
Students' Perception towards the Use of Smartphone in Learning Activities

(Title of article in English should describe the main content of manuscript, be informative, concise, and not too wordy (12-15 words only), and does not contain formulas.)

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Abstract

The current study investigates students' perception regarding the role of Smartphones in English language learning at MAN Buntet Pesantren. The researcher applied descriptive qualitative method for this research. The data gathered from interview, online questionnaires and document analysis. The result shows that mobile device that being used mostly is smartphone. In the classroom activities it being used to play music, translating, training speaking and listening, and browsing. Meanwhile, outside the classroom it is being used to conducting distance learning, for delivering materials, and collecting the assignment. The obstacles of implementing MALL are low connectivity, unsupported phone, high cost, risk of distraction, and risk of cheating. The last is students' perception towards MALL was seen from the ease of use and usefulness of mobile device. In short, they seems to have good perception.

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INTRODUCTION

Use of mobile technology started in 21st century and it gave birth to Mobile-Assisted Language Learning (MALL) which refers to learning languages via mobile devices/phones. Mobile Learning makes learning more private and individual matter as well as it makes

learning possible in formal and informal situations. Students are found using Smartphone for learning translation and retranslation, reading online books, and practicing their communication skills via smartphones (Kukulka-Hulme & Shield, 2008). As smartphone offers private learning opportunities in the same way it

offers collaborative learning opportunities too. Students are now more able to engage in online discussions on social media like facebook, discussion forums and they are able to practice and learnt better pronunciation through English language learning Youtube channels. These social aspects help promote collaborative learning among ESL learners (Baruah, 2012).

The implementation of new technologies in English language teaching of 21st century has gained considerable to the importance both in literature and in classroom practice. The issue was caused by the rapid growth of technology from time to time (Kukulka-Hulme & Bull, 2009, p. 16). One of the current developments in 21st Century English Language Education is the use of mobile devices. It becomes a part of learning tools which helping teachers and students along the learning process inside and outside of the classroom. Mobile-based learning will makes more students centred learning activities. Thus, students become more active in learning process and teachers will have a role as a facilitator that will guide students to research.

Using mobile assisted language learning in English language teaching can create new a style of teaching rather than old fashioned direct instruction (McQuiggan, Kosturko, & Sabourin, 2015, p. 3). For example, let us take a look in a case where students often find difficulty in learning vocabulary and how to differentiate among verb, adjective, adverb, and noun, in this case MALL can help students by providing easy accessibility to find the words that they needed. In teaching learning process faces many problems, for example, when the teacher explained some topics, some of students look bored, annoying their

friends, they could not keep silent, etc. Furthermore, mobile assisted learning English activity is one of way how to solve the problem. Thus, education will less stressful, more relaxed, and more enjoyable, bringing a long list of educational.

Despite the existence of research focusing on many aspects of MALL in language teaching, the literature still lacks sufficient research describing the implementation of MALL inside and outside the classroom which is now happen because of pandemic period, due to fill in the gap and expect to give a new insight the researcher tries to explore the way of implementation of mobile devices in the senior high school inside and outside the classroom. The findings can be a foundation for further observation in similar and different areas and further questions can be directed to what are the strategies that can be applied in m-learning of 21st century era.

The pandemic era also change the condition of our life. People start to be pushed into a new normal system which is creates some changes in the aspects and parts of their life. The changes in the educational system is, teachers and students should conduct the teaching and learning process through distance learning by using the mobile technology. Thus, it was one of the reason the researcher did this research to explore the way of teaching through the distance learning.

Two main characteristics of mobile devices are portability and connectivity. As for connectivity, designing the mobile system must have capability of being connected and communicated with the learning website using the wireless network of the device to access learning material ubiquitously including short message service (SMS) and mobile e-mail.

Portability enables learners to move mobile devices and bring learning materials (Miangah & Nezara, 2012, p. 310).

Salmon's (2002, pp. 179-180) states that there are five stages of implementing MALL outside the classroom are follows:

- a. Step 1 Access & Motivation: The first step involves helping new students become familiar with the online setting by learning how to use the course software and having instructional activities that are relevant.
- b. Step 2 Online Socialization: The second step involves building the foundation for a vibrant online community by using short m-activities that cultivate trust between students.
- c. Step 3 Information Exchange: During this step, instructors should utilize online m-tivities that promote discovery learning. Students need assignments that give them opportunities to explore and share knowledge in class discussions. Instructor will realize that this step is completed when students are successfully processing information and become more proactive in their learning.
- d. Step 4 Knowledge Construction: The advent of this step marks the development of m-tivities that focus more on helping students use higher order thinking skills and

become independent learners. Students must have projects that help them to learn how to construct their own personal knowledge.

- e. Step 5 Development: This step represents the development of new cognitive skills that enable students to learn to monitor and evaluate their thinking.

METHOD

The descriptive qualitative method was used in this study. Qualitative research, according to Fraenkel, Wallen, and Hyun (2012, p. 426), is study that looks into the quality of relationships, activities, circumstances, or materials. The purpose of this study was to look at how teachers and students used mobile devices in the classroom. The descriptive qualitative method was used to create this study. It is defined as a study that focuses on the structure, attitude, or conduct of a group of people (Ary, 2002, p.25).

Interviews, open-ended surveys, and documentation are all methods for gathering data. In qualitative research, where the focus is on the nature of experience, the interview is frequently seen as a core method (Heigham & Croker, 2012, p, 183). Open-ended questionnaires are those that ask respondents to respond in their own words in a designated space (Heigham & Croker, 2012, p, 201). According to Creswell and John W (2012, p. 223), a valuable source of information on a place or participants in a study is public and private documents, which can include newspapers, minutes of meetings, personal journals, letters, lesson plans, photographs, and so on.

The researcher analyzed the data collected from the interview and

questionnaires utilizing Miles and Huberman's (2014, p.14) three stages of data reduction, data display, and data conclusion drawing/verification. The first, data reduction, is the process of writing summarizing coding, teasing themes, creating clusters, partitioning data, writing memoranda, and selecting data from the researcher's transcriptions. The second is data display, which is a structured, compressed collection of data that allows for decision-making and action. The last, is conclusion drawing and verification. In this phase, drawing and verification, as result of analysis which present preliminary belief, is still tentative and would be changed if there is no evidence to prove the data collection at the next step. Then it were tested for reliability and validity through triangulation.

RESULTS AND DISCUSSIONS

Students' Perception towards the Use of Mobile Technology in Learning Activities

The Technology Acceptance Model (TAM) was adopted by Davis in Sung Mi Song to describe students' perceptions of the use of mobile technology in learning activities. According to Davis, there are two factors that have a significant effect on behavioral intention to use a technology: perceived ease of use and perceived usefulness.

a. Mobile Technology Makes Teaching and Learning Activities Fun, Interesting, and Easier

From the questionnaire that have shared to the students, they stated that using mobile device in the learning process and activities is a good movement. They think that by using mobile technology can create a fun and interesting learning activities. The integration of mobile technology in learning activity promotes different types of learning activities than

conventional learning which not using technology. By using mobile technology, the teacher can add interesting ways of doing explaining the material, for example by showing videos through the laptop, playing music, and etc.

b. Mobile Technology can Accessing Information Quickly

One of the results concerning about students' perception toward the use of mobile technology especially mobile phone in English learning activity is students' stated that mobile technology is a useful tool. Mobile technology can help them in doing the assignment easier. They can utilize mobile technology especially mobile phone to find the materials that they need for completing the assignment and task that was given from the teacher.

c. More Productive Activities

Technology is a system that can facilitate educators and students to learn more broadly, and also more variety. By doing different kinds activities, students become more productive in doing kinds of practices and exercises. They can experience lots of assignment projects with utilizing mobile devices and its applications.

d. Improving Students' Skills

Most of the students think that mobile technology can improve their four skills (reading, writing, listening, and speaking). Those students perceive that mobile technology allows them to practice their English more. They stated that kind activities which are can improve their skills is mostly by utilizing mobile phone.

In the students' perception of the implementation of MALL, it can be concluded that the students' perception toward the use of MALL in English learning was mobile device is ease and usefulness to use MALL in English

learning. The students revealed that they think mobile technology makes the teaching and learning activities fun and interesting. It was because they utilizing mobile technology to support in doing some activities. By using mobile technology, the teacher can add interesting ways of doing explaining the material, for example by showing videos through the laptop, playing music, and etc. Most of the students revealed that integrating mobile technology, can gaining their motivation in studying English. They already accepted it by using mobile technology to help them in learning English. It also makes the learning process easier because they have access to the internet to help them find some materials that they could not find from the book. In fact from the result of interview and questionnaires there is a gap that students who doesn't have good access and good mobile device think implementing MALL is quite complicated?

The other perception of students is they believe that mobile technology can help them to get the information quickly. For example, when they need to find unfamiliar words they just need to types the words in the offline or online dictionaries, then they will get the meaning of it just in split second of time. It doesn't need take a long time, like when students use printed dictionary. One of the most useful think that the students claimed is it is easy to know an unfamiliar word by looking for the online dictionary, but practically in the classroom, the teacher did not allowed the students to use smartphone just for finding an unfamiliar words, thus they need to look for it without the knowing of the teacher. In the research that was conducted by Porabad in 2016, he said that the students of his research think that using mobile device has possibility to the immediate feedback from the teacher,

while in this current research, there is no students who think about this matter.

Technology is a system that can facilitate educators and students to learn more broadly, more and also more variety. The different kinds of activities should increasing the skills of reading, writing, listening, and speaking. From the result of teacher interview here are the transcription. By doing different kinds activities, students become more productive in doing kinds of practices and exercises. They can experience lots of assignment projects with utilizing mobile devices and its applications. For example students being told to make short conversation video about invitation.

Most of the students think that mobile technology can improve their four skills (reading, writing, listening, and speaking). Those students perceive that mobile technology allows them to practice their English more. They stated that kind activities which are can improve their skills is mostly by utilizing mobile phone. The students told that before the pandemic period, For increasing students' speaking and listening, she instruct the students to use ELSA Speak and watching video from teacher's recommendation as the media of self-learning. While for teaching reading and writing, teacher use some kinds of exercises for example by asking them to find the references of the materials that being discussed and write down the summary. They may also use Grammarly for checking their writing. Although, the students said that their skill was improved, the evidence of the interview and screenshot shows that they still having difficulties in doing conversation by using simple English language.

Although they seem have good perception of the usefulness of mobile technology, they also think that mobile

technology sometimes has difficulties. From the result of the interview in the findings, the students often do complaining about low connectivity and the signal that was not stable. The other problems shown in the findings is unsupported phone. From the interview of the students, there is a few of them that have old fashion mobile phone, so they often get trouble in using it. Those are similar to the issues that shown in the journal written by Kangsawad (Kangsawad, p. 79). Other technological problems and difficulties in mobile learning include technical problems of operating the device. That was the opposite perception of the students' perception on Hui Chung (2015) research, he revealed that learning using mobile phone is not restricted by the time.

CONCLUSION

Students and teachers have encountered several difficulties in implementing MALL. The first is that there is a lack of connectivity. The second identifier is unsupported phone, which indicates that students frequently encountered issues with their mobile phone's technical errors, such as lagging and insufficient memory storage. The third point is high cost; this refers to the cost of an internet package, which is quite costly. The fourth risk is distraction; students are frequently distracted by notifications or while playing video games while studying English. The last one is risk of cheating. When students use their smartphones in the classroom, they are more likely to cheat on assignments or tests.

The students about the implementation of MALL in the learning process it shows that they tend to have good perception of utilizing MALL in the learning process a tool to support the activities. The perceptions was taken from the sight of ease of use and usefulness.

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