the importance of academic writing by EFL students is because this is a requirement to get a degree and pass. EFL students must write various types of academic writing such as theses, reports, research, papers, and essays. (Haryanto, 2019). When working on academic writing, students often need help finding sources related to their scientific writing needs.

Thus, utilizing media, according to (Gardner, 2005), would make it easier to find knowledge sources without needing to wait for materials from the teacher. That unless EFL students had also gone through the procedure of finding data using media that this theory has been introduced by Robert E. Berkowitz and Michael B. Eisenberrg, 1987 in (Permatasari, Akbarjono & Martina 2022) named The Big6 (Information Problem Solving Process) with media technology, their information needs in academic writing will be encountered. This process consists of 6 steps, namely: a) Gather problem information and identify the information obtained, b) Strategies for searching for the information needed, c) Accessing sources of information and determining where the information is contained in the sources, d) Information is used and integrated by filtering pertinent information as needed, e) Information synthesis, organization from diverse sources, and presentation, f) Effective and efficient information evaluation and assessment (Wolf et al., 2003).

Furthermore, from this theory, it can be concluded that resources can be found through a web-based media library. However, it should be noted that some students still need to find sources for academic writing, such as e-books digitally, practically, and safely, especially the provision of campus e-libraries which are sometimes still under restoration. However, as technology develops, students can use various platforms on the internet that provide sites for free reading. One that was introduced to students was the iPusnas application with it students can easily access the books available in the iPusnas application (Hendrayanto et al., 2022).

However, the use of this application as a source of textbooks in school learning still needs to be appropriately optimized (Puspita, Galuh & Irwansyah, 2018).

The iPusnas application also provides various kinds of reading materials that can be used to increase student literacy, and this application can be accessed anywhere and anytime for free. The collection of reading material in the iPusnas application is complete, consisting of the National Library of the Republic of Indonesia and several institutions that work closely with the national library and are willing to place their collections in the iPusnas application (Puspita & Irwansyah, 2018). Another opinion added that the iPusnas application provides a search feature for material collections libraries, lending services, and returning reading collections online. Besides these features, one of the exciting features is that there are features like social media that users can use to follow each other and sending messages to other users (Salsabila et al., 2022) but the obstacle after the results of brief interviews with several random EFL students was that there were still students who needed to learn about the iPusnas application. Moreover, it is also supported by research (Aisyiyah, 2019). Users of the iPusnas application currently reach approx. 100,000 more. If seen from the range of applications made by the library, each nationally with several users, around 100,000 people can still say a little.

In addition, several studies examine the relationship between the use of e-libraries by students and suggest that this e-library implementation continues to be used by students, especially for information needs and literacy (Nurjanah et al., 2017; Yuhelmi & Rismayeti, 2017; Sari, Nurdin & Musoffa, 2018; Roman, 2020; Khan, 2021). Therefore these studies discuss the importance of using e-libraries for students and also evaluate English e-books that can be found in e-libraries. Moreover, previous research that is similar to this study discusses the use of the iPusnas application (Hendrayanto et al., 2022); This study found that students had a favorable perception of the iPusnas App in terms of the accessibility of obtaining students textbooks anyplace and at anytime time if using the internet, consequently enhancing student understanding. As for other research related to the iPusnas Application on increasing student literacy and reading comprehension (Fitri, 2022: (Salsabila et al., 2022), Older research that examines and analyzes the use of the iPusnas App as a source of information (Puspita & Galuh, 2018; Aisyiyah, 2019; (Lestari et al., 2022).

Moreover, From the various studies that have been mentioned, what makes this research different from previous research is first, the subjects studied in previous research focus more on students' perceptions in junior high schools, high schools, and the general public. In contrast, this research focuses on EFL students who are currently writing. Academically during the course. The two previous studies only discussed the perception of the use of reading literacy. Furthermore, this study concentrated on leveraging using iPusnas App to fulfill the goals of english academic resources. Finally, earlier study focused on assessing the utilization of the iPusnas application and linking it to school learning has yet to examine how often the frequency of using iPusnas App is used by students. For this reason, based on the problems found based on previous observations and looking for GAP research from previous research, researchers are interested in examining EFL Students' perceptions of using the iPusnas application to obtain academic writing resources.

However, in this research, researchers employed three perceptual elements to assess students' perceptions. The CAC was developed by Schiffman and Kanuk (2004) in (Wahyuni, 2018) The three key factors that affect perception that were utilized in this research are as follows: a) Cognition aspects includes knowledge, students' ways of thinking to obtain knowledge, experience, and expectancies about just how perceptions of the Ipusnas Application would change, b) Features of Affection are including aspects that require emotions or emotional reactions and lead in favorable or poor judgements of persons emotional components affecting the perceptions of utilizing the iPusnas App result in a positive and negative things like security and comfort in using the iPusnas App, c) Conation Aspects that include attitude,

actions, behavior, and individual motivation regarding how perceptions of the iPusnas application, such as actions or user behavior, can access to obtain information sources. In conclusion, this research is directed, and the focus of this research has two research questions, namely what are the perceptions of EFL students about using the iPusnas application to find English resources? and what is the level of utilization of the iPusnas Application by EFL Students as a Source for Academic Writing?

METHODOLOGY

Quantitative descriptive research has been used in this research. Quantitative research, according to (Cresswell, 2004), tries to collect statistical data and utilize deductive logic in constructing and evaluating its theory. Thus, exploratory method is a method for collecting information and detecting and predicting correlations between and within variables in order to characterize an item or subject being studied and quantitative technique is used in the investigation (Sugiyono, 2013). This research was conducted on 34 EFL students who had taken the Academic Writing class and had written academic works such as term papers and essays and were preparing a thesis for the 2022/2023 academic year for the English Department, Fatmawati Sukarno State Islamic University, Bengkulu. The first data collection technique is observation, and the main instrument uses a closed questionnaire. The data collection procedure in this study begins with; a) Researchers distributed questionnaires containing 12 statements for the iPusnas Use variable and 10 questions for Academic Writing, b) EFL students gave answers as respondents to the questions in the questionnaire, c) Researchers analyzed and processed the data that had been obtained through the answers from the respondents.

In addition, Data Analysis Techniques in this study used Arikunto's model with the preparation, tabulation, and data application stages (Arikunto, 2012) several steps of data analysis and presentation in this study were: a) Data selection The data collected from the answers were grouped between general questions and questions about their perceptions of the iPusnas Application. b) Tabulation in compiling data into tables to Continue analyzing the data. Respondents use the Likert scale to select either positive and negative answers. For positive statements, this questionnaire uses 4 categories of alternative answer choices, namely:

Table.1 The Categories of Alternative Answer Choices

Positive statements	Score	Positive statements	Score
Strongly Agree (SA)	4	Strongly Agree (SA)	1
Agree (A)	3	Agree (A)	2
Disagree (D)	2	Disagree (D)	3
Strongly Disagree (DS)	1	Strongly Disagree (DS)	4

Moreover, the application of data to conclude all indicators that have been proposed to respondents using measurement techniques (Warsito, 1992) with 0%: No none, 1% - 25%: A small portion, 26% - 49%: Almost half, 50%: Half, 51% -75%: Most, 76% -99%: Almost all, 100%: Fully.

However, data with calculated percent are analyzed to use a Likert scale. To determine the respondents' appraisal of the research object, the scores are totaled, and then the average score or ordinal scale, which says that the thing under investigation is good or very good, is sought. The interval scale formula is then employed to assign the respondent's location in an

object of evaluation: {a (m-n): b}. Because the scale of this study is set at 4, where the lowest score is 1, and the highest score is 4, the interval scale can be calculated: {1(4-1): 4}, so the distance between each point is 0.75 so that the following assessment can be obtained: a) Very good = 3.25 – 4, b) Good = 2.6 – 3.25, c) Fairly good = 1.75 – 2.5, d) Poor = 1.00 – 1.75. An interval scale with this score is applied to data analysis in interpreting perceptions and using the iPusnas Application for Academic Writing.

FINDINGS AND DISCUSSION

Findings

The Perceptions of EFL Students about Using the iPusnas Application to Find English Resources

Three aspects of perception are assessed in the research questionnaire for the variable use of iPusnas Application to find English resources, namely aspects of Cognition, Affection, and Conation. In order to be able to interpret these three aspects, the researcher presents data that has been processed to find out the percentage with a formula and then tabulated as in table 1:

Table 2. Statement questionnaire results of perceptions of EFL students about using the iPusnas application to Find English Resources

No	Statements	SA	A	D	SD	F
	EFL Students' Perception of the Use iPusnas Application to Finding English Resources					
	Cognition related to knowledge					
1	I read the e-book provided by iPusnas Application for the need for learning knowledge and information sources	20 (58,8%)	13 (38,2%)	1 (2,9%)	0 (0%)	**34 (100%)**
2	I have become more critical of phenomena because the e-books provided by iPusnas are related to my language studies	7 (20,6%)	22 (64,7%)	4 (11,8%)	1 (2,9%)	**34 (100%)**
3	I can only get information sources in English by borrowing the e-book on the iPusnas Application	20 (58,8%)	11 (32,4%)	3 (8,8%)	0 (0%)	**34 (100%)**
4	I cannot improve my English skills by using iPusnas because this application uses Indonesian and there are no other menu options to change the language	9 (26,5%)	17 (50%)	6 (17,6%)	2 (5,9%)	**34 (100%)**
	Total	**56 (41,1%)**	**63 (46,3%)**	**14 (10,2%)**	**3 (2,2%)**	**136 (100%)**
	Conation related motivation, attitude, behavior, and action					
5	I use the e-book in the iPusnas application to avoid plagiarism in the writing that I will make	21 (61,8%)	10 (29,4%)	3 (8,8%)	0 (0%)	**34 (100%)**
6	I am motivated to read more e-books because I see that other users have many followers on the iPusnas	6 (17,6%)	9 (26,5%)	12 (35,3%)	7 (20,6%)	**34 (100%)**

application account

No	Statement	SA	A	D	SD	Total
7	I am interested in borrowing more e-books provided by the iPusnas application because the collection is complete, especially English books	4 (11,8%)	24 (70,6%)	6 (176%)	0 (0%)	**34 (100%)**
8	I borrow e-books if I have to wait in line because the book I need is being borrowed by another user	20 (58,8%)	12 (35,3%)	2 (5,9%)	0 (0%)	**34 (100%)**
	Total	**51 (37,5%)**	**55 (40,4%)**	**23 (16,9%)**	**7 (5,1%)**	**136 (26%)**
	Affection related to emotions, feeling, and assessment					
9	I feel more cost effective after using because I don't need to print learning resource papers, Simply utilize the E-book in the Ipusnas program.	18 (52,9%)	12 (35,3%)	4 (11,8%)	0 (0%)	**34 (100%)**
10	I feel safe using the E-book in the iPusnas application, since it prevents physical document loss	8 (23,5%)	18 (52,9%)	7 (20,6%)	1 (2,9%)	**34 (100%)**
11	I'm not worried about viruses that will attack my computer or cellphone when I borrow an e-book	4 (11,8%)	11 (32,4%)	17 (50%)	2 (5,9%)	**34 (100%)**
12	I feel helped by the help feature on how to use it for users who want to learn more about the iPusnas application	5 (14,7%)	22 (64,7%)	7 (20,6%)	0 (0%)	**34 (100%)**
	Total	**35 (25,7%)**	**63 (46,3%)**	**35 (25,7%)**	**3 (2,2%)**	**136 (100%)**

According to table 1.1, the first three aspects of the assertion are elements of the statement of Cognition which consists of 4 statements regarding perceptions of using the iPusnas application for finding English resources using cognition aspects related to knowledge as in statements 1 to 4 the total score obtained on the cognition aspect statement was almost half 56 (41.1%) with the highest score respondents chose the agree option 63 (46.3%), and a small portion was chosen by 14 (10.2%) Disagree, and for the lowest percentage chose very disagree 3 (2,2%). From the total score, it is known that almost half of students chose to agree (46.3%), and only (2.2%) of students who gave negative statements by disagreeing using the iPusnas application were able to improve their English skills and do critical thinking. For this reason, from the cognition aspect, students agree to use the iPusnas application to find English resources as a source of knowledge and information for EFL students.

Next is a statement on the aspect of behavior related to motivation, attitude, action, and behavior contained in statement items five through eight. It can be seen in table 1.1 that the total score of the four statements on the Conation aspect is as many as 51 (37.5%) respondents chose strongly agree. The highest score was chosen by 55 (40.4%) students who agreed, then students who disagreed, 23 (16.9%), and for students who very disagreed 7 (5.1%). From the total score, almost a small portion of students gave negative statements 7 (5.1%) very disagree and was not motivated to see other readers and read or borrow books on the iPusnas application. For positive statements, almost half of students, 40.4%, agreed and were motivated to read and borrow English books on the iPusnas application and avoid plagiarism by using

borrowed e-books as resources.

Moreover, statements number nine to twelve are aspects of affection related to emotion, feeling, and assessment of students as iPusnas users. They are seen in table 1.1. In the total score for the nine to twelfth statement items, some students chose the option strongly agree 51 (25.7%), and as many as 63 answers (46.3%) chose to agree as the highest score. Then 35 (25.7%) chose not to agree, and only three statements (2.2%) chose very disagree. From the total score, it can be seen that students agree to use the iPusnas application to get English resources because they feel it is more economical not to need to print physical books, safe from losing documents, not worried about viruses on the device, and helped by the help feature if there are problems using the iPusnas application. For negative statements, 2.2% disagree because almost small students are still worried about losing documents, such as books being deleted on the application, and are still trying to figure out the security of the iPusnas application.

The level of utilization of the iPusnas Application as a Source for Academic Writing

The results of data processing from questions regarding The level of utilization of the *iPusnas Application* by EFL students as a source for academic writing distributed through questionnaires Table 2 illustrates this:

Table 3.
Statement Questionnaire Results of level of utilization of the iPusnas Application by EFL Students as a Source for Academic Writing

No	Statements	SA	A	D	SD	F
	Level of utilization of the iPusnas App by EFL Students as a Source for Academic Writing					
	Gather academic writing resources					
13	I found many sources of information that can be used for academic writing	18 (52,9%)	14 (41,2%)	2 (5,9%)	0 (0%)	**34 (100%)**
	Total	**18 (52,9%)**	**14 (41,2%)**	**2 (5,9%)**	**0 (0%)**	**34 (100%)**
	Integrate Academic Writing Resources					
14	I choose e-books from well-known and integrated authors in the iPusnas application to be used as credible sources in academic writing	18 (52,9%)	14 (41,2%)	2 (5,9%)	0 (0%)	**34 (100%)**
	Total	**18 (52,9%)**	**14 (41,2%)**	**2 (5,9%)**	**0 (0%)**	**34 (100%)**
	Strategy For Finding Sources of Academic Writing					
15	I prefer to use the iPusnas application from a smartphone device that has a small screen, rather than accessing it via a computer device	18 (52,9%)	13 (38,2%)	3 (8,8%)	0 (0%)	**34 (100%)**
16	I chose the updated reference in the iPusnas application by looking at the latest collection applied from the year of publication and the writer	14 (41,2%)	18 (52,9%)	1 (2,9%)	1 (2,9%)	**34 (100%)**

	Total	**32 (47%)**	**31 (45,5%)**	**4 (5,8%)**	**1 (1,4%)**	**68 (100%)**
	Access Academic Writing Resources					
17	I can use the iPusnas app for read resources and academic writing tasks more than three times per week	6 (17,6%)	24 (70,6%)	3 (8,8%)	1 (2,9%)	**34 (100%)**
18	I rarely use iPusnas during weekends and have no academic tasks that need me to obtain reputable sources.	9 (26,5%)	17 (50%)	6 (17,6%)	2 (5,9%)	**34 (100%)**
	Total	**15 (22%)**	**41 (60,2%)**	**9 (13,2%)**	**3 (4,4%)**	**68 (100%)**
	Organizing Academic Writing Resources					
19	I got reading reference recommendations for scientific writing available on the iPusnas application by academic writing tutors	13 (38,2)	19 (55,9%)	2 (5,9%)	0 (0%)	**34 (100%)**
20	I am not able to set the time when I have to borrow and return books on the iPusnas application so that academic writing is not finished on time	10 (29,4%)	17 (50%)	5 (14,7%)	2 (5,9%)	**34 (100%)**
	Total	**23 (33,8%)**	**36 (52,9%)**	**7 (10,2%)**	**2 (2,9%)**	**68 (26%)**
	Evaluating Resources For Academic Writing					
21	I received positive feedback from the lecturer regarding the results of my academic writing because I had used the resources obtained on the iPusnas application	10 (29,4%)	17 (50%)	7 (20,6%)	0 (0%)	**34 (100%)**
22	I evaluate my academic writing by comparing the differences in my writing style with the reading sources available on the iPusnas Application	10 (29,4%)	13 (38,2%)	6 (17,6%)	5 (14,7%)	**34 (100%)**
	Total	**20 (14,7%)**	**30 (44,1%)**	**13 (19,1%)**	**5 (7,3%)**	**68 (100%)**

For the first indicator Collecting sources for this indicator, as many as 18 (52.9%) students chose strongly agree, and for statements that agreed, 14 (41.2%), for those who disagreed, there were 2 (5.9%) students, and none negative statements given by students 0 (0%). From this percentage, it can be seen that EFL students use the iPusnas application as a forum for gathering their academic writing resources.

Second, integrating academic writing sources with source screening. In table 1, the results show that 18 (52.9%) students chose strongly to agree, and 14 (41.2%) other students chose to agree. The remaining 2 (5.9%) students chose not to agree, and there were no negative statements by 0 (0%) students. This percentage results show that students use iPusnas to get credible and integrated sources for their academic writing.

Third, the strategy of finding sources of academic writing. The total score obtained in statements 15 and 16 in the results of the respondents' answers was 32 (47%) chose strongly agree, 31 (45.5%) chose to agree, and for those disagreed, 4 (5.8%), and negative statements did not agree 1 (1.4%). The results of the total score can be seen in that EFL students use strategies to get resources, such as using a smartphone for easy surfing in applications, selecting sources quickly, and being updated with the application.

The fourth is accessing academic writing sources. In this indicator, the total score obtained from the questionnaire statements number 17 and 18, 15 (22%) chose to strongly agree, 41 (60%) agreed, and 9 (13,2%) chose not to agree, the remaining 3 (4.4%) chose strongly disagree. There are negative statements on this indicator where the results are known to be EFL students using the iPusnas application when there are only academic writing assignments.

Fifth, organize academic writing resources. The total score obtained on this indicator is 23 (33%) choosing strictly agree, 36 (52.9%) agree, 7 (2.9%) disagree, and the remaining 2 (2.9%) choosing strongly disagree. From the results of the total EFL score, students agree that it is difficult to arrange a time to borrow books so that academic assignments are not completed on time. In addition, students also agree if the writing tutor gives directions to use the iPusnas application.

Lastly indicator is Evaluating sources for academic writing; at this last indicator stage, a total score of 20 (14.7%) chose strongly agree, 30 (44.1%) agreed, and 13 (19.1%) chose not to agree, the remaining 5 (7.3%) chose strongly disagree. From this percentage, it can be seen that EFL students use the iPusnas application as a reference for evaluating their writing results by comparing the results of their writing with the books they read, and students get feedback from lecturers regarding the results of their academic writing.Based on the answers from the respondents presented in table 2, to determine the extent to which EFL students use the iPusnas application as a resource for academic writing, the researcher used The Big6 theory as an indicator of the second variable.

Based on the questionnaire above to find out the frequency of iPusnas user access in utilizing this application as a source of information in academic writing can be seen from Table.3:

Table 3.
Frequency of Accessing the iPusnas Application for Academic Writing

No.	Classification	Data Analysis			
		Frequency		Total	Percentage (%)
		Q16	Q17		
1	Very High	6	9	15	22%
2	High	24	17	41	60%
3	Moderate	3	6	9	13,2%
4	Low	1	2	3	4,4%
	Total	34	34	68	100%

Furthermore, based on the table from the table. 3 percentages above, 34 students were involved in responding to the questionnaire on the frequency of using the iPusnas application to find the needs of academic writing information sources. There are two statements related to the

frequency of EFL students as iPusnas users. The total score high of 41(60%) agrees with the statement that students access the iPusnas application more than 3 times a week as a reading resource and for frequently visited access times are during active lecture hours and when there are assignments to complete academic writing assignments. In contrast, for the low score only 15 (44%) of students need access to the iPusnas application. To this negative vote, students only access iPusnas 3 times a week using the iPusnas application to complete their academic writing assignments.

Moreover, to make it easier to see the frequency of access in the use of the iPusnas application by EFL students, it can be seen from the graphical results student answers in the Figure 1:
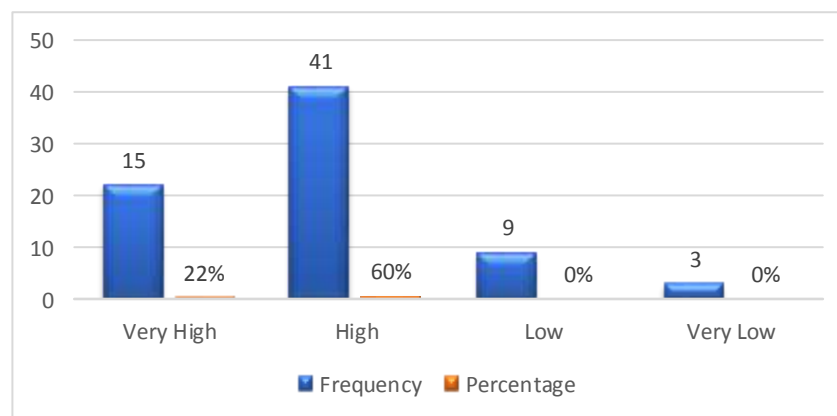

Figure 1.
The Frequency of accessing iPusnas Application

Summarization of Research Results Perception of The Use i-pusnas App to Find English Resources

Level of the utilization iPusnas Application for academic writing. The researcher divided the study into two categories: first, EFL students' perceptions of using the iPusnas application to obtain English resources, and second regarding the level of utilization of the iPusnas application as resource for completing academic writing by EFL students. Then the results of the questionnaire from the 2 categories are searched for the average value with the help of the SPSS version 26 application on the questionnaire for every 2 variables and then interpreted into interval scale values that have been determined previously in the research method section. However, the summary of the questionnaires from the two categories has been analyzed and discussed in table 1 and table 2 in table 4.

Table.4 Summarization of Questionnaire Data
Descriptive Statistics

		Minimum	Maximum	Mean
Perception of the use iPusnas App to find English Resources	4	25.00	46.00	3,72
Level of the utilization iPusnas App for academic writing	4	20.00	40.00	3,19
Valid N (listwise)	4			

Based on the EFL student perception indicator of using iPusnas application to find English resources, namely the average respondent based on the interval scale that has been

determined in the research method, the perception variable for using iPusnas is 3.7 (very good) for using iPusnas as a source of information for academic writing, EFL students' results at UIN FAS Bengkulu are a good rating with a final result of 3.19 (good). Based on the results of the two variables, it can be seen that the respondents, namely EFL students, have very good respondents to the use of iPusnas to find English sources, in addition, the majority of responders had favorable views about the utilization of the iPusnas application to complete academic writing assignments.

Discussion

The first part discussed in this study is regarding EFL students' perceptions of using the iPusnas application to find English sources. This perception research seeks to discover the perceptions that exist in individuals in this study by English students at Fatmawati Sukarno Bengkulu State Islamic University of the object used and its usefulness, namely the iPusnas application. According to Schiffman (Kourieos & Evripidou, 2013), three factors impact perceptions. Then the researcher applied this theory to research to find EFL students' perceptions of the iPusnas application. The first is cognitive perception related to knowledge about using iPusnas in finding English-language resources. The second is motivation, attitudes, and actions related to conation about students' motivation in finding English-language resources, interest in using the iPusnas application to find resources, and the last is affection related to emotions, feelings, and judgments towards the iPusnas application when students use this application to obtain English resources. Research that examines perception using the Affection aspect (Ningsih et al., 2021) examines students' use of ICT in EFL Learning. Moreover, the results of the questionnaire analysis from research on perceptions of using iPusna, namely EFL students, have a perception that agrees with the positive statement with the conclusion that the perception of using the iPusnas application to find English resources is ranked very well with an interval scale of 3.72 (Very Good).

In addition, from the cognitive aspect, students use the iPusnas application to find English sources as a source of knowledge and information for EFL students. Likewise, students are motivated to read and borrow English books in the iPusnas application and avoid plagiarism by using borrowed e-books as a very good assessment resource in this application because students feel safe and do not have to worry about losing documents, such as books being deleted in the application. Research that supports a good perception of the iPusnasi application is research (Hendrayanto et al., 2022), this research resulted in a positive perception of the use of the iPusnas App by students in the form of the ease of accessing social studies textbooks anywhere and anytime as long as they are connected to the internet thereby increasing student literacy. Another study that experienced positive perceptions (Fitri, 2022; Salsabila et al., 2022) the results of this study was iPusnas application on increasing student literacy and reading comprehension.

The second exemption in this study is the level of utilization of the iPusnas application as a source for academic writing. This study consists of 6 indicators based on (Berkowitz & Eisenberg 1987) Big6 Theory (Information Problem Solving Process). The results of using the iPusnas application as a source in academic writing also scored well on a scale of 3.19 (good). This also answers the frequency of using the iPusnas application as a source of high academic writing with a score of 41 (60%), namely EFL students with more than 3 access the iPusnas application while working on academic writing. Based on the results of processing questionnaire data with 6 indicators, results were found for the first indicator. Collecting sources for this indicator, EFL students use the iPusnas application as a forum for collecting academic writing resources. Second, integrating academic writing sources with source screening where students use iPusnas to get credible and integrated academic writing resources. Third, the strategy of finding sources of academic lessons. The results of the total score show

that EFL students use strategies to obtain resources, such as using smartphones to easily explore applications, select sources quickly, and be updated with applications.

Futhermore, the fourth indicator is find academic learning resources whose results are known to EFL students using the iPusnas application when available for academic writing assignments only. Fifth, organizing academic writing resources. In addition, students also agree if the writing tutor provides directions for using the iPusnas application. The last indicator is Assessing the Sources of Academic Writing, the result that EFL students use the iPusnas application as a reference for assessing their writing results by comparing their writing results with the books they read, and students get feedback from lecturers regarding the results of their academic writing. This research is supported by research related to the use of digital libraries on the relationship between the use of e-libraries by students and suggests that the implementation of this e-library continues to be used by students, especially for information and literacy needs (Roman, 2020) the results show that these factors affect the utilization of electronic resources.

CONCLUSION

Based on the research results that researchers have analyzed, some of the conclusions obtained in this study are first: EFL students' perceptions of using the i-pusnas application as a digital library application to provide English sources are very good because found in various language books English like mastering academic writing books and other books. The supporting features provided by the application also make students feel safe. It also motivates students to use ICT, such as the iPusnas application, to help develop knowledge. In addition, the level of utilization of the iPusnas application as a source in academic writing also gets a good because EFL students have access and use the e-books available in the iPusnas application well. Researchers' suggestions for students to optimize the use of the iPusnas application are not only used as a source in academic writing but also to add information and knowledge.

However, lecturers and teachers can also require students to use credible sources in student writing to avoid plagiarism by using the iPusnas application. Likewise, the campus provides internet access to students so that the level of frequency increases in using technology or ICT to full fill students' information needs. Finally, for future researchers interested in examining this research in more depth, new researchers should examine more samples because the drawback of this study is that only a few samples were used, namely EFL students. In addition, future researchers can also examine problems found while using the iPusnas application in finding academic writing resources. This is because this research only focuses on perceptions of use and utilization. It needs to evaluate as a whole both the relationship and the effectiveness of this application in meeting the needs of English sources for academic writing.

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