STUDENTS’ PERCEPTIONS ON THE USE OF SMARTPHONES FOR LANGUAGE LEARNING

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

ATIKA HIDAYATI
112015023

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
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STUDENTS' PERCEPTIONS ON THE USE OF SMARTPHONES FOR LANGUAGE LEARNING

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ABSTRACT

This study presents a quantitative survey research in Universitas Kristen Satya Wacana (UKSW), Salatiga Central Java, Indonesia. This study attempted to answer the research question: “What are the students’ perception about the use of smartphones for language learning?” This paper reports on the results of a survey of fifty-five students from English Department (ED) of Faculty of Language and Arts about the use of smartphones for language learning. A questionnaire is developed with 20 statements to measure students’ perceptions on the use of smartphone for language learning. A four point Likert Scale with strongly agree; agree; disagree; and strongly disagree, is used. An analysis of the quantitative survey findings is presented focusing on the students intensity in using smartphones and how they use it for language learning. This study might be beneficial for the students and the teacher for academic setting especially for language learning.

Keywords: Smartphones; Mobile learning; Language learning

INTRODUCTION

The role of communication technology today is very important because of the demands for rapid and precise information exchange. Various learning paradigms have been developed along with technological developments. One such paradigm, especially evident today, is the electronic learning (e-learning) paradigm. In general, e-learning is the term used to describe “instructional content or learning experience delivered or enabled by electronic technologies” (Ong Lai & Wang, 2004). The unification of the various functions of communication devices has been integrated into a communication device called a smartphone.

Academics’ perceptions of mobile technologies significantly influence the effective implementation of m-Learning (Handal et al., 2013; MacCallum & Jeffrey, 2009). The subsequent improvement in mobile technologies and specifically the increasing edification of mobile smart phones, has introduced another new learning paradigm, namely mobile learning.
(m-learning), which can be briefly defined as the intersection between mobile computing (i.e. the application of small, portable and wireless communication and computing devices) and learning (Jacob & Isaac, 2008). For example, Islamic University Gaza and Quds Open University applied Android Applications for displaying the courses' schedule and exams’ schedule for students from anywhere and anytime, also notifying the students to student lectures’ schedule and exams automatically, viewing the academic information and grades report (Atallah & Abu Ghosh, 2015).

However, using a widespread smartphone of course can not be separated from positive or negative impacts for users, especially for students. Many people who get smart by using a sophisticated smartphone, on the other hand there is also a life increasingly damaged by sophisticated smartphones. Smartphone are very usefull especially in the field of education which is in the learning activities. The role of smartphone is important in learning so it should be used maximally. The intensity of smartphone use relates to how often and how long a person is using or accessing his smartphone. Tendency of smartphone usage adjusted according to learning requirement.

This study sought to understand the issues students experienced and the thoughts they perceived from the use of smartphones for language learning. The aim was to study the behavior and perspective of university students’ smartphones usage in language learning. The findings have an important contribution to the field of academic setting especially the students’ intensity in using smartphone and how they use it. Finally to provide the recommendations to the Educators who are consenting the students to use smartphones for language learning. The following research question is: What are the students’ perception about the use of smartphones for language learning?

This research had been done in Faculty of Language and Arts of Universitas Kristen Satya Wacana, Salatiga Indonesia. The participants were from batch 2015 and 2016 who are
taking elective classes this semester. The 2015 and 2016 batches were chosen because they already had experience in language learning classes such as speaking class, listening class, writing class and reading class. The questionnaires contained topics such as: 1) Reasons of using smartphone for language learning, 2) The use of smartphone for language learning, and 3) Drawback of smartphone for language learning.

LITERATURE REVIEW

This study analyzed the students’ perceptions about their learning in using smartphones. The following sections describe the relevant literature on the use of smartphone for language learning.

Smartphones and its features for language learning

There have been development of using smartphone for learning activity. Traxler (2005) pointed out that “Mobile learning is new. It is currently difficult to define, conceptualise and discuss. It could perhaps be a wholly new and distinct educational format, needing to set its own standards and expectations, or it could be a variety of e-learning, inheriting the discourse and limitations of this slightly more mature discipline”. Foko (2009) examined how mobile technologies were being used to enhance the learning process in South African tertiary institutions and found the presence of mobile devices introducing advanced features such as email and social media. Foko’s (2009) study is performed in South Africa, designated as a developing country, it is important to note the limitations of confined bandwidth and marginal access to internet broadband. This is especially germane when mobile phones are the principal method of accessing online information.

The development in the use of smartphones is capable of producing practical aspects of learning in the classroom. Smartphones provide some features which can be used in communication. Students mostly use smartphone merely as a digital alternative for textbooks.
This explanation is compatible with the research conducted by Manny-Iken, Berger-Tikochinski, Bashan, and Wolf (2015) who examined three tenth grades in which personal tablets had been introduced for all students. They found that the tablet was commonly used mainly as an alternative to textbooks. Students in their research testified that they use the apps on the tablet they received as a learning environment for marking the digital book and adding notes and bookmarks. Further, Sofer, Kahn and Livne (2014) also reported that the main prevalent use of tablets at the school they studied was as textbooks. Kumar (2011) indicated that students were downloading online lectures and reading from e-books to improve learning. Another study conducted by Mtega, Bernard, Msungu, and Sanare (2012), showed that the respondents in their study did not just use traditional mobile learning applications, such as text messages and calls, but they utilize mobile learning applications such as GPS, camera, voice calls, emails, Google drive, and so forth, to create, upload, download and share academic resources with their friends.

**Implementation of using smartphone for language learning**

The students in some of colleges use smartphones to bring new learning opportunities who might otherwise not have access to college education. Teaching is another profession where students need access to a wealth of information. Wishart et al (2007) found that when student teachers trialled the use of personal digital assistants or PDA’s in school they deemed the calendar or diary to be particularly supportive. Email was also used, primarily to maintain contact with other students and the university tutor, and the web browser was used to access information both in class and for personal reasons. Some students used spreadsheets to record pupils’ attendance and grades and most, in this pilot involving 14 trainees, used the word processor to make notes from meetings and on lesson observations for essays. However, the
prevailing sociocultural climate where mobile phones are often banned and PDA’s a rarity meant that trainees often felt uncomfortable using their device on school premises.

Another example is students record oral presentations in class which were then used for practice and review at home. Other projects, such as My Podcast at New College, Swindon (Warren, 2008), involve podcasting with lecturers creating both audio and video podcasts that students can download and play on handheld PDA’s or MP3 players for revision or extra support with a topic wherever they happen to be, in the workplace, at home or in college or moving between the two.

Alongside formal education, everyday opportunities to access learning resources on smartphones have multiplied. For example in listening class the teacher gives some address or link so students can open several audio links about English listening practice with their smartphones before the listening quiz begins. Harmer (2007) downloading or practice listening from several links and also English songs were amongst the listening applications that the majority of the targeted EFL university students used to strengthen their English language skills. Applications on smartphones device are not only providing better comprehension but also improving communication.

Smartphones have a primary impact on speaking skills. Azad (2014) there are some other applications in connection with both language skills and systems that were used by most of English students. These include “Chain of Thought”, “Brain Gems” and “Four pics one word” in which the user have to describe some pictures. Speaking skills and language learning (vocabulary) can also be practiced using smartphone applications. That is why this can be considered as the use of smartphones for language learning.

Smartphones can be used for different instructional purposes in classroom settings and outdoors. Chi-Yen Chiu (2015) the use of smartphones for language learning can be of great benefits especially in vocabulary acquisition, spelling and pronunciation, grammar,
listening and reading skills. The students can be able to communicate effectively by mastering a large number of words, practice listening in order to gain knowledge in pronunciation and practice in reading and grammar.

**Drawback of smartphones for language learning**

However, the use of smartphones in learning activities also leave some problems. The role of a teacher is very important in the implementation of smartphone use in the classroom. Pegrum et al (2013) concluded that it is important that teachers have access to valid and usable criteria by which to evaluate educational apps for a range of purposes, and access to a database of quality apps, checklists or rubrics; such tools need to be developed and widely disseminated to help teachers to judge quality and appropriateness. Similarly, Marinakou and Giousmpasoglu (2014) highlighted the need for institutional support including investment in infrastructure, promoting the adoption of new teaching practices, training staff, and developing clear policy.

The use of smartphones in the learning activities also present problems to students. Some students require information from various sites. The facilities from smartphone are needed to access informations. While for some other students, the use of smartphones in the classroom is less conducive. White and Mills (2012) also found that students were increasingly adopting smartphones with the focus on personal use rather than education. Resistance to changes in teaching practice was observed by Khaddage and Zeidan (2012), who reported that older teachers lacked confidence in using these devices, seeing them as a distraction (Thompson, 2013), or as potential tools for cheating (Sad & Goktas, 2013). Teachers need both the pedagogy and the time to think about how to change their practices to incorporate SMDs. Technology provides both a challenge and an opportunity for us to rethink what we are doing and how we are doing it.
There are aspects that can be referred as deficiencies on the use of smartphones for language learning. Those 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 as a learning tool, difficulties in concentrating in daily commute, the cost issue, limited types of learning activities, and the issue of signal reception (Fujimoto, 2012). Motiwalla’s (2007) study showed, for instance, that participants in the study did not like the small-sized screen, time-consuming typing, slow speeds of connection and somewhat slow response of the device to their requests, and low quality of visual materials.

THE STUDY

Method of the research

This research was conducted through a quantitative survey methodology to investigate the students’ perceptions on the use of smartphone for language learning. The data was collected using a questionnaire with the following research question is; What are the students’ perception about the use of smartphones for language learning?

Context of the study

This research was conducted in English Department (ED) of Faculty of Language and Arts Universitas Kristen Satya Wacana (UKSW) Salatiga Central Java, Indonesia. The study required participants where they have experiences on the use of smartphones for language learning. For example participants who have used their smartphones for listening class, speaking class, reading class or writing class.
Participants

There were 55 participants from batch 2015 and 2016 who are taking elective classes this semester. They were taking Task Based Language Teaching class and Second Language Acquisition class in this semester. The 2015 and 2016 batches were chosen because they already had experiences in language learning classes such as speaking class, listening class, writing class and reading class. The participants’ ages ranged from 19 to 21 years old.

Data collection instrument

This study used a questionnaire to collect the data. The questionnaire items were adapted from Simon (2008) Foen Ng, Hassan, Nor & Malek (2017) and Gunadevi and Raja (2013). The research used survey methods to collect data for a sizable population of relatively small samples. The purpose of the questionnaire was to describe students' perception about the use of smartphone for language learning. The questionnaires were organized to collect data with topics such as: 1) Reasons of using smartphone for language learning, 2) The use of smartphone for language learning, and 3) Drawback of smartphone for language learning. The questionnaire can be found in appendix page 23.

Data collection procedures

The first procedure that the researcher did in conducting this research was informed about the aim of the study. The questionnaire was administered to students after class and they were instructed to take approximately ten minutes to complete the questionnaire. The questionnaire had 20 questions related to the use of smartphones in learning activity (e.g. “I believe that using m-learning will increase the flexibility to learn.”).
Data analysis procedure

The collected data was processed and analyzed using Microsoft Excel. Results were summarized by frequency and percentage. It presented in a table with the total of the data. The statements in the questionnaire had four scales: (4) - Strongly Agree, (3) – Agree, (2) – Disagree, (1) - Strongly Disagree. The responses for each item is given in percentages. The overall percentages for the discussion has been added from (Agree + Strongly Agree) as “Total percentage of Agree” / (Disagree + Strongly Disagree) as “Total percentage of Disagree”. Thus, for clarity, the data analysis was based on two major factors; the average percentages of Agree and Disagree from each table are considered to support the discussion.

FINDINGS AND DISCUSSION

The research question addressed in this paper relates to the students’ perception on the use of smartphones for language learning. The samples in this study were selected from Task Based Language Teaching class and Second Language Acquisition class. The students were asked about their perception in using smartphones on various activities in the classroom and how they considered the use of smartphones. This section discusses and presents the result of data analysis of the questionnaire. The data was categorized into three main areas: (1) reasons of using smartphone for language learning, (2) the use of smartphone for language learning, (3) drawback of smartphone for language learning.

Reasons of using smartphone for language learning

The quantitative data analysis, described in this section, is based on students’ response to the reasons of using smartphones for language learning. Table 1 divided into 2 aspects the first is the use of smartphones as the tools for learning and the second is the use of smartphones as an effective learning method. Statements no.1,4,7 describe the students use of
smartphones as the tools for learning while in statements no.2,3,5,6, describe the students use smartphones as an effective learning method.

Table 1. Reasons of using smartphone for language learning

<table>
<thead>
<tr>
<th>No .</th>
<th>Reasons of using smartphone for language learning</th>
<th>Strongly Agree (4)</th>
<th>Agree (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am interested to use smartphone as teaching and learning tools</td>
<td>27%</td>
<td>64%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>I feel that the use of smartphone can increase the effectiveness of learning</td>
<td>27%</td>
<td>58%</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Smartphone can be effective tools in my class and outside the class</td>
<td>27%</td>
<td>67%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Smartphone can be used to assist my learning</td>
<td>22%</td>
<td>76%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>Smartphone can be an effective method of learning as it can give immediate support</td>
<td>22%</td>
<td>71%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>Smartphone can improve the quality of my education</td>
<td>16%</td>
<td>67%</td>
<td>16%</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>Implementing m-Learning using smartphone will enable me to have independent learning</td>
<td>16%</td>
<td>71%</td>
<td>13%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Reasons of using smartphone for language learning

![Bar chart showing responses to statements Q1 to Q8]
The total percentage were based on number of responses given for the scale (Agree + Strongly Agree) and also (Disagree + Strongly Disagree) have been added up and were presented as the overall percentage. The data analysis was based on two major factors; students who put a check mark in the column Agree and Strongly Agree were considered to support the given statements while those students who put a check mark in the column Disagree and Strongly Disagree are considered to be of a different opinion than the one given in the statement.

When asked how students viewed the use of smartphone for language learning, 27% (strongly agree) and 64% (agree) of the students from statement 1 expressed that students used smartphones as the tools for learning. An analysis of the data presented in the table above indicates that 27% (strongly agree) and 67% (agree) of the students from statement 4 expressed that smartphones can be effective tools in the class and outside class while 27% (strongly agree) and 67% (agree) of students from statement 7 expressed that smartphones provide rich multimedia resources and media support to improve the students’ educational experience.

Overall, the results indicate that most students have used their smartphones for language learning. These results agree with the findings by Liu (2014) reported the benefits of mobile devices in the classroom include the support for language and content learning, differentiated instructional support, and extended learning time away from the classroom. Furthermore, some recent studies by Moura, Carvalho, Demouy and Kukulska-Hulme (2010) examined the use of mobile phones in learning linguistics imply a new era for mobile phone integration in linguistics classes in which the diversified mobile features are utilized to build linguistic knowledge. Both studies from Liu et al (2014) and Moura, Carvalho, Demouy and Kukulska-Hulme (2010) are in line with the result of this study which is the use of smartphones effective for language learning.
Another finding from Table 1 indicates that 89% of the students (statements 2, 3, 5, 6) use smartphones for effective learning method. 22% (strongly agree) and 77% (agree) of the students from statement 3 expressed that smartphones can be used to assist their learning, while 22% (strongly agree) and 71% (agree) of the students from statement 5 agree that smartphones can be effective method of learning as it can give immediate support. As mentioned by Nassoura (2012) some advantages of using smartphones in the field of education are as follows:

1. The students can easily interact with each other and with practitioners anytime anywhere.
2. It is easier to accommodate smartphones in a classroom than several desktop computers.
3. Smartphone provide features such as sharing assignments, streaming-video and images; e-mail; cut, copy and paste text; pass the device around a group; beam the work to each other using the infrared function/Bluetooth; send/receive SMS/MMS messages; video-conferencing; and browsing the internet.

According to this findings the students in this study think that the use of smartphones are useful for language learning.

Table 1 shows the positive responses of using smartphones. However there was also disagreement of using smartphones for language learning. It is observed from the overall percentages from Table 1 that 8% of the students disagree that smartphone can be use as the tools for learning and effective learning method. The percentages (statement 2) shows that the students did not feel that the use of smartphones can increase the effectiveness of learning. The result of this study agree with the findings by Aamri and Suleiman (2011) about more than 50% of the participants agreed that the use of cell phones in the classroom has
caused distraction for the learning process. Based on the findings shows that the students did not use smartphones for language learning because of the ineffective.

The use of smartphone for language learning

The use of smartphones for language learning divided into three important aspects; the use smartphone for communication (Statement 14), storage (Statements 12, 15, 16) and academic tasks (Statements 9, 10, 11, 13).

Table 2. The use of smartphone for language learning

<table>
<thead>
<tr>
<th>No.</th>
<th>The use of smartphone for language learning</th>
<th>Strongly Agree (4)</th>
<th>Agree (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>I use smartphone to email and submit assignments</td>
<td>29%</td>
<td>49%</td>
<td>18%</td>
<td>4%</td>
</tr>
<tr>
<td>12</td>
<td>I use a smartphone to download learning materials</td>
<td>38%</td>
<td>49%</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td>15</td>
<td>I use a smartphone to record lectures and presentations</td>
<td>24%</td>
<td>42%</td>
<td>27%</td>
<td>7%</td>
</tr>
<tr>
<td>16</td>
<td>I use a smartphone to scan and save the learning materials</td>
<td>25%</td>
<td>62%</td>
<td>11%</td>
<td>2%</td>
</tr>
<tr>
<td>9</td>
<td>I use a smartphone to make translations using English dictionary features</td>
<td>31%</td>
<td>60%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>10</td>
<td>I use a smartphone to take notes</td>
<td>29%</td>
<td>36%</td>
<td>24%</td>
<td>11%</td>
</tr>
<tr>
<td>11</td>
<td>I use a smartphone to search reference materials from internet in the class</td>
<td>35%</td>
<td>56%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>13</td>
<td>I use smartphone to practice pronunciation from google translate or similar application</td>
<td>36%</td>
<td>45%</td>
<td>16%</td>
<td>2%</td>
</tr>
</tbody>
</table>
The use of smartphone for language learning

Responding to the use of smartphones for language learning shows that 29% (strongly agree) and 49% (agree) of the students from statement 14 had experience of the use of smartphones for language learning for communication such as email and submit assignments. These results agree with the findings by Brown (2003) the important function that makes smartphone reliable is its ability to transmit learning modules electronically and enable learners to communicate with their teachers and other students. As mentioned by Yang (2012) attitudes and self-efficacy among 58 second-year university students in Taiwan who used smartphone for language learning process, most were competent enough in using smartphone to read the assigned texts, post questions, read and provide feedback. The results of the study showed that the use of smartphones for communication is quite often to submit assignment or information about learning via email. According to Wang and Higgins (2006) people carry their smartphones every day and smartphones are primary communication device such as e-mails or SMS were most likely to be utilised in mobile learning. As mentioned by Kiernan and Aizawa (2004) smartphones were utilised for exchanging e-mails among learners to teach targeted structures. In this findings show that the students use their smartphones to communicate with the teachers or lectures through e-mail. The students also can submit their assignment using smartphones.
Table 2 shows a majority of the respondents used their smartphones for storage (80%), it can be seen from the overall percentages in statements 12, 15, and 16. As can be seen from the percentage, the use of smartphones were to download learning materials (87%) and the use of smartphone to scan and save the learning materials (87%) become most performed activity that the students do with their smartphones for language learning. As mentioned by Isabwe (2014) teaching materials can be customized to learners’ learning style, location, time and activity. Portability, connectivity and social networks allow the students to access materials and learn everywhere and everytime. Table 2 shows that 66% of the students (statement 15) use their smartphones for record lectures and presentations. These results agree with the findings by Barr (2011) the students use their smartphones in the following ways:

1. Using the camera to take pictures of the white board to capture notes and homework assignments from the teacher.

2. Students used the voice-recorder function of their smartphones to record presentation practice to assess and improve fluency and pronunciation.

According to Cui and Wang (2008) the use of smartphones to store and retrieve information such as e-books, instructional materials, reviewing students’ marks thus making teaching and learning practices more supportive and effective. The students can access materials or even search for all forms of information for learning process. In addition, learning by utilizing technological devices such as smartphones can be felt more practical. As mentioned by Hoppe and Ferry (2009) the students can use browsers to check emails, read materials such as ebooks, and watch lectures from anywhere and at any time. Smartphones have downloading feature which can be used by the students to download various kinds of materials easily. Besides of being practical by utilizing the features of smartphones, the students can obtain
subject matter even knowledge globally, because the use of smartphones for learning can be done anytime and anywhere without having to be bound by distance and time.

The last aspect of Table 2 is the use of smartphone for academic tasks. Table 2 shows 79.5% from the average of the total percentages from statement 9, 10, 11, 13 use their smartphones for academic tasks such as make translations using English dictionary features (31% strongly agree and 60% agree), take notes (29% strongly agree and 36% agree), search reference materials (35% strongly agree and 56% agree), and practice pronunciation from google translate or similar application (36% strongly agree and 45% agree). These results agree with the findings by Barr (2011) that students reported using their phones for Google voice recognition search feature to practice her pronunciation. As mentioned by Dashtestani (2013) teachers’ and students’ perspectives in English class on the use of electronic dictionaries for learning, reporting that both English teachers and students held moderately positive attitudes toward the use of electronic dictionaries for learning language learning. Based on Anzai, Funada, and Akahori (2013) one of these informal uses, mobile photo note-taking, in order to examine the effect this trend might have on vocabulary retention. The findings of the study shows that many students use smartphones that come with English software or features like English electronic dictionaries to translate and look up for unfamiliar words. The result of this study is similar to Kukulska-Hulme (2012) the use of electronic dictionaries is not time consuming because it helps language learners in mastering vocabulary and check verb conjugations quickly. As mentioned by Joseph and Uther (2009) electronic dictionaries provide a benefit features such as visual media (images, graphics), audio media (pronunciation), multimedia, and searching. It can support the learner to have a better learning. Mobile dictionary has the same function as a conventional dictionary but what makes it different is that this dictionary can be accessed via mobile devices, this dictionary is also more effective, fast, and easy to use.
Despite the fact that almost all students owned their smartphones, there were students who did not use smartphones for language learning (19%) from the average percentages of disagreement. It shows that they did not use smartphone for language learning as purposes of smartphone are for general communication tools.

**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.

<table>
<thead>
<tr>
<th>No</th>
<th>Drawback of smartphone for language learning</th>
<th>Strongly Agree (4)</th>
<th>Agree (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Small screens phones is an obstacle</td>
<td>22%</td>
<td>60%</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>18</td>
<td>Limited storage capacity for smartphone is an obstacle</td>
<td>31%</td>
<td>58%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>19</td>
<td>Batteries must be charged regularly is an obstacle</td>
<td>29%</td>
<td>56%</td>
<td>13%</td>
<td>2%</td>
</tr>
<tr>
<td>20</td>
<td>Poor communication network is an obstacle</td>
<td>42%</td>
<td>47%</td>
<td>9%</td>
<td>2%</td>
</tr>
</tbody>
</table>

The students justified that even they use smartphones for language learning but they agreed that smartphones also have the disadvantages. There are 13.75% from the average percentages of the students from Table 3 disagree with the drawback of smartphone for
language learning because of the effective learning method’s reason that they already agree in Table 1 and 2. It can be conclude that the average from the total percentages 82.65% of the students agree with the drawback of the use of smartphones even it is effective for language learning and there also students who never agree with the use of smartphones for language learning since Table 1 and 2. The result shows that (42% strongly agree and 47% agree) of the students (statement 20) agreed that poor communication network is an obstacle, while (31% strongly agree and 58% agree) of the students (statement 18) agreed that limited storage capacity for smartphone become the obstacle. These results agree with the findings by Hsu (2012) 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 as a learning tool, difficulties in concentrating in daily commute, the cost issue, limited types of learning activities, and the issue of signal reception. As mentioned by Motiwalla’s (2007) the students did not like the small-sized screen, time-consuming typing, slow speeds of connection and somewhat slow response of the device to their requests, and low quality of visual materials. There are a number of students who did not demand the use of smartphones for language learning and were in fact mostly agree about the drawback.

CONCLUSION

This study aimed to answer this question; What are the students’ perception about the use of smartphones for language learning?. The result shows that the use of smartphones for language learning has an influence to shape their learning activities. The students perceive the smartphone functions as fast, easy, and helpful for language learning. The result shows that 27% strongly agree and 67% agree of the students agree that smartphone can be effective tools in the class and smartphones can be used to assist their learning. Most of students use their smartphone for make translations using English dictionary features, take notes, scan, save and search reference materials also they can practice pronunciation from google.
translate or similar application. Hence, it can be concluded that the use of smartphones for language learning is somewhat perceived as an effective learning tool in improving the language learning process. Among the investigated in this research, mostly the difficulties faced by the students during the use of smartphones for language learning related to the limitation storage capacity and the small screen obstacle.

The limitation of this research is the questionnaire was design in accordance with the questions or statements in general, so it could not obtain specific reasons from the participants. It missed the qualitative approach of the research which would lead to have a better understanding of the use of smartphones for language learning. As no interviews with the participants, we have no idea over their perceptions and the reasons for the use of smartphones for language learning. It would be more supportive for the discussion if the questionnaire is added with open-ended questions or if there are interview sections. For further studies, open-ended questions or interview sections are needed to gain more data for detail discussion.

This study perhaps could be useful for further research related to the use of smartphones for language learning. The findings of the study are expected to help the student as one of the sources when they want to use smartphones for language learning. Finally to provide the recommendations to the Educators who are consenting the students to use smartphones for language learning. The findings of the study revealed the students’ perception on the use of smartphones for language learning. As findings of the research suggest using smartphones can benefit a lot, as they offer language learning opportunities everywhere, and this is due to the features and connectivity ability. With regard to the benefits and drawbacks on the use smartphones as part of the language learning process, it was verified that both academics and students confirm that there are more benefits than drawbacks.
ACKNOWLEDGEMENTS

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REFERENCES


APPENDIX

<table>
<thead>
<tr>
<th>No.</th>
<th>Reasons of using smartphone for language learning</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>I am interested to use smartphone as teaching and learning tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I feel that the use of smartphone can increase the effectiveness of learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Smartphone can be used to assist my learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Smartphone can be effective tools in my class and outside the class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Smart phone can be an effective method of learning as it can give immediate support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Smartphone can improve the quality of my education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Smartphone provides rich multimedia resources and media support to improve the educational experience</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Implementing m-Learning using smartphone will enable me to have independent learning</td>
<td></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>The use of smartphone for language learning</th>
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<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>9</td>
<td>I use a smartphone to make translations using English dictionary features</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I use a smartphone to take notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I use a smartphone to search reference materials from internet in the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I use a smartphone to download learning materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I use smartphone to practice pronunciation from google translate or similar application</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I use smartphone to email and submit assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I use a smartphone to record lectures and presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I use a smartphone to scan and save the learning materials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drawback of smartphone for language learning</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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