

EFL Students' Perception of Using Smartphone for English Language Learning at Universitas Lancang Kuning

Winda Septiana Sitanggang¹, Putri Herawati Manalu², Rista Yuli³, Fedra Rolinca⁴, M.Mahfud Irkhamni⁵

1 Universitas Lancang Kuning; windaseptiana.ws44@gmail.com

2 Universitas Lancang Kuning; putriherawatimnl@gmail.com

3 Universitas Lancang Kuning; ristayuli.rgt21@gmail.com

4 Universitas Lancang Kuning; fedrarolinca5@gmail.com

5 Universitas Lancang Kuning ; mahfudzirkhamni@gmail.com

ARTICLE INFO

Keywords:

Keyword 1; Smartphone

Keyword 2; Students'
Perception

Keyword 3 ;Language
Learning

Article history:

Received 2024-04-01

Revised 2024-06-15

Accepted 2024-06-28

ABSTRACT

In this day and age, there is an increasing tendency towards utilizing smartphone for the purposes of language learning. Overall, there is a significant acceptance of mobile learning among language learners, especially in terms of usefulness, efficiency, interactivity, and convenience. The main goal of this survey research was to investigate the perspectives of first-semester students at English Education Department towards mobile applications use for the purpose of learning English. Data on the study findings are reviewed in the discussion part in order to either corroborate or refute certain earlier research findings. The researchers collected data using a questionnaire adopted from Hidayati (2019). The finding shows that the students' perception of using smartphone for language learning was in the level "Moderate" indicated by Mean=3.31 and SD=.655. This study might be helpful for future investigations on the use of cellphones to learn languages. It is anticipated that the study's conclusions will be beneficial to students as one of their resources when they wish to use cellphones for language learning.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Putri Herawati Manalu

Universitas Lancang Kuning; putriherawatimnl@gmail.com

1. INTRODUCTION

In this day and age, there is an increasing tendency towards utilizing smartphone for the purposes of language learning. Overall, there is a significant acceptance of mobile learning among language learners, especially in terms of usefulness, efficiency, interactivity, and convenience. Smartphones have become ubiquitous tools in modern life, and their impact on education is undeniable in the realm of English language learning. In particular, it is the smartphone that has become the focus of attention, and which has achieved popularity concerning m-learning (mobile learning) for a number of reasons. Overall, the acceptance rate is still very high. Mobile learning for language learners, especially in terms of practicality, efficiency, Interactivity and convenience. Smartphones in particular have become the center of attention and has a high reputation in the field of mobile learning, Metruk (2021) in (Marwa et al., 2023).

The increasing of technology, teachers are unable to prohibit the use of smartphones in the classroom. Smartphone technology is gaining popularity. Everyone now relies on their smartphones. due of its language usability and usefulness learning if used effectively and wisely. Students nowadays are surrounded by technology, with access to a wide collection of knowledge at the tip of their fingers. Many educators believe that technology is a boon to education. Integration is beneficial, meaningful, and required for a school to work properly. Students should improve their English skills. which professors must inspire students to achieve success by giving education in teaching procedures and regulations, as well as theory and practice. To accomplish this, Here, the instructor used media to help students progress. Its Smartphone has abilities, Meeker (2012) in (Jati, 2018).

Internet-connected mobile phones can search thousands of websites and provide highly detailed information, provide accuracy to readers. They have almost replaced professional books, saving you the physical burden of going to college library. However, the use of mobile technology also means that students often spend long periods of time chatting with friends on social networks and browsing non-academic websites, which in turn affects their classroom performance. Kuznekoff, J., and Titsworth, S. (2013) in (Nalliveetil & Alenazi, 2016) are of the opinion that the potential distraction caused by students using their mobile phones to play games, text messages, check Facebook or engage in other activities has become a concern to many classroom instructors. However, availability is free software program for language learning, portability, speed, audio output and visual capabilities on the latest mobile devices. Mobile phones make them an important tool for EFL students to learn English.

According to (West 2012) in (Bllaca, 2016) the ability of Smartphones and tablets to provide students access on digital content whenever they need is another reason for learners to love such technologies and use them on a daily basis. In addition, such mobile learning technologies not only serve to provide access on digital content from various locations, but they rather enable students to communicate, collaborate, create and share with each other. Smartphone is being used for various purposes example Smartphones to translate words from Indonesia to English to advance their knowledge in pronunciation, grammar, watch movies or listen to music in their target language and so on, which might not be the case with the learners of other nationalities.

The use of mobile technology began in the twenty-first century, giving rise to Mobile-Assisted Language Learning (MALL), which refers to learning languages using mobile devices/phones. Mobile Learning makes learning more private and personalized, as well as allowing for formal and casual learning situations. Students have been observed utilizing cellphones to study translation and retranslation, read online publications, and practice their communication abilities (Kukulka-Hulme & Shield, 2008) in (Bllaca, 2016). Because smartphones provide both private and collaborative learning possibilities, Opportunities are also available. Students can now participate in online debates on social media platforms such as Facebook, You Tube, Whatsapp. may practice and develop better pronunciation through discussion forums and the English language channels are being studied. These social components aid in the promotion of collaborative learning among ESL students (Baruah, 2012) in (Naz et al., 2019).

According to Krhrisnamoorthy (2016) in (Muliati, 2016), students can use their mobile phones to listen to many English audio tracks and check the speeches of great speakers in English. Teachers can also provide information and preferred audio tracks to students. In this way, her friendly learning will take place in a relaxed atmosphere. According to Pahmi (2016) in (Muliati, 2016), it is already known that Indonesian students' problem in learning English is that they have little exposure to English because it is a foreign language. According to Begum (2011) in (Muliati, 2016), 4,444 students can use mobile technology to learn English in 4,444 different ways. Many activities allow students to do everything with online devices such as dictionaries, improve reading, writing and speaking skills, practice pronunciation using mobile recording capabilities, and take photos for homework.

From all the explanation and theory in the previous paragraph that have been explained by the researcher, they are extrancted to make a study related to the use of smartphone for teaching English in 1st student at fadiksi unilak, because this university is the one of that uses the smartphone in the teaching-learning process. This study was conducted at the College of Faculty of Education and Vocational Studies, Lancang Kuning University. Participants are members of the 2022 group and took electives this semester. The 2022 group was chosen because they already have experience in language learning courses, including speaking, listening, writing and reading courses.

2. METHODS

2.1 Research Design

This quantitative study was designed as a survey study. This was a cross-sectional study that aimed to move the study from the sample to the population (Creswell 2012). This study was conducted at the Department of English Education, Lancang Kuning University. The variable in this study was ELF students' perceptions of using smartphones for English language learning.

2.2 Data Source

A survey form participants were given the survey and were requested to provide details about their smartphone usage apps by selecting one of the four choices one of the four options within two sets of statements: strongly agree, agree, disagree, or strongly disagree (a Likert scale of 1 (strongly disagree) to 4 (strongly agree) was employed). The data that was gathered in December 2023 was additionally analyzed and scrutinized. The research sample consisted of 25 first semester students from This quantitative study was designed as a survey study. This was a cross-sectional study that aimed to move the study from the sample to the population (Creswell 2012). There were 24 females and only 1 male, signaling the dominance of the female gender.

2.3 Technique of Collecting Data

The following are the methods used to perform the research: A questionnaire with 20 questions about using smartphones for language study was given to the students. After that, they completed the questionnaire on their own and gave it to the researcher.

2.4 Technique of Analyzing Data

The data collected from the surveys. The data were examined using the SPSS software, and the results were interpreted using basic visual representations to gain a thorough understanding grasp of them. The statements in the questionnaire had four scales: (4) - Strongly Agree, (3) - Agree, (2) - Disagree, (1) - Strongly Disagree. (Hidayati, 2019)

Table 1. Katz & Kahn's Likert Scale Range

No	Range	Category
1	1,00 - 2,49	Low
2	2.50 – 3.99	Moderate
3	4.00 – 5.49	High

Katz & Kahn's (1978) Likert Scale Range

3. FINDINGS AND DISCUSSION

3.1 Reasons of using smartphone for language learning

This study has identified the reasons of using smartphone for language learning. Table 2 shows the scores of the first indicator that portrays of the reasons of using smartphone for language learning. There were 8 statements represented the reasons to use smartphone for language learning. The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part. (Hidayati, 2019)

Table 2. Reasons Of Using Smartphone For Language Learning

Number and statement	M	SD
1. I am interested to use smartphone as teaching and learning tools	3.44	.583
2. I feel that the use of smartphone can increase the effectiveness of learning	3.96	.020
3. Smartphone can be used to assist my learning	3.32	.69
4. Smartphone can be effective tools in my class and outside the class	3.32	.852
5. Smart phone can be an effective method of learning as it can give immediate support	3.08	.702
6. Smartphone can improve the quality of my education	3.12	.881
7. Smartphone provides rich multimedia resources and media support to improve the educational experience	3.08	.812
8. Implementing m-Learning using smartphone will enable me to have independent learning	3.08	.702

Table 3. Reasons Of Using Smartphone

Indicator 1(N=25)	M	SD
Students preception of the reasons to use smartphone for language learning	3.30	.677

Table 3 displays reasons of using smartphone for language learning was in the level of "Moderate" indicated by Mean (M=3.33) and Standard Deviation (SD=.677). The data shows that the reason of using smartphone has sufficient positive agreement in the first indicator. This finding indicates that smartphone have positive impact in english learning.

3.2 The use of smartphone for language learning

The use of smartphones for language learning is classified into three major categories: communication (Statement 14), storage (Statements 12, 15, 16), and academic work (Statements 9, 10, 11, 13). (Hidayati, 2019)

Table 4. The Use Of Smartphone For Language Learning

Number and statement	M	SD
9. I use a smartphone to make translations using English dictionary features	3.16	.80
10. I use a smartphone to take notes	3.04	.841
11. I use a smartphone to search reference materials from internet in the class	3.64	.49
12. I use a smartphone to download learning materials	3.48	.653
13. I use smartphone to practice pronunciation from google translate or similar application	3.48	.653
14. I use smartphone to email and submit assignments	3.64	.49
15. I use a smartphone to record lectures and presentations	3.12	.881
16. I use a smartphone to scan and save the learning materials	3.32	.69

Tabel 5. The Use Of Smartphone For Language Learning

Indicator 2 (N=25)	M	SD
The use of smartphone for language learning	3.36	.588

The average use of a smartphone for language learning was 3.36, with a standard deviation of .588. The Mean's score fell into the "Moderate" category. According to the data, students utilize their smartphones to contact with instructors or lecturers via e-mail. Students can also use their cellphones to submit their assignments.

3.3 Drawback of smartphone for language learning

The students were asked to indicate the drawback of using smartphone for language learning. This reason is also related to the lack of specifications in smartphones that allow programs to run especially for language learning process. (Hidayati, 2019)

Table 6. Drawback Of Smartphone For Language Learning

Number and statement	M	SD
17. Small screens phones is an obstacle	3.28	.678
18. Limited storage capacity for smartphone is an obstacle	3.40	.707
19. Batteries must be charged regularly is an obstacle	2.88	.833
20. Poor communication network is an obstacle	3.52	.586

Tabel 7. Drawback Of Smartphone For Language Learning

Indicator 3 (N=25)	M	SD
The use of smartphone for language learning	3.27	.701

The third indication is the disadvantage of using a smartphone for language acquisition, with a mean of 3.27 and a standard deviation of .701. The Mean score was assigned a "Moderate" rating. These findings are consistent with (Marwa et al., 2023) findings. The negative aspects include the small size of the screen, frustration with typing using the keypad, greater acceptance of mobile phones as a personal entertainment tool rather than a learning tool, difficulties concentrating during daily commutes, the cost issue, limited types of learning activities, and signal reception issues. According to Motiwalla (2007), the students were dissatisfied with the gadget's small screen, laborious typing, slow connection speeds, slightly sluggish device responsiveness to their requests, and poor quality visual resources. While some students did not object to using cellphones for language learning, most of them did acknowledge that there were drawbacks.

Table 8 The Recapitulation Of The Three Indicators Of Using Smartphone

Indicators	N	M	SD
Reasons of using smartphone for language learning	25	3.3	.677
The use of smartphone for language learning	25	3.36	.588
Drawback of smartphone for language learning	25	3.27	.701
Total		3.31	.655

DISCUSSION:

The students' perception of using a smartphone for English language learning during their first semester at English Education Department, are described in the previous section. Additionally, data on the study findings are reviewed in the discussion part in order to either corroborate or refute certain earlier research findings. The researchers draw certain conclusions about how English students perceive the three indications from the data, as indicated by the aforementioned findings. Based on the three signs combined, options are classified as being at a "Moderate" level.

The mean results of this study show that students generally have a good attitude about the perceptions of using smartphones for English learning. Students believe that smartphones have a beneficial impact and advantages for learning English. Additional studies who have asserted that smartphone use can have a positive impact on language learning, particularly in the areas of vocabulary acquisition, spelling and pronunciation, grammar, listening, and reading, also corroborate these findings (Chi-Yen Chiu) in (Bllaca, 2016).

Smartphones can be useful resources to improve English language learning, but how they are used will determine how effective they are. This research finding can also be discussed to Marwa & Herdi (2017) study in terms of ICT use in language learning whereby EFL students can improve their phonological appropriation by using YouTube video. Therefore, maximizing the advantages and guaranteeing the appropriate and successful integration of cellphones in the English language classroom require an understanding of students' perspectives as well as resolving any potential issues. Although opinions among students regarding utilizing smartphones for English language study differ, a critical conversation about the advantages and disadvantages of this technology can help it be successfully incorporated into the classroom. Smartphones can be useful tools to improve English language learning for all students if policies are put in place that balance the dangers and optimize the benefits.

The use of smartphones in English language learning is generally perceived positively by students, with a focus on vocabulary development and the potential for enhancing learning (Alzubi, 2019; Yaman, 2015; Ta'amneh, 2021; Alrefaai, 2019). However, concerns about distractions and technical difficulties have been raised (Alzubi, 2019; Alrefaai, 2019). Further research is needed to explore these challenges and their potential impact on students' learning experiences.

Several studies have looked into EFL students' perceptions of using smartphones for language study, with generally positive results. Alzubi (2019) and Ta'amneh (2021) discovered that the majority of EFL teachers and students, respectively, support the integration of smartphones in language study, citing benefits such as greater learning, access to technology, and higher motivation. Yaman (2015) adds to this by stating that smartphones are actively utilized for language learning objectives, notably vocabulary building. Klimova (2020) adds to this by discussing students' good opinions of a specific EFL vocabulary study mobile application, emphasizing its benefits for exam preparation and accessibility. However, some limitations were identified, such as distractions and the requirement for context in learning materials.

According to Papadakies (2018), smartphone features can make learning more meaningful and comfortable. Language acquisition is a continual learning process that requires new tools to make it easier and more successful, such as incorporating some technological tools to "motivate students as well as teachers to do their traditional jobs in different and appealing ways" (Ta'amneh, 2017: 143). Using cellphones and their applications in learning may assist students and teachers in developing and improving educational procedures required for learning and teaching, as well as provide useful ideas that encourage students to study and learn better (Cui and Wang, 2008; Kizito, 2012; Wang, 2017). They can utilize them to improve their listening, speaking, reading, and writing skills. They can also exchange information with their peers.

4. CONCLUSION

The purpose of this study was to find out how students felt about using cellphones for language learning. The outcome demonstrates how using cellphones for language learning affects the way students learn. The functionalities of smartphones are viewed by students as quick, simple, and beneficial for language acquisition. The majority of students use their smartphones to take notes, scan, save, and search reference materials. They also utilize these devices to practice pronouncing words correctly using apps like Google Translate. Therefore, it can be said that using cellphones to study languages is seen as a useful tool for enhancing the language acquisition process.

This study might be helpful for future investigations on the use of cellphones to learn languages. It is anticipated that the study's conclusions will be beneficial to students as one of their resources when they wish to use cellphones for language learning. Lastly, to offer advice to teachers granting permission for their pupils to use cellphones for language learning. The results of the study showed how the students felt about using cellphones to learn languages. According to the research's findings, using a smartphone can be very beneficial because of its many features and capacity for connectivity, which make language learning chances available to users wherever.

REFERENCES

- Marwa, M. & Herdi, H. (2017). Do Native Speakers in YouTube Videos Benefits EFL Students' Phonological Appropriation? *Lectura Jurnal Pendidikan*, Vol. 8 (2):159-164.
- Billaca, N. (2016). Smartphone use in English Language Learning. *Smartphone Use in English Language Learning*, 305–315. <https://dspace.aab-edu.net/handle/123456789/306>

- Hidayati, A. (2019). *Students' Perceptions on the Use of Smartphones for Language Learning*. 1–23. https://repository.uksw.edu/bitstream/123456789/18211/2/T1_112015023_Fulltext.pdf
- Jati. (2018). THE USE OF SMARTPHONE APPLICATIONS IN ENGLISH LANGUAGE TEACHING AND LEARNING A . Gumawang Jati Institut Teknologi Bandung Jalan Ganesa 10 , Bandung Students learning a new language need as much language support as possible . Students learning a new langua. *Jurnal SOsioteknologi*, 17(1), 144–153.
- Marwa, M., Yusuf, R., Dwi, Y., & Syafitri, T. (2023). *English Teachers' Perception on Teaching Culture in EFL Classrooms*. 1(1), 18–26.
- Muliati. (2016). THE STUDENTS' PERCEPTION TOWARD USING MOBILETECHNOLOGY FOR LEARNING ENGLISH. *Revista CENIC. Ciencias Biológicas*, 152(3), 28. file:///Users/andreataquez/Downloads/guia-plan-de-mejora-institucional.pdf%0Ahttp://salud.tabasco.gob.mx/content/revista%0Ahttp://www.revistaalad.com/pdfs/Guias_ALAD_11_Nov_2013.pdf%0Ahttp://dx.doi.org/10.15446/revfacmed.v66n3.60060.%0Ahttp://www.cenetec.
- Nalliveettil, G. M., & Alenazi, T. H. K. (2016). The impact of mobile phones on english language learning: Perceptions of efl undergraduates. *Journal of Language Teaching and Research*, 7(2), 264–272. <https://doi.org/10.17507/jltr.0702.04>
- Naz, S., Rasheed, M., & Rasheed, T. (2019). The Role of Smartphones in Learning English : A Study o f Learners' Perspectives. *International Conference on Research in Humanities*, 17–28.
- Rastislav Metruk (2022). Smartphone English Language Learning Challenges: A Systematic Literature Review SAGE Open,1-15
- Ali Alzubi (2019). Teachers' Perceptions on Using Smartphones in Teaching English as a Foreign Language Context Research in Social Sciences and Technology. (RESSAT), 92-104
- Ismail Yaman, Müfit Şenel and Deren Başak Akman Yeşilel (2015). Exploring the extent to which ELT students utilise smartphones for language learning purposes. *South African Journal of Education*, Vol.35, 9.
- Blanka Klimova & Petra Polakova (2020). Students' Perceptions of an EFL Vocabulary Learning Mobile Application. *Education Sciences*. Vol.10, 37.
- Ignatius Wisnuwardana (2019). STUDENTS' ATTITUDES TOWARDS THE USE OF SMARTPHONE FOR LANGUAGE LEARNING PURPOSES. *Journal of English Teaching Adi Buana*. Vol. 04 No. 02.
- Azad Ali Muhammed (2014). The Impact of Mobiles on Language Learning on the part of English Foreign Language (EFL) University Students. *ScienceDirect*. 104 – 108
- Millenia Canticca Sujito Putri (2022). EFL Undergraduate Students' Perception on Using Smartphone As Informal Digital Learning: A Survey Study.
- Creswell (2017). *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. <https://onsearch.id/Record/IOS5662.slims-1634>