INTEGRATING SMARTPHONES IN LEARNING PROCESS FOR FLA STUDENTS: ADVANTAGES AND CHALLENGES

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Julian Abednego Wibisono
NIM: 112014059

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2018
INTEGRATING SMARTPHONES IN LEARNING PROCESS
FOR FLA STUDENTS: ADVANTAGES AND CHALLENGES

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan

Julian Abednego Wibisono
NIM: 112014059

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA

2018
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Julian Adefowo Wibisono
NIM : 112014059
Email : 112014059@student.uksw.edu
Fakultas : Batasa dan Seni
Program Studi : Pendidikan Bahasa Jepang
Judul tugas akhir : Integrating Smartphones in Learning Process for FLA Students: Advantages and Challenges

Pembimbing :
1. Dina Toar Y (s. Sumakul), M.A.
2. 

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya sahkan ini adalah asli dan belum pernah diulas atau menepatkan gelar kepesertaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan salinan/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan pelatihan/_penelitian saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber pendidikan.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diuji yang telah diketahui dan disetujui oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan mengetahui nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 3 September 2018

Julian A. Wibisono

[Signature]

FUB-080
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

NAMA: Julian Abednego Winomo
NIM: 11204059
Fakultas: Bahasa dan Seni
Program Studi: Pendidikan Bahasa Inggris
Judul tugas akhir: Integrating Smartphones in Learning Process for FLA Students: Advantages and Challenges

Dengan ini saya menyerahkan hak non-eksklusif** kepada Perpustakaan Universitas | Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

☑ a. Saya menghimbau karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA

☐ b. Saya tidak menghimbau karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

* Hak hukum tidak terhambatkan bagi sobt pihak saya. Penggaris, penulis, dan mahasiswa yang menyerahkan hak non-eksklusif kepada Repositori Perpustakaan Universitas saat menggunakan hasil karya mereka masih memilki hak copyright atau karya tersebut.

** Harus akan memperoleh izin dari pihak yang menulis. Pembayan atau dana dari penulis dari pembahar Ed dan atau tidak oleh pihak yang menulis (dalam keadaan).

Demikian pernyataan ini saya buat dengan sebenarnya

Salatiga, 2 September 2018

[Signature]

Mengetahui,

[Signature]

Tanda tangani nama tunggal penandatangan

F-LIB-081
PUBLICATION AGREEMENT DECLARATION

As a member of the (UKSW) Universitas Kristen Satya Wacana academic community, I verify that:

Name: Julian Abednego Wibisono
Student ID Number: 112014059
Study Program: English Language Education Program
Faculty: Faculty of Language and Arts
Kind of Work: Undergraduate Thesis

In developing my knowledge, I agree to provide UKSW with a non-exclusive royalty free right for my intellectual property and the contents therein entitled:

INTEGRATING SMARTPHONES IN LEARNING PROCESS FOR FLA STUDENTS: ADVANTAGES AND CHALLENGES

along with any pertinent equipment.

With this non-exclusive royalty free right, Universitas Kristen Satya Wacana maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name is still included as the writer. This declaration is made according to the best of my knowledge.

Made in: Salatiga
Date: August 21st, 2018

Verified by signee,
Julian Abednego Wibisono

Approved by
Dian Toar Y.G Sumakul, M.A.
Thesis Supervisor

Frances Sinanu, M.A.
Thesis Examiner
INTEGRATING SMARTPHONES IN LEARNING PROCESS FOR FLA
STUDENTS: ADVANTAGES AND CHALLENGES

THESIS

Submitted in Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan

Julian Abednego Wibisono
112014059

Approved by,

Dian Toar Y. G. Sumakul, M.A.
Thesis Supervisor

Frances Sinanu, M.A.
Thesis Examiner
COPYRIGHT STATEMENT

This thesis contains no such material as has been submitted for examination in any course or accepted for the fulfillment of any degree or diploma in any university. To the best of my knowledge and belief, this contains no material previously published or written by any other person except where due reference is made in the text.

Copyright @ 2018: Julian Abednego Wibisono and Dian Toar Y.G Sumakul, M.A

All rights reserved. No part of this thesis may be reproduced by any means without the prior written permission of at least one of the copyright owners or the English Language Education of Universitas Kristen Satya Wacana, Salatiga.

Julian Abednego Wibisono
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER PAGE</td>
<td>i</td>
</tr>
<tr>
<td>PERNYATAAN TIDAK PLAGIAT</td>
<td>ii</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN AKSES</td>
<td>iii</td>
</tr>
<tr>
<td>PUBLICATION AGREEMENT DECLARATION</td>
<td>iv</td>
</tr>
<tr>
<td>APPROVAL PAGE</td>
<td>v</td>
</tr>
<tr>
<td>COPYRIGHT STATEMENT</td>
<td>vi</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>1</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>2</td>
</tr>
<tr>
<td>LITERATURE REVIEW</td>
<td>4</td>
</tr>
<tr>
<td>Mobile Learning</td>
<td>4</td>
</tr>
<tr>
<td>The Advantages and Challenges of Using Mobile Devices</td>
<td>5</td>
</tr>
<tr>
<td>Integrating Mobile Devices for Learning</td>
<td>7</td>
</tr>
<tr>
<td>THE STUDY</td>
<td>10</td>
</tr>
<tr>
<td>Research Question</td>
<td>10</td>
</tr>
<tr>
<td>Context of the Study</td>
<td>10</td>
</tr>
<tr>
<td>Participant</td>
<td>10</td>
</tr>
<tr>
<td>Data Collection Instrument</td>
<td>11</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>11</td>
</tr>
<tr>
<td>FINDINGS AND DISCUSSIONS</td>
<td>12</td>
</tr>
</tbody>
</table>
INTEGRATING SMARTPHONES IN LEARNING PROCESS FOR
FLA STUDENTS: ADVANTAGES AND CHALLENGES

ABSTRACT

The purpose of this research was to explore the advantages and challenges when combining smartphones into the students’ learning process in the college. This academic paper presents the data of students’ perspective and experience when they support their learning in the inside and outside of the classroom with smartphone, and the comparisons between this research and the previous researchs. This qualitative research focused on students from 2014 cohort in the Faculty of Language and Arts in Universitas Kristen Satya Wacana who had been applying smartphone in the most of the courses along four years of their study. Three specific things that are contained in this research are the advantages of combining the smartphone into their learning process and the challenges of using smartphone that they experienced through their study. The research was completely done by interviewing 10 students from Faculty of Language and Arts. Adapting mobile learning in the students’ learning process could be the solution to maximize their smartphone in this digital era.

Keywords: Smartphone, Advantages, Challenges, Technology, Learning Process
INTRODUCTION

In this digital era, people tend to learn anything instantly and innovatively by using the current technology because it supports and eases them in clearing any tasks. The nearest technology with people generally is mobile phone. With mobile phone, people could get the information quickly just in a second and it is very handy. Meanwhile, mobile phone as a communication technology has the potential of increasing participation to make a decision and to use resources at work (Carrier, 1998), in communities (McNutt, 1998), and with government representatives and agencies (Neu, Anderson, & Bikson, 1999). Communication and technologies have developed the mobile devices becoming widely available, more convenient and achievable. These developments made the teachers taking a pedagogical view toward developing educational applications for mobile phone to support teaching and learning, and expand the research on mobile learning (Kukulska-Hulme & Traxler, 2007).

Gikas and Grant (2013) conducted a research to explore how the integration of mobile computing devices affected the higher education teaching and learning. The goal of their research was to present students' perspectives of experiences deeply with implementing mobile computing devices. They used qualitative approach in this research through interview individually in order to share the participants’ experience in using mobile devices in their learning. The mobile devices are operated based on these following characteristics: (a) persistent access to the Internet, (b) a variety of downloadable applications, (c)
used as a communication device, specifically phone and SMS or text messaging, and (d) small enough to carry in a pocket or handbag. Therefore, the handheld devices that only they used in their study are cellphones and smartphones. They implemented a criterion strategy with a maximum variation strategy (Miles & Huberman, 1994) to determine the purposeful sample. The following criterions are; first, the context in this research was both public and private four-year higher education institutions. Second, they sought instructors who had used and implemented the operational system of mobile computing devices in their learning environment at least for two semesters. Third, they had used the mobile devices to support teaching and learning process. At the end of the research, they found that using mobile devices could accessed information quickly, the communication is happened more effective and efficient with smaller chunks, and students were able to make important connections among instructional content and authentic contexts by capturing the information for their history blogs.

Mobile phones are also common for Faculty of Language and Arts in Universitas Kristen Satya Wacana students for educational purposes. Therefore, the purpose of this study is to identify the advantages and challenges of using mobile phone especially in the learning process.
Mobile Learning

Mobile learning is a relatively new concept that is certainly concerned with learner mobility, which means the learners should be involved in educational activities without something that limits the learners to do the activities. Kukulska-Hulme and Traxler (2005) stated that the new thing in mobile learning is coming from the lightweight device itself which is portable and handy. According to Walker (2006), mobile learning is not something that people do, but learning is what people do along with technology that supports better a mobile society. Mobile learning might be defined as ‘any educational provision where the sole or dominant technologies are handheld or palmtop devices’, it means mobile phones, smartphones, or perhaps tablet and laptop PCs (Traxler, 2005). Geddes (2004) stated that mobile learning is the acquisition of any knowledge or ability by using mobile devices everywhere and everytime. Mobile learning takes place when the learners take the benefits in learning opportunities that mobile devices is offered (O’Malley et al, 2003).

As the media for mobile learning, Kukulska-Hulme and Traxler (2005) are concerned about using two kind of technologies that can help the mobile learning which are mobile phones or smartphones and Personal Digital Assistants (PDAs). These technologies share the similar purpose, from the single-purpose, like playing audio from the media, into multipurpose that combine the phones or PDAs with other features such as cameras, MP3 players, email, voice recorders,
games, etc. Between those two technologies, mobile phones are the most popular handheld device. Nowadays, many phones could be a modem, which is a device that converts signals produced by one type of device to another compatible device and they can be used as internet connection for the other devices like PDAs or PCs. Most of mobile phones have a similar size with PDA, and the configuration of PDA is more like PC. An information appliance is designed to perform specific features such as music, photography, and writing, and these features of information appliances is the capability to share information among themselves (Norman, 1998: 53).

The Advantages and Challenges of Using Mobile Devices

McKenzie (2001) found the advantages using mobile devices especially using wireless computers for teaching and learning which are; (a) Ease of movement, (b) Relaxed fit, (c) Strategic deployment, (d) Low profile, (e) Flexibility, (f) Cleanliness, (g) Convenience, (h) Simplicity, and (i) Speed. Meanwhile when it comes to use mobile phones, Oku (2001) stated that the benefits of using mobile phones are providing students with freedom of location and time, increasing speed in teaching and learning, enabling one-to-one learning based on individual educational histories or test results, and allowing teachers to keep up the new educational subjects for future education. Even though mobile phones give less capabilities rather than computers, mobile phones can be used for voice communication. The good communication between the teachers and students can improve the teaching and learning process. Mobile learning can be spontaneous, personal, informal, and contextual. It also can be ubiquitous and
pervasive, in other meanings, using the mobile devices for learning can be accessed wherever and whenever the learners want, and the mobile devices are integrated with the learners’ daily activities (Kukulska-Hulme & Traxler, 2005). Elias, Crescente and Lee (2011) stated there are 3 benefits of mobile learning. First, using mobile devices is relatively cheaper for the cost rather than PCs or laptops. Second, using mobile devices decreases the cost of the training. Third, the multimedia contents support the learning activities easily and handy. Despite all of the advantages, there are also the challenges of using mobile phones for mobile learning. For instance, the screen and key size are smaller than PCs, the limited space of memory (Elias, 2011), and the risk of sudden obsolescence (Crescente and Lee, 2011). In the another research, Jones, Scanlon and Clough (2013) said that the students of in their research maximized their smartphone to access Geocaching for doing observation, therefore the students could access it anywhere without having difficulties rather than bringing other big-sized gadgets.

The challenges of using mobile phone could be seen when connecting the mobile phone with any network connectivity like wi-fi and USB modem, or activating the cellular data package on the mobile phone. Giemza, Verheyen and Hoppe (2012) observed that the learning process in this era mostly needs network connection to operate the online applications when the lesson is started. This statement proves that the connectivity of network is a necessary for supporting the learning in the classroom, and it would be a matter if there is no network connectivity provided. Another issue is brought from Sarwar and
Soomro’s research (2013) that psychological influence could be the after effect of using the mobile phone. It would seem very interesting when mobile phone affects the students’ motivation and eases in doing their tasks. In the other side of it, the negative effects that will be appeared from mobile phone are addictive and turning the mobile phone into a media of bullying. The addictiveness could be seen when the students are hard to leave their phone, not only for study but surfing to various contents in the world of the internet. The worst thing is after they are addicted with using mobile phone, they would harm people around them and raise the crime of cyber-bullying. Based on that issues, that is why mobile phone still has equal impacts both positive and negative when students use it.

**Integrating Mobile Devices for Learning**

In 2013, Gikas and Grant from University of Memphis conducted a study with title “Mobile Computing Devices in Higher Education: Student Perspectives on Learning with Cellphones, Smartphones, and Social Media”. In this research, two students from Coastal College, four students from Lakeshore University, and three students from The University of Northbrook were involved. The data was collected after the students were interviewed by the course instructors via Skype and recorded with Skype recorder. While they recorded it, they observed the students’ body language such as engagement, agreement, and disinterest with the quality of the recording. The results of their study show that mobile computing devices and the use of social media allow
students with the content, moreover potential learning occurs regardless of location. They stated that the goal of this study was to add the significance and possibilities of mobile computing devices and social media in higher education learning environments.

The second previous study was held in 2010 by Glenn Stockwell from Waseda University in Tokyo. Stockwell raised “Using Mobile Phones for Vocabulary Activities: Examining The Effect of The Platform” for the topic of his study. The study was conducted over a three-year period with 175 learners. Stockwell stated that the activities may take longer on mobile phones compared with computers. All of the learners were first-year English-language subject in the School of Law at Waseda University in Tokyo. His study basically focussed on improving listening skills and vocabulary. The group of learners divided into three years. Three classes in 2007 with 80 students, two classes in 2008 with 50 students, and two classes in 2009 with 45 students in total. Most of the learners are just graduated from high school with the range of ages 18 and 21 years old. Classes were conducted one meeting in a week until 15 weeks. The main task during the class time is listening activities, and the researcher required the learners in studying outside of class. The vocabulary activities were included as part of the assessment for the subject, and the activities were from their textbook materials and the students could use their mobile devices, either PC or mobile phones. The learners spent their time to understand how to work on the activities, and they were given the opportunity for asking the questions about how to use the system both on the PC and the mobile phone in the classroom.
The learners were allowed to choose the devices between using a PC, their own mobile phone, or any combination of other devices that they wanted to use during the whole semester. The researcher used the same system for the vocabulary activity entitled *VocabTutor*, which was written in PHP and MySQL and integrated with *Moodle*, which was used for class grades management and providing the audio passages for the lessons covered in the textbook. When the learners prefer using PC for the vocabulary activities, they were required to log on the Moodle system that would be connected from a following link. If the learners prefer using mobile phone, the link is more simple and fit to the smaller screen. Both PC and mobile phone versions shared the same databases. The remaining activity types included: (a) choosing the appropriate word for an English sentence, (b) choosing the appropriate English word for a Japanese meaning, (c) choosing the appropriate English word for an English definition, (d) writing a word in English for an English definition, and (e) writing the appropriate English word for an English sentence. The data were collected by detailed server logs which were automatically kept in the system. The objective of the study was to identify how learners used their mobile phones for language learning when they had alternative methods to complete the activities. The researcher told them that their data would be collected anonymously and used for research and further development purposes, and the learners only were signed a grade on how many lessons they accomplished by the end of the semester. Examining how learners use mobile phones naturally would be so much helps for the teachers in designing the materials and tasks for the learners. As the
conclusion, Stockwell (2010) concluded that “mobile learning for language learning has reached a stage where it is starting to move out of the classroom and into the real world, and the successful use of mobile technologies relies on keeping up with our changing learners, and continuing to give them opportunities to experiment and discover”.

THE STUDY

Research Question

What are the advantages and challenges of integrating mobile phone in language learning for the students in Faculty of Language and Arts?

Context of the Study

The researcher used qualitative method which was built into interview questions (see Appendix A) that were given to the participants. The research took place in Faculty of Language and Arts in Universitas Kristen Satya Wacana in Salatiga, Central Java Indonesia. The researcher selected the students of 2014 cohort in the Faculty of Language and Arts who use mobile phone for the language learning.

Participant

The participants of this research are 10 students in the Faculty of Language and Arts in Universitas Kristen Satya Wacana who were chosen by using one of the purposive samples which was linear snowball sampling. The researcher did
the interview to the students regarding the advantages and challenges of using smartphone in their language learning.

**Data Collection Instrument**

In answering the research question, the data for this research was collected through interview sessions. The list of the questions for interview was adapted from Gikas and Grant (*see Appendix A*) with each of the participant was conducted to find out about students’ in-depth perspectives of experiences with implementing mobile computing devices. With ten participants, the researcher conducted two times of interview sessions around two until three participants in each interview session.

**Data Analysis**

The theory that was used is Lifelong learning, means the learning happens all the time and it is influenced by the persons’ environment and particular situations that persons face with (Sharples, 2000). The questions of the interview were asking about the participants’ perspectives toward advantages and challenges using mobile phones for language learning. The result of the interview with each of the participant was transcribed. By reading the transcript of the interview, the researcher found the advantages and challenges for the students in using the smartphone in their learning process.
FINDINGS & DISCUSSION

Based on interview session to the participants in the Faculty of Language and Arts, the researcher presents the data analysis of the amount of advantages and challenges in integrating the smartphone into their language learning. Numbers are used as the pseudonyms of the participants.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Accessibility and Portability</th>
<th>Communication</th>
<th>Variety of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Participants</td>
<td>Device’s Components</td>
<td>Network Connectivity</td>
<td>Psychological Impacts</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Table 1, Summary of the advantages
The tables above show that the research is supported with 10 participants who are the university students of Faculty of Language and Arts. The students are taking English Language Education study program who are from 2014 cohort. The researcher analyzes the advantages and challenges of the use of smartphone that is integrated for language learning. Two tables above are the result of the interview to the 10 participants. In the Table 1, the advantage that is frequently occurred is the variety of learning. Meanwhile, for Table 2, the challenge that is most often happened in integrating the smartphone in the learning process is the operating systems. Other numbers such as 1, 2, 3, and 4 in every branch of the advantages and challenges mean the number of opinions from the participants for each part of the advantages and challenges.

Advantages

The participants shared the advantages in using their smartphone into their language learning process. These advantages are divided into three subjects; (A) accessibility and portability, (B) communication, and (C) variety of Learning.
A. Accessibility and Portability

First advantage that smartphone has better than printed materials, is the ability to access the information quickly, pocketable and easy to bring and use it anywhere. Accessibility enables most of the participants to get and follow up the information quickly. The portability of the smartphone also supports them in accessing the information, therefore the participant would not feel the burden of carrying the heavy stuffs. One of the participants said,

“Ketika ada kita gak bawa laptop nih karena berat dan segala macam, kita bisa bisa aja pake smartphone kita soalnya kan itu lebih handy dan emm. lebih mudah digunakan, dan kita juga kebiasaan kan kalo udah pake smartphone.”

“When – we don’t bring laptop because it’s heavy and such, we can. we can just use our smartphone because it’s more handy and emm. easier to be used, and we are accustomed if we use handphone.”

In the excerpt above, the participant showed that use the smartphone in accessing the program to find the wanted things are outstanding because it is not heavy like laptop and easier to use because people are already accustomed using smartphone. This shows that using smartphone to get the information is more convenient rather than any big-sized gadgets.

The portability of the smartphone itself allows the participant to access and catch more informations wherever the users are located. Summarily, the students are supported by their smartphone through the portability (Jones, Scanlon, & Clough, 2013). Jones and friends’ research experienced that the students were
using Geocaching in their smartphones to seek some caches for discovering some new details about the bore and developing their understanding about the observations of the bore. They chose using smartphones because it is portable and easily can be accessed anywhere. According to this research, the participant prefers using smartphone for accessing the applications and searching some items from the internet, and it is similar with the most of students in the previous research who chose smartphone to support them in activating Geocaching.

B. Communication

The basic advantage of phone generally is to help the communication with the persons who stay far away from the person who calls them. In this era, for communication aid, smartphone has many applications to make a call such as WhatsApp, LINE, and Skype. But, smartphone is not really used only for voice communication (Ishii, 2006). For learning process, those kind of applications are integrated by the students as a tool for interaction in a group (Gikas & Grant, 2013).

In supporting the learning process, smartphone as a communication tool facilitates the students to do a practice. One of the participant shared,
Based on the excerpt above, the participant presented that smartphone could help them to practice the certain course together. She showed a struggle of meeting face to face with another member who needs more practices, therefore they used the group-chat to practice together online without having a matter of distance. The notes in the group-chat conventionally will be saved automatically in the smartphone, and it will be easier for students to recall the conversations through smartphones. Related with her statement, Gikas and Grant (2013) added that text messaging is not only for social media, but the students creatively use the applications as communication aid to help accomplishing their tasks. Their students interacted with one to others through the applications like Skype or Oovoo in their smartphone, moreover they used the video-call to communicate with the teammates. In the area of education, the social media is settled as a tool for interacting with the members of group work, which the interaction will be happened informally and affect the students’ communication skill (Zourou, 2012).
C. Variety of Learning

In this modern era, smartphone is not only used for texting messages or calling some contacts. Kukulska-Hulme (2007) stated that mobile learning is rapidly applied in the most learning activities by many educators, and it involved many common technologies such as computer or smartphone into the learning activities. Smartphone has changed the way of learning and communicating, and the technologies that are embedded in smartphone as applications change Mobile-Assisted Language Learning (MALL) field by making some extension of learning opportunities which is suited for the learning styles of the students (Kim & Kwon, 2012).

Based on the data analysis, most of the interviewees said smartphone supports their language learning, especially in helping them to find the meaning of difficult vocabularies. Surprisingly, some of the participants did not only use the smartphone for searching the meaning of vocabularies. They even used an online application to help them increasing their vocabularies. One of the participant explained:

“Disitu setelah kita mendaftar dan kita masuk Kahoot itu sendiri, kita tinggal membuat pertanyaan tergantung ee...kategori pertanyaan yang ingin kita mainkan nantinya seperti tentang pengetahuan secara umum dan sesuatu yang lebih spesifik misalnya kita buat pertanyaan yang secara umum misalnya hal-hal yang ada di sekitar kita, yang maksudnya bisa kita temukan dalam kehidupan kita sehari-hari. Dan sesuatu yang lebih spesifik itu misalnya untuk mengajarkan bahasa Inggris dalam penggunaan grammar yg benar bagaimana, misalnya kita mau fokus dalam satu bidang misalnya present tense, ya kita fokusnya ke present tense. Dan... bagaimana cara kita... memainkannya... dan sekreatifnya kita itu. ...Dan disitu yaa... para partisipan juga ditantang untuk... siapa yang paling cepat, siapa yang paling benar.”
“After we registered and entered Kahoot, we just make the questions depends on...the category of the questions that we want to play later, for example a general knowledge and something that is more specific, like if we made the questions about the general knowledge such as everything around us that we can find in our daily life. And for something that is more specific is like teaching English how to use the appropriate grammar such as if we want to be focused on present tense, we have to be focused on that... And how we play and creatively make the game... And in that way, the participants also feel challenging... to be quicker and outstanding.”

By looking at the use smartphone in playing Kahoot, the researcher concludes that even though the participants use their smartphone only for choosing the right box, the participants feel challenging in answering the questions and it could make them to learn harder within the limited time. Through Kahoot, some knowledges of the participants of the game will be increased not only the meaning of some vocabularies, but they learn new explanations about everything from the questions that are designed from the teacher.

The technology is already provided for the students, the teacher needs to design the learning activities. According to Gikas and Grant (2013), in collaborating the smartphone and learning process, most of the students were using a video or voice recording to help them learning in different way. But one of the student from Lakeshore University said that in his classes, they used the same application like Kahoot named QuickPolls. In QuickPolls, the students were taking quizzes and answering the questions about things around them. In another variety of way of learning English, they used Twitter as the media for the
students to interact with other students, of course for learning purposes. Hew and Brush (2007) argued that the lack of school planning is another shortcoming for integrating the technology in the learning process. For example, the administrators of a school in United Kingdom had made a decision to combine the technology for a school project, yet the use of the technology was unextended because the school only had no plans for using the technology after it was installed. Soon, the administrators handed off the project.

Comparing to this research, the participant said that Kahoot can be used to make quizzes, puzzles, and other activities that can be designed for many purposes. The function of Kahoot is same as QuicPolls which is used in Gikas and Grant’s research. Looking back on a school in United Kingdom’s case, the use of Kahoot for the FLA students in UKSW is still new and it should be extended into the some courses or turn it as a variety of teaching in the field for teaching practicum program, therefore the use of it for supporting the learning process will be last.

Challenges

Not only the advantages, the participants were experienced about the challenges in integrating their smartphone into their language learning in the Faculty of Language and Arts. These included (A) device’s components, (B) network connectivity, and (C) psychological and social impacts.
A. Device’s Components

Every smartphone has various components to support the learning process. The components are like the width of the screen, the space of data memory, the battery and softwares that surely can and cannot be processed in the certain smartphone. The two most challenging problems in the device’s components that participants feel while use the smartphone in learning are the battery life and the limited space of data memory. One of the interviewees who feel those matters as the challenges expressed:

“Ee, . ran out of battery, even though we have been prepared, somehow the recording is something challenging that waste the space of the memory like sometimes although we have been prepared, have delete all the unnecessary items, but sometimes factually, . the two hours course in the classroom when we are doing recording can waste the space of the memory too. And then the battery. And sometimes the thing that is not really effective is the blackout. . Well. . the main problem that is related with the smartphone itself.”

The participant showed that the battery life and the free space of memory are really needed especially in doing the recording session in the certain course. Because the space of memory is fulled, the participant deleted the unusable items
from the memory card for getting more space for the new recordings. Beside that, the battery in her phone is also easily consuming a lot of energy.

Gikas and Grant (2013) found another matter in the operating the smartphone due the different components. They stated that one of the students had a difficulty with the little keypad on the iPhone, and it made the student felt annoyed when doing the group-chat with the other students. Beside the problem of the keypad, some students also had a trouble in the gadgets that they used which is not responding the applications quickly. They assumed that there was a mismatch between the applications and the gadgets that the students used.

Relating with this research, the participant has different problems with the smartphone’s components. This research’s participant has a battery-life matter because the participant uses Samsung smartphone drains a lot of energy faster than others. In the positive way, most of Samsung smartphone has wider keypad than iPhone which is used in the Gikas and Grant’s research, therefore the participant did not have a trouble in typing. Beside that problem, the participant uses a small size of memory card. Basically it is not because that smartphone only owns little capacity of memories, but the participant can not afford the bigger bytes of memory card, except the participant did not put any memory card and only depends on the internal memory saver in the smartphone which is smaller than the external memory card, different with most of iPhone which provide larger capacity on the internal memory saver.
B. Network Connectivity

The network connectivity could be the main object that really supports the learning process when it comes to use online applications in the learning session. Commonly, the participants connect their smartphone with wireless fidelity (wifi) or use mobile data card that is inserted in their smartphone. Unfortunately, the connectivity may become one of the challenges in the learning process. One of the participants stated:

“Yang jadi halangan itu pasti koneksi ya karena wifi UKSW memang bagus ya, tapi kadang-kadang sering error, iya kan? Sering logout sendiri, tidak bisa konek, sinyalnya hilang, nah biasanya mahasiswa itu mengandalkan wifi UKSW daripada memaketkan internet di hp sendiri karena lebih irit, karena wifi UKSW itu gratis, sedangkan memaketkan itu bayar.”

“The thing that will be the matter is definitely the connectivity, yes it is because the wifi in UKSW is good, but sometimes the error of the connectivity is still occurred, right? It is logout by itself, could not be connected, the signal is gone, and usually the university students in UKSW rely on the its wifi rather than activating their internet data in their smartphone because it is more frugal and the wifi is free, whereas activating the internet data is should be paid.”

Based on the excerpt, the participants expressed that network connectivity has a main role to support the use of smartphone. The network connectivity could not be separated with smartphone or even the users because it is like the main weapon when using online applications in the learning session, and it is cheaper and easier if the users use wi-fi connection than activate the cellular data package for internet.
Beside two other challenges, network connectivity is an enormously matter for smartphone when it is connected to internet because the connectivity has important role to assist retrieving data or communicating with others. Regarding to Giemza, Verheyen, and Hoppe (2012), the mobile learning in the classroom depends on network connection like *wi-fi* continuously, moreover if the students have to download an application. It would become more challenging if the students need network connectivity to be connected with their smartphone for outside activities because they have to purchase a personal data package for the connection. The connectivity supports the activities which are done by integrating the online applications into the learning session. When it comes to the advantage of smartphone as communication, connectivity supports the effectiveness for the communication between the students with the instructors and other students. (Gikas & Grant, 2013).

According to this research, the participant unconsciously feels frustrated when he is trying to connect his laptop to the *wi-fi* connection because the sudden troubleshooting that appears during the process of connecting. Based on the previous research that network connectivity empowers the students to do the exercises or finding sources, the participant needs the *wi-fi* connection especially during the course in campus. If the connection troubled, he will uses his cellular data from the smartphone and it costs more money to recharge the internet data. The another issue that makes a trouble in connecting the gadget to the *wi-fi* connection is when the *wi-fi* connection is used by non students in the campus, moreover if they operate the heavy system of application like playing online
games or watching online videos. Those activities could disturb the learning process between the lecturer and students in the classroom because the connection would be lagged or even disconnected from the gadgets.

C. Psychological Impacts

Smartphone is not just affecting the knowledge and creativity in using the applications that help the learning process. Smartphone could affect the personality of the users while and after they use the smartphone frequently. In this modern era, smartphone is not just for texting or chatting. It enables the users to surf on social networking sites such as for searching certain pictures, watching some videos, or playing online games. While smartphone is used to access something like those sites, it can be a distraction to the users, moreover if the users are still a student, they can access the sites in the classroom that can distract the students and they will be addicted to act it again. One of the participants said,

“...tantangannya itu bagaimana cara mengurangi ketergantungan. ...tetapi ketika kita ketergantungan itu, terjadilah rasa malas ketika kita merasa nyaman disitu kita sebenarnya. ...ya tetap bisa berkembang, tapi kurang. ...disini sih kata kuncinya cuma satu, “digunakan secara bijak”. Ketergantungan sih, masalahnya disini cuma satu, ketergantungan. Ketergantungan itu ya yang bikin bahaya ketika itu. ...kita mengulur-ngulur waktu, dan ...ya itu sih.”

“. ...the challenge is how to decrease the addictive of using smartphone. ...but when we are addicted, it grows into laziness after we feel comfortable actually ...we can be developed in using the smartphone, but less. ...the keyword is only one, “use it wisely”. The
main problem is only the addictive. The addictive becomes more dangerous. If we waste our time, that’s it.”

According to the excerpt above, one of the participants wanted to tell that if addictiveness is occurred, it will raise the laziness. When we feel lazy in clearing our task, we will unconsciously be a procrastinator. It is not really a big problem as long as we use smartphone wisely and productively.

As what the researcher knows that smartphone has certain features that support learning process, smartphone little by little affects psychological matters to the students. Gikas and Grant (2013) said that the possibility of distraction was still existed, “especially for the student who was administering the tweets for the class”. The social networking applications were not threatening the students to be distracted or lose their concentration in doing the tasks, but it depended on the psychology of the students who will leave their works or not. Fortunately, the distraction will not be infected to the students who work with high responsibility.

In the another research, Sarwar and Soomro (2013) explained that the misuse of smartphone, which the cyber bullying could be appeared between the students, since this issue become serious matter in some education fields. The rascals would create the bullying by making some pranks to the victims until got depressed and tragically committed suicide.

Addictive, that is the perfect word for gadget in this digital era. This research and two previous researches are dealing with the psychological matter of the smartphone’s users. In this research, the participant experienced the
addictive of using smartphone while the purpose why he used smartphone is to support his learning process. In this present time, he still tries to manage his time in using smartphone. Similar like Gikas and Grant’s research, the smartphone’s distraction is the main problem which could get the students’ attention in doing their assignments. In Sarwar and Soomro’s research, they discussed the psychological impacts that might arise the crime such as bullying and harassing the victims. This action might be more harmful because the victims could be depressed and end their own lives.

CONCLUSION

The purpose of this research is to list and explain the possible advantages and challenges of integrating the mobile phone to the students’ learning process. By doing the interview to ten students in the cohort which is from 2014 students, this research is made for understanding the influences of mobile phone in their learning activities through almost four years. The questions that are used for interview are adapted from Gikas and Grant’s research in 2013.

The pedagogical implication from this research to the teachers is to integrate the mobile phone into the learning process because in this digital era, teachers could become more excellent if they maximize the gadgets around them and the sourceful applications that could raise some improvements for the students. Integrating the technology like mobile phone itself could soar the students’ urge for learning the materials especially the inside of the classroom. Not only for the teachers, the students could explore and learn more the world
inside the internet, but still under the parental advisory which could be done by their parents and teachers in the school or other educational companies. It also could be a biggest chance both for teachers and students to improve their knowledge about the positive and negative impacts of mobile phone, therefore they do not only understand about one side of integrating the mobile phone into the learning process.

The limitation of this research could be seen in the limited views from the result of the interviews because the interviewees are only from 2014 cohort in the Faculty of Language and Arts. In the future, for the next further research, the researcher hopes that the targets who are involved in the research are coming from various background knowledge. The data of the research also needs improvement, which means the field of the findings on the further research hopefully could be something different and more useful for the future teachers and learners.
ACKNOWLEDGEMENT

Primarily, I would like confess my biggest gratitude to my Almighty God, Jesus Christ, for giving me a chance to experience the college life from zero until I finished completing my thesis. I would like to assert my deepest gratitude for Mr. Dian Toar Y. G. Sumakul, M.A. as my supervisor, and Ms. Frances Sinanu, M.A. as my examiner, because they are very dedicated in supporting me to improve my skills as an excellent educator and guide me perfectly to complete my thesis. Also, I would like to express my gratitude to my parents for cheering me up during my learning process in the Faculty of Language and Arts. Last but not least, I would love to send a bunch of thanks for my supportive friends who are eagerly backing me up in the 4 years of my study. I feel certainly blessed for every experience that I grasped as a student in Universitas Kristen Satya Wacana.
REFERENCES


Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language. Learning: From content delivery to supported collaboration and interaction. ReCALL, 20(3), 249- 252.


# APPENDIX

<table>
<thead>
<tr>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the changes to the learning environment when mobile phones are integrated?</td>
</tr>
<tr>
<td>Describe the course where you used mobile phones?</td>
</tr>
<tr>
<td>What is different from a course not using mobile phones?</td>
</tr>
<tr>
<td>What did you use the device for in the course?</td>
</tr>
<tr>
<td>How did you interact with classmates/teachers using the device?</td>
</tr>
<tr>
<td>What type of activities did you use the device for in your course?</td>
</tr>
<tr>
<td>What do you see in the learners when you used the mobile phones?</td>
</tr>
<tr>
<td>The experience of using mobile phones in the learning environment.</td>
</tr>
<tr>
<td>How is different from a course not using mobile phones.</td>
</tr>
<tr>
<td>What challenges when using the mobile phones with the course?</td>
</tr>
<tr>
<td>How did you overcome the challenges?</td>
</tr>
</tbody>
</table>