AN ANALYSIS OF THE SIXTH SEMESTER STUDENTS' BEHAVIOURS IN USING SMARTPHONE AND INTERNET AT THE ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UNIVERSITAS ISLAM RIAU

A THESIS

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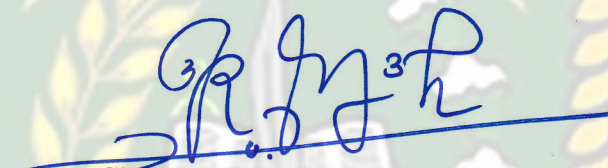**PEKANBARU**
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THESIS APPROVAL

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"AN ANALYSIS OF THE SIXTH SEMESTER STUDENTS' BEHAVIOURS IN USING SMARTPHONE AND INTERNET AT THE ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UNIVERSITAS ISLAM RIAU"

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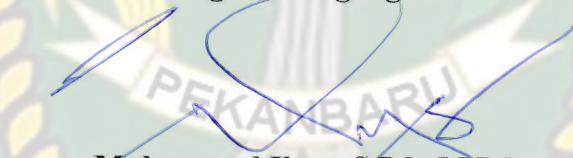Study Program   : English Study Program

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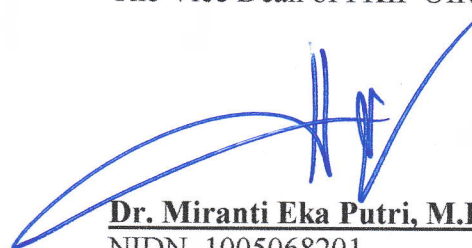
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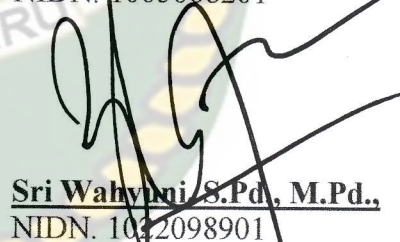
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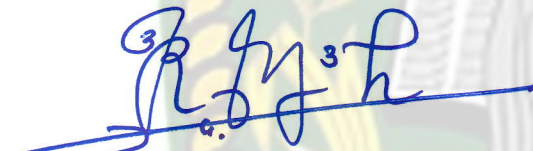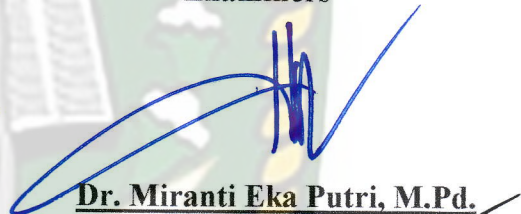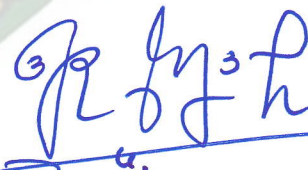Study Program : English Study Program

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I truly confess that this paper writing derived from my own works, except some quotations (directly or indirectly) which were adopted or taken from various sources included in the "references". Scientificaly, I took responsible for truthfulness of the data presented in this paper .

Pekanbaru, April 25th 2021
The Researcher

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6. All of the lecturers of English Language Education Program who have taught, trained, and guide the researcher during my study.

7. My beloved parent, thank you so much for your pray, advice, love, and support in every condition and situation.

8. The special thanks is dedicated to my friends, members of English Language Education Program FKIP UIR and all of the participants of the research who have given me supports during doing my thesis.

Finally, I realize that this thesis is still far from being perfect. Therefore, I expect and please to accept constructive criticism and suggestions from the readers for the perfection of this thesis.

Pekanbaru, April 25th 2021
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In writing this thesis, the I believed that without having directed guidance, meaningful advice, love and support from the people around me, this thesis would never been finished. Therefore, I would like to give my sincere and deep gratitude to:

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Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, constructive criticism and suggestions are expected from the reader for the perfection of this thesis.

Pekanbaru, April 25th 2021

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ABSTRACT

Yudhia Raudha Insani, 2020. *An Analysis Of The Sixth Semester Students' Behaviours In Using Smartphone and Internet At The English Language Education Department Of Universitas Islam Riau.* **Thesis.** Pekanbaru: English Study Program, **Faculty of Teacher Training and Education,** Universitas Islam Riau.

Keywords: **Smartphone and Internet**

Nowadays, smartphone and internet are essential for people's life because they need them for their daily activities. In educational contexts, teacher and students need the technology: smartphone and internet as a medium for communication, delivering, and learning new information. Hence, this research aims to investigate how the use of smartphone and internet in learning English.

This research employed desciptive quantitative research design. This research held at the sixth semester students of English Language Program of FKIP-UIR Pekanbaru, consisting of four classes with 149 students. The research used cluster random sampling to choose the participant. In this research, the researcher collects the data by distributed the questionnaire. There are five scales used to analyze the data, such as neutral, agree and disagree with the stronger counterpart towards the last two. The researcher used Hajjar's questionnaire because his research also investigated the same and identical measurements of cognitive and social or affective of autonomous learning by using smartphones and internet.

As the research found out, most of sixth semester student in FKIP UIR agree that the usage of smartphone and internet is the alternative of using libraries and books. Moreover, most of the students agree that they can use mobile apps and websites to improve their language skills and building up their vocabulary, as well as the time usage, with most students using smartphone and internet for 10 until 15 hour each week.

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CHAPTER I

INTRODUCTION

1.1   Background of the Problem

People interact and communicate in education area through technology. It helps the educational actors to manage and improve their teaching and learning activity. Many aspects of teaching and learning process in the class room or in the line such as assignment and assessment are using the technology. Nowadays, the teaching and learning process so much depend on the technology. This provides us the ability to re-design the way of learning English. One of the technologies used in people's life recently is the application of mobile phones and internet. The internet use makes it core need for scholars to find the way of deploying this new trend in teaching and learning process.

Furthermore, Indonesian people used the internet actively. This is even become the essential aspect of life. The internet is needed for studying and communicating with families and others. Internet provides a core resource for the English language learning. According to Warschauuer (2001) who finds the internet improved the English language learning referring on meaningful interaction to the as the principles of communicative language teaching. It means that the internet has a core effect to the English language learning in activating the learners' skill of communications.

By this fact, the role of the students is needed in more active on English process of learning in gaining more knowledge from many sources. The internet

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and smartphone usage have influenced the everyday life, even for young and adult's generation. Basically, to master each language skill, such as reading, speaking listening and writing, requires different educational utensil which are likely suited with each skill, since the use of some tools have a significant impact. The means that people used to learn English has also changed from the traditional to the sophisticated way such internet. A large number of website and applications are available to learn and explore more about the language. In this case, the teacher has to provide internet-based materials (texts, audio-visual, video, pictures, etc.) recently to support the teaching and learning activities in classroom. Therefore, a number of tasks and assignments are adopted by the teachers in English teaching and learning process.

Furthermore, the smartphone is categorized as a device which can help teachers and students in learning process which connected them during the studying and teaching from home. The Whats-App (WA) for instance, has been used during the pandemic COVID 19. They have a positive point of view and feel helped towards the application of Smartphone and internet during the pandemic era. According to Mahmud, (2018), Weng & Chen (2015), the smartphone, can facilitate students to learn English independently.

Hence, according to Prensky (2001), the teachers are pushed to integrate to the role of technology in teaching process because they teach through digital devices who had their own choices for the material of teaching. In line with Lekawael's (2017) who reveals that the teacher has to implement smartphone-based language learning as the urgent need in order to participate the critical

students towards the content and material. From the description, it is expected to the students to be able building and enhancing the technology awareness of smartphone and internet usage on English communicative learning in classroom. On the other hand, most of the schools have applied the school's policy which clamp down the smartphone in the process of teaching and learning. Some arguments of the prohibition of smartphone usage in school learning. According to Lekawael (2017), many students spend most of their time to access the social network, some students used internet for translation in dictionary, social media, and playing games. Some of them use the internet for educational purposes. The internet access for the students had given them a freedom to browse all information they need not only for education buat also for daily needs of information.

In accordance to the explanation, the researcher is interested in investigating those phenomena with the aim of finding out that analysis of smartphone and internet on English language learning. It is hoped that the research will provide the point of view of the students' interest toward the use of smartphones and internet in learning English. The researcher will conduct the research entitled "An Analysis of Smartphone and Internet Usage on English Language Learning"

1.2   Setting of the Problem

This research focused on the students' used smartphone and internet in English and investigating how the use of smartphone and internet in learning English. The benefit of smartphone and internet used during the online learning

process during pandemic COVID 19 learning English is being investigated based on the students' experience. Through this time the research is occurred online due for the fact that the students were unable to met anywhere other than face-to-face during pandemic this year around. Which means it can be done anywhere as long as they had enough internet data and network connection through their phones.

1.3 Limitation of the Problem

Based on the setting of the problem above, this research is focused on the smartphone and internet usage on English language learning. Besides, in this research will investigate the age of participant, the purpose of using smartphone and internet in learning English, time of using smartphone and internet per day (hours), and the websites used by the sixth semester of English language program FKIP UIR in learning English.

1.4 Formulation of the Problem

The problem is formulated into the following research question: how is the use of the smartphone and internet to the sixth semester students of English Language Program FKIP UIR?

1.5 Objective of the Research

The most important point or the objective of this research is to find the answer of the research question. In other words, this research purpose to find out the use of smartphone and internet to the sixth semester students of English language program FKIP UIR

1.6   Significant of the Research

This research had the significant for the English language learners, teachers and students. The research aims to analyse the use of the smartphone and internet to the sixth semester students of English Language Program FKIP UIR as a research contribution to EFL teaching and learning. Moreover, theoretically, through this research, it is expected that the finding can expand and give a contribution as the relevance sources for the further researcher who are interested to investigate this particular research area. Practically, the result of this research is expected to be useful for teachers and students to use the smartphone and internet in improving students' effort in learning English. Thus, the readers of this research can have the sources to compare in order to broad their point of view.

1.7   Definition of the Key Terms

In this research, the research tries to give simple definition of the title so it does not become a far-ranging discussion. The terms in this research are:

1.7.1   Analysis: analysis is a study about something by examining its part (Gay L.R 2006) is the detailed study or examination of sentence in order to understand more about it. In this study, analysis means that analyse about the use of the smartphone and internet to the sixth semester students of English Language Program FKIP UIR.

1.7.2   Smartphone: is a device capable with many functions of a computer such as having internet access, an operating system capable of running downloaded applications, and use text messages and phone calls that are mostly used by a touchscreen interface. In this research, the smartphone is

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as a device which had the application provides some functions and sources for the users and become the object of the research. (Oxford online dictionary (2015)

1.7.3   Internet: is a worldwide system of some connected networks. Thus, it becomes a global system of interconnected computer networks which can be used as the standard internet protocol suite. (https://study.com/academy/lesson/what-is-the-internet-definition-lesson-quiz.hml).
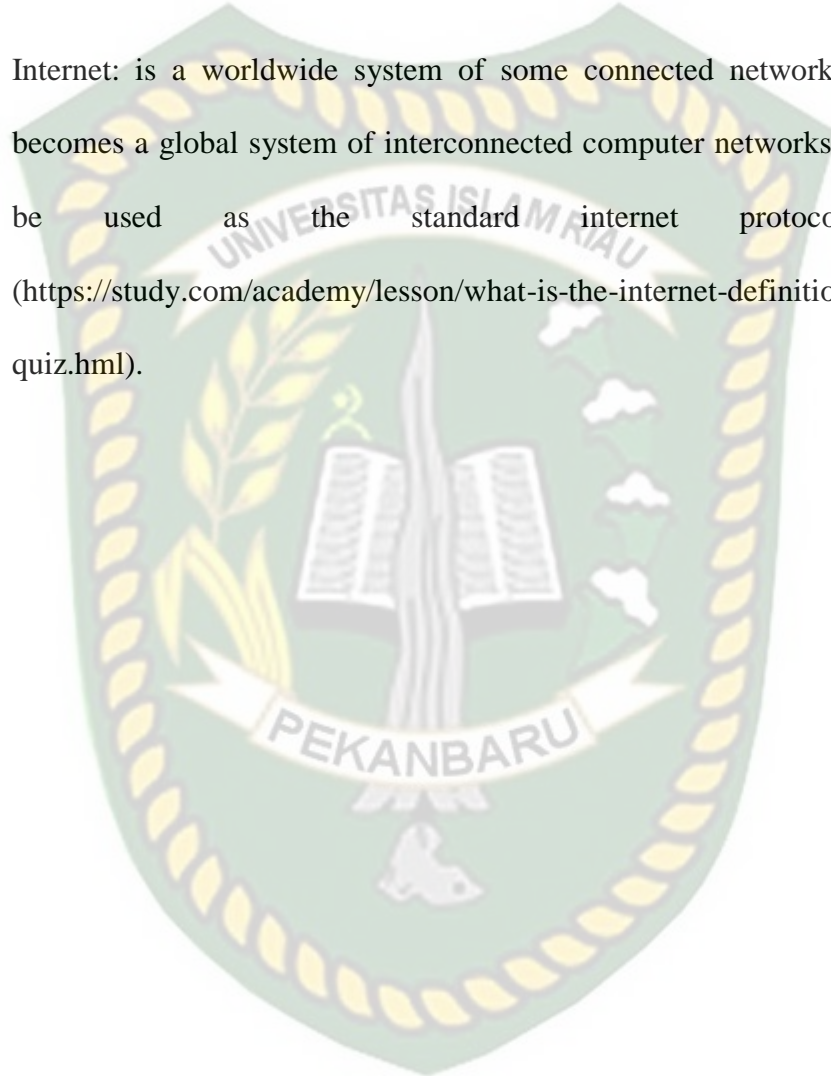
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

In this chapter the researcher provides the explanation of theories of smartphone, internet, relevance research, conceptual framework and assumption of the research as described as follow:

2.1.1 Nature of Smartphone as Mobile Learning

According to O'Malley et al. (2003) and Kukulkan-Hulme and Traxler (2005:18), the learning through mobile, as happening once the learner was not at a fixed, planned setting, or when the learner's feat edges of learning possibilities conferred by the technology of mobile. The new era of technology makes smartphone as the mobile assisted learning become popular. Having be en recognized in early 2000s, it is now become the most popular learning activity.

Therefore, mobile learning refers to an activity of learning that use small-sized devices which can be brought and available every time, everywhere as media. Another definition comes from Geddes (2004 in Alemi, Sarah & Lari, 2012:100) who argues that the learning through mobile is that the reasonably learning, that takes place at persistently and in any place, so it extends teaching and learning outside of the classroom. In line, the smartphone as a tool, is one of the Information Communication and Technology (ICT) which step by step access into students' daily desires and becomes a part of their lives.

According to Roy Morgan Research, in Indonesia, explicitly, smartphones are seeing a major dealing in possession. The smartphone used in learning of

language could give a huge impact in mastering the vocabulary, grammar, listening and reading skills, spelling and pronunciation. To be able to communicate in effective way, the learners had to master many words, the students have to try over and over in term of listening in order to achieve knowledge for pronouncing the words, they urge to practice in reading and grammar. In line, the Rutherford and Krashen as cited in Chi-Yen Chiu (2015:65) investigated that they provide learners with grammatical word study and read in a fruitful way to investigate the acquisition of research showing that document purchasing has improved due to the way the organization distributes documents with the iPod.

Nevertheless, in addition to the benefits that smartphones have in learning and teaching the language, there were some limitations. According to Chinnery (2006) the particular time a person could use a smartphone without charging, inputting data using only one finger along with their small screen size means that smartphones are not very convenient to use in learning.

Furthermore, another negative impact of smartphone use in education is related to the achievement of learners. According to Town (2013), the students could become games addicted, chatting, and this is actually seen as a wasting time than studying. Additionally, Kane (2013) found if students were unable to maintain and control the use of smartphone, may become nervous, angry, worried, or even upset when it unavailable for a while. Additionally, overuse of smartphones can negatively impact on the student's relationship and their educational outcomes either. On the other hand, the smartphone used could also have some harmful effects. Britt (2013) emphasized that the long-term and short-

distance use of the smartphone may also cause symptoms of eye strain or fatigue. By this facts, Wilson (2012) imply that in using the smartphone in a bad posture, such as looking ahead with an arm bent and head bent, can cause neck and spine pain.

2.1.2 Mobile-Assisted Language Learning

There is some definition of of Mobile-Assisted Language Learning (MALL), from different scholars. First, from Hoven & Palalas (2016:115), who find that the term MALL refers to language learning, which is facilitated, mediated or enhanced by the use of mobile devices. The second one comes from Valarmathi (2011:2), who states that Mobile-Assisted Language Learning (MALL) describes a method of language which is supported or enhanced using a handled mobile device. She also emphasized that Mobile-Assisted Language Learning is language learning using mobile devices such as cell phones (mobile phones), MP3 or MP4 players and Personal Digital Assistants (PDAs).

According to Miangah & Nezaret (2012:309), Mobile-Assisted Language Learning attached by using the technology of mobile in learning the language. This is the third definition of Mobile-Assisted Language Learning. To wrap up, the fourth definition of Mobile-Assisted Language Learning in an approach to learning which use mobile devices such as mobile phone, PDAs, laptop computers and personal media players as the tool or the media to assist students' language learning every time and everywhere which can lead them to be ubiquitous and self-directed (Kulkulska-Hulme, 2005; Lorlmaz, 2010).

Furthermore, the writer concludes that the Mobile-Assisted Language Learning (MALL) is an approach to learning that use mobile devices such as

mobile phone, PDAs, laptop computers and personal media players as the tool or the media to assist students' language learning every time and everywhere which can lead them to be ubiquitous and self-directs.

2.1.3 Empowering EFL Teacher Instruction with Digital Literacy

According to Chinnery (2006), the technology power depends on the evolution and freedom of choice of teachers to create the tools to meet the ever-changing needs of their students. In general, providing access to new types of technology is not tantamount to promoting the transition to the traditional industrial model of teaching and learning that values the standardization of inputs and outputs for students. Classes have been tailored to meet the standards of study and the social and emotional skills students need to be successful in college. Classes were tailored so that each student could design the learning experiences that were tailored to his or her interests. The lesson step was conducted based on each student's needs so students could speed up or take extra time depending on their level of knowledge. Educators need to use real-time data from student formative assessments and feedback to differentiate teaching and provide robust support and interventions to keep each student on the right path in a way that supports its learners, critical to the transition to a personalized learning environment.

2.1.4 Internet Used in English Foreign Language (EFL) Classroom

According to Lewis (1994) the definition of the internet is a coalition of the number of compares from different types of society such as education. Every single system brought various activities to the databases and the target result was the tremendous information. Having the role as a worldwide network allows a

various methods of access the Internet through the way of interacting on an independent standard rule on specific computer operation systems. It is usable for both functions: to exchange information in various media (electronic mail, newsgroups, listservs, online forums, etc.), and to reclaim details for various topics through Word Wide Web (WWW).

Furthermore, according to Kroonenberg (1995), the Internet has used by various instructors of language in creative ways. One of them have used as the electronic mail (e-mail), as one of the features of the Internet. Thus, e-mail can encourage students to use computers in realistic for doing some tasks, in order to develop communication in learning. In line, even timid or inhibited students can benefit from the meaningful interaction and communication e-mail makes possible. Additionally, according to Oliva and Cononelos (1993) made the used of email become useful among students in order to improve writing skills, create the discussion, and promote the group interaction.

Hence, the advantage of internet for the communication, the Internet can be used in retrieving and accessing the information. The Internet also offers some advantages to the language learner as it become valuable references to both teachers and students.

Based on the above discussions, the writer concludes that the Internet used in teaching and learning to get the information from many resources of language for various of purposes. The students could access all information they need.

2.1.5 The Internet as a Teaching and Learning

According to Mike (1996), the use of the Internet purposes was to encourage the high level of thinking. An English teacher, for instance, may ask

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their learners to look for the information needed. When the information already acquired, it needs to be scanned, discarded, and evaluated. Mike found that students an endeavour to practice reading skills and strategies such an endeavour.

In line, the Internet had promoted literacy as well for the real goals. In addition, it can be the additional source for material of reading, specifically for the latest information, when they explored the Net, they explored the real world. Mike (1996) added that the exploration or browsing cab become the accidental learning for the students to get more knowledge. The students can interact to some foreigner through internet. They can communicate to learn the language and the social literacy can be developed as the benefit of using social media in internet. Hence, the activity of using internet can also improve student's comprehension in reading such as the reading or other skill in English such as grammar, test of reding, speaking and listening, the English exercises which lead the comprehension questions and pronunciation in speaking. All the material of learning through internet can also recommended of the sites by the teacher. Additionally, Paramskas (1993) offers a list of sites which can used as the material in learning language such as discussions for culture events and so forth for the teacher and learners.

It can be concluded that the result of the interaction through internet can improved the students eager and skills in learning language. It makes them easier to do assignment and improved their skill through communication with the foreigner or native speaker.

2.2 Relevance Studies

In accomplishing the research, the researcher uses the past studies dealing with the topic of the study as guidance. The first previous research was done by BJ Pratiwi and Rini Nuryanti from ESL Journal on Interdisciplinary studies on humanities volume 1 issue 2, 2018, entitled: smartphone usage on students learning English: The Impact of School Policy. They research explored the reactions from students and teachers about the potential of using smartphone on students learning in school. They applied descriptive qualitative design. It was collected by observation and interview. The data collected by semi-structured interview for each participant. In the interview guides, the questions were used to explore the participants' opinion about smartphone usage on students learning English. The result of their research is presented based on the research question; what the students' and the teachers' perceptions about smartphone usage on learning English are. The result revealed that students and teacher as participants in this research show positive perceptions.

The second research was done by Rosina Fransisca J. Lekawael through English review: Journal of English Education p-ISSN 2301-7554, e-ISSN 2541-3643 volume 5, issue 2, June 2017 entitled: the impact of smartphone and internet usage on English language learning Universitas Pattimura, Ambon, Indonesia. In this research, a qualitative approach was pursued in this study. Then, the data collection technique used in this study is a survey by using questionnaires. As result, the research showed that most of the students spend much time to access the social network, some students access internet for dictionary and games, and

only a few students access internet for education purposes. In short, the students prefer to use smartphone for other thing instead of education.

The third relevance study was done by Sana' Ababneh from the journal of education and Human Development December 2017.Vol. 6, No. 4, pp. 120-128, Entitled: Using Mobile Phone in Learning English: The Case of Jordan. This research This study investigates Jordanian EFL students' attitudes towards the use of their mobile phones in learning English as a foreign language. The aim of the her research was to gain insight into the awareness of Jordania EFL students to the importance of implementing technology appropriately (mobile phones) in learning English. Moreover, it also aims to examine the effect of their gender and academic major (English – Translation), on their attitudes towards using mobile phones in learning English as a foreign language.

The sample of the research consisted of 101 students enrolled in English (417) a course in semantics taught at English Department, Yarmouk University, Jordan. A questionnaire has been used to investigate the subjects' attitudes and use of their mobile phones. The findings reveal that the subjects' mean score of using their mobile phones was 3.85out of 4, a result that displays a high usage of mobile phones in learning English. students have positive attitudes towards using their mobile phones in learning English. The data of her research also show that neither the subjects' gender nor their academic major has any significant effect on their use or attitudes.

Furthermore, those are three relevant researches which are used as related relevance study. There are some aspects that similar and difference with this study.

The similarity can be seen at from the variable in the study. All of the related study above that carried out by them investigated about the analysis of smartphone and internet usage. Although the variable that used above almost same, however, in this study will use different construct. Moreover, the problem that as the background of researcher in conducting this study also different. Additional, places and participants in conducting this study also do not similar. This study will be conducted at the sixth semester students of English Language Program of FKIP-UIR Pekanbaru.

2.3 Conceptual Framework

The design of this research is descriptive quantitative research of one variable design. Figure 2.1 shows how the research will be done in the specific area and purposes.

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┌─────────────────────────────────────────┐
│                 Analysis                 │
└─────────────────────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────┐
│  Smartphone and Internet Used by the students  │
└─────────────────────────────────────────┘
        ╱            │            ╲
       ╱             │             ╲
      ▼              ▼              ▼
┌──────────┐  ┌──────────────┐  ┌──────────────┐
│          │  │ Purpose of using │  │  Time of using  │
│ Age and year │  │ smartphone and │  │ smartphone and  │
│          │  │    Internet    │  │ internet per day (hours) │
└──────────┘  └──────────────┘  └──────────────┘
                     │
                     ▼
┌─────────────────────────────────────────┐
│ Attitudes towards smartphone and internet for English │
└─────────────────────────────────────────┘
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Figure 2.1 Conceptual Framework

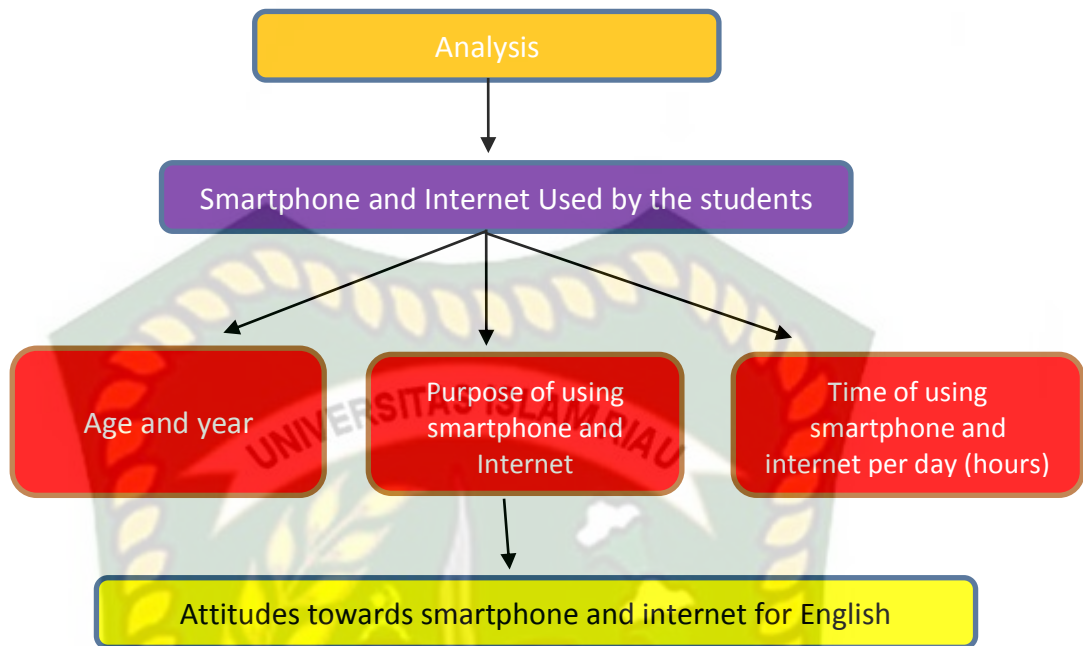**2.4 Assumption**

The researcher assumed that the sixth semester students of English Language Program FKIP-UIR provided accurate information on the surveys. The students was reflective and honest in their responses to the questionnaire questions. All of the students who became the respondent own smartphone and hadindependent access to it. The students answered the survey questionnaire at once.

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CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research only had one variable that is an analysis of the smartphone and internet usage which had employed by the sixth semester students of English Language Program FKIP UIR. Therefore, this is categorized as the descriptive quantitative design of research. The descriptive quantitative used because this method will be done the analysis, describes and interpret the data collection. According to Lambert (2012, p. 255), the purpose of this method is summery of events which experienced by some groups or individual. It means that the quantitative research needs natural data, the data collected are subjective and the researcher becomes the key instrument of this study.

The researcher chose quantitative method since the method of structural analysis of this research conducted by using a descriptive design. According to Suryabrata (2010: 75), the descriptive method is a research which had purposes in describing the method of a research in particular situation accurately, systematically, and factually. So, this research it just determines the nature of a situation as it exists at the time of the research. In this case, the researcher described the situation as mention in statement of research.

This research was heavily focused on the behaviourism of the students on using smartphone and internet. According to Abdul Razzaq (2018), Self-efficacy refers to the internal forces of a student's belief in the abilities in utilizing smartphone as educational aid in the context of mobile learning. However, from one of the relevance studies from the previous chapter, many of them had used it

for other than education. This is also to their usage of the internet. Therefore, the questionnaire will focus on how the sixth semester student in UIR are focusing on smartphone and internet in English language learning through their behavior.

3.2 Location and Time of the Research

This research held at the sixth semester students of English Language Program of FKIP-UIR Pekanbaru which is located at KH Nasution Street no 113Pekanbaru-Riau. The time of the research will be conducted on March 2021.

3.3 Population and Sample

In this research, the population was the sixth semester students of English Language Program FKIP-UIR, consisting of four classes. The population of this research is drawn by this following table:

Table 3.1 the Population of the sixth Semester Students of English Language Program FKIP UIR Pekanbaru

No	Class	Population		Total
		Male	Female	
1	VIA	3	33	36
2	VI B	1	36	37
3	VI C	6	30	36
4	VI D	5	35	40
Total				149

Based on the table above, the sixth semester students of English Language Program of FKIP-UIR consists of four classes, VIA until VID. The writer will use cluster random sampling to choose the participant. Cluster random sampling means randomly selects group, not individual to be the sample respondent to this

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Dokumen ini adalah Arsip Milik :

research (Gay:2006). The writer will choose a group from all population at random. There are 4 classes by the total population is 149 students, the writer will write number 1 to 4 in a piece of paper then take one of them become a sample of this research. In the other words, this cluster random sampling will be done by doing lottery.

3.4 Research Instrument

The data for this study was the questionnaire (*see appendix 1*). The instrument related to the use of internet and smartphone. It is adapted from Mlak Hajjar and Waad Wanis, 2020. The researcher used Hajjar's questionnaire because his research also investigated the same and identical measurements of cognitive and social or affective of autonomous learning by using smartphones and internet. The writer consider that this questionnaire was appropriate instrument to be measured for this research. Due for COVID-19 pandemic that happened during the time of writing, the questionnaire was in type of Google Form and had been shared by all of the students.

3.5   Data Collection Technique

In this research, the researcher collected the data by distributed the questionnaire. The questionnaire was based on the concept of student's behaviorism. There were five scales will be used to analyze the data, they were; *strongly agree (1)*, *agree (2)*, *neutral (3)*, *disagree (4)*, and *strongly disagree (5).* The writer distributed the questionnaire to the students. The students were asked to answer the questionnaire in thirty minutes. After that, the writer collected the questionnaire from the students. The blueprints of the questionnaire was described as follow:

Table 3.2 Blueprint of Questionnaire

No	Indicators	Statement number
1	The age of participant	1
2	Gender	2
3	The purpose of using smartphone and internet in learning English	3,4,5,6,7,8,9,10,11,12,13,14,15, 16,17,18,19,20
4	Time of using smartphone and internet	21,22,23,24,25
5	Kinds of applications or websites used to learn English	26

3.6 Data Analysis Technique

The descriptive quantitative method used to analyze the data. Based on Sugiyono (2008: 245), to analyzed the descriptive quantitative research, it needed three steps; data reduction, data display, and drawing conclusion or verification.

In short, the steps in analyzing the data are: (1) the data collected by the researcher through questionnaire. Then, the researcher selected, identified, and focused on the data by referring to formulation of the research problem. (2) After selecting the data, the researcher elaborated the data into sentences. (3) next, the researcher displayed the data, meant that drawing the conclusion of the research.

CHAPTER IV

RESEARCH FINDING

4.1   Data Presentation

This chapter presented the findings of the research and the analysis of the smartphone and internet used to the sixth semester students of English language program FKIP UIR. The total subjects in this research were 33 students. There was only one variable in this research that is the used of the smartphone and internet to the sixth semester students. Further, the researcher used questionnaire to gain the data. This questionnaire consisted of 26 items with five scales (Likert scales); strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5) which divided into five indicators; The age of participant, gender, the purpose of using smartphone and internet in learning English, time of using smartphone and internet, and Kinds of applications or websites used to learn English.

The questionnaire has been used to collect the data. There were 33 students as the sample of this research. The researcher asked them to answer the questionnaire by themselves in 30 minutes. The first indicator was the questions about students' age. There were four options: Under 18, 18-28, 29-44, and 45 and over. The result of the questionnaire can be seen by this following table.

Table 4.1 Age of Participants

No	Age 18-28	
	Frequency	**Percentage**
1	33	100%

Table 4.1 showed that the participants were in age of 18 to 28. There were 33 of students in age 18 to 28 who filled the questionnaire with the total percentage was 100%. The detailed data see appendix 3. The next indicator was the gender of the participant; male and female. The data presented as follows:

Table 4.2 the Gender of Participants

No	Gender	Frequency	Percentage
2	Male	4	12.12 %
	Female	29	87.87%

Table 4.2 showed that the gender of the participants was Male and Female. There were 4 Male students with the percentage 12.12% and 29 Female students with the percentage 87.87%. The next indicator was the purpose of using smartphone and internet in learning English. The result of the questionnaire can be seen by the following table.

Table 4.3 The Purpose of Using Smartphone and Internet in Learning English

Statements	SA	A	N	D	SD	SUM
3. I use smartphone apps for educational purpose.	8 (24.24%)	20 (60.60%)	5 (15.15%)	0	0	33 (100%)
4. I use smartphone apps and internet for study and research activities rather than library	5 (15.15%)	13 (39.39%)	15 (45.45%)	0	0	33 (100%)
5. Smartphone apps and internet help me to study	16 (48.48%)	15 (45.45%)	2 (6.06%)	0	0	33 (100%)

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	independently					
6.	Using apps help me access additional information outside of using my textbooks	19 (57.57%)	14 (42.42%)	0	0	0	33 (100%)
7.	I use smartphone apps to translate complicated words.	18 (54.54%)	12 (36.36%)	2 (6.06%)	1 (3.03%)	0	33 (100%)
8.	Using mobile apps is easier than using books.	9 (27.27%)	13 (39.39%)	9 (27.27%)	2 (6.06%)	0	33 (100%)
9.	Mobile apps build up my vocabulary.	15 (45.45%)	12 (36.36%)	6 (18.18%)	0	0	33 (100%)
10.	I find it effective to use mobile apps in learning.	3 (9.09%)	13 (39.39%)	16 (48.48%)	1 (3.03%)	0	33 (100%)
11.	Mobile apps help me doing assignments/ homework.	10 (30.30%)	16 (48.48%)	7 (21.21%)	0	0	33 (100%)
12.	I use mobile technology to develop my language learning skills	11 (33.33%)	16 (48.48%)	5 (15.15%)	1 (3.03%)	0	33 (100%)
13.	I use mobile apps to watch lectures and interactional videos.	14 (42.42%)	16 (48.48%)	3 (9.09%)	0	0	33 (100%)
14.	I use mobile apps to get more explanations for material rather than	6 (18.18%)	21 (63.63%)	6 (18.18%)	0	0	33 (100%)

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	using books.					
15.	I listen to English conversations on mobile which build my skills.	12 (36.36%)	18 (54.54%)	3 (9.09%)	0	0	33 (100%)
16.	I communicate with classmates via social networks.	14 (42.42%)	17 (51.51)	2 (6.06%)	0	0	33 (100%)
17.	I used smartphone and internet to apply course content to solve problems and connect ideas in new ways.	9 (27.27%)	20 (60.60%)	4 (12.12%)	0	0	33 (100%)
18.	I used smartphone and internet to participate in the course activity in ways that enhanced my learning.	5 (15.15%)	17 (51.51)	9 (27.27%)	2 (6.06%)	0	33 (100%)
19.	I used smartphone and internet to develop confidence in the subject area.	10 (30.30%)	19 (57.57%)	3 (9.09%)	1 (3.03%)	0	33 (100%)
20.	I used smartphone and internet to develop skills that apply to my academic career and/or professional life.	4 (12.12%)	20 (60.60%)	9 (27.27%)	0	0	33 (100%)

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Table 4.3 showed that there were 8 students strongly agree (24.24%), 20 students (60.60%) agree, and 5 students choose neutral that they used smartphone apps for educational purpose. There were 5 students (15.15%) strongly agree, 13 students (39.39%) agree, and 15 students (45.45%) choose neutral that they used smartphone apps and internet for study and research activities rather than library. Then, there were 16 students (48.48%) strongly agree, 5 students (15.15%) agree, and 2 students (6.06%) choose neutral that Smartphone apps and internet help them to study independently.

Furthermore, there were 19 students (57.57%) strongly agree and 14 students (42.42%) agree that using apps help them access additional information outside of using my textbooks. There were 18 students (54.54%) strongly agree, 12 students (36.36%) agree, 2 students (6.06%) choose neutral, and 1 student (3.03%) choose disagree that they used smartphone apps to translate complicated words. There were 9 students (27.27%) strongly agree, 13 students (39.39%) agree, 9 students (27.27%) choose neutral, and 2 students (6.06%) choose disagree that Using mobile apps is easier than using books. There were 15 students (45.45%) strongly agree and 12 students (36.36%) agree, and 6 students (18.18%) neutral that mobile apps build up their vocabulary. Next, there were 3 students (9.09%) strongly agree, 13 students (39.39%) agree, 16 students (48.48%) choose neutral, and 1 student (3.03%) choose disagree that they find it effective to use mobile apps in learning.

There were 10 students (30.30%) strongly agree and 16 students (48.48%) agree, and 7 students (21.21%) neutral that mobile apps help them doing assignments/ homework. Next, there were 11 students (33.33%) strongly agree,

16 students (48.48%) agree, 5 students (15.15.%) choose neutral, and 1 student (3.03%) choose disagree that they use mobile technology to develop their language learning skills. There were 14 students (42.42%) strongly agree and 16 students (48.48%) agree, and 3 students (9.09%) neutral that they used mobile apps to watch lectures and interactional videos. There were 6 students (18.18%) strongly agree and 21 students (63.63%) agree, and 6 students (18.18%) neutral that they use mobile apps to get more explanations for material rather than using books.

There were 12 students (36.36%) strongly agree and 18 students (54.54%) agree, and 3 students (9.09%) neutral that they listen to English conversations on mobile which build their skills. There were 14 students (42.42%) strongly agree and 17 students (51.51%) agree, and 2 students (6.06%) neutral that they communicate with classmates via social networks. There were 9 students (27.27%) strongly agree, 20 students (60.60%) agree, and 4 students (12.12%) neutral that they used smartphone and internet to apply course content to solve problems and connect ideas in new ways. Next, there were 5 students (15.15%) strongly agree, 17 students (51.51%) agree, 9 students (27.27%) choose neutral, and 2 students (6.06%) choose disagree that they used smartphone and internet to participate in the course activity in ways that enhanced their learning. There were 10 students (30.30%) strongly agree, 19 students (57.57%) agree, 3 students (9.09%) choose neutral, and 1 student (3.03%) choose disagree that they used smartphone and internet to develop confidence in the subject area. There were 4 students (12.12%) strongly agree, 20 students (60.60%) agree, and 9 students (27.27%) neutral that they used smartphone and internet to develop skills that

apply to my academic career and/or professional life. Based on the 17 statements above, the students tend to used mobile apps to get more explanations from materials rather than using books. This result based on the highest frequency and percentage of this indicator. The fourth indicator presented by this following table.

Table 4.4 Behaviour of Using Smartphone and Internet

Statements	SA	A	N	D	SD	SUM
21. The smartphone and internet activities motivated me to learn the course material more than class activities that did not use the smartphone.	1 (3.03%)	16 (48.48%)	15 (45.45%)	1 (3.03%)	0	33 (100%)
22. My attention to the task(s) is greater using the smartphone and internet.	1 (3.03%)	19 (57.57%)	11 (33.33%)	2 (6.06%)	0	33 (100%)
23. It was easier to work in a group using the smartphone and internet than in other group activities.	2 (6.06%)	9 (27.27%)	17 (51.51)	5 (15.15%)	0	33 (100%)

Table 4.4 showed that there were 1 student (3.03%) strongly agree, 16 students (48.48%) agree, 15 students (45.45%) choose neutral, and 1 student

(3.03%) choose disagree that the smartphone and internet activities motivated them to learn the course material more than class activities that did not use the smartphone. There were 1 student (3.03%) strongly agree, 19 students (57.57%) agree, 11 students (33.33%) choose neutral, and 2 students (6.06%) choose disagree that their attention to the task(s) is greater using the smartphone and internet. There were 2 students (6.06%) strongly agree, 9 students (27.27%) agree, 17 students (51.51%) choose neutral, and 5 students (15.15%) choose disagree that it was easier to work in a group using the smartphone and internet than in other group activities. The question number 24 to 25 in the questionnaire presented as follows;

Table 4.5 Students Time in Using Internet and Smartphone

No	Questions	Very often	Often	Sometimes	Rarely	Sum
24	How often do you use the Smartphone and Internet in your study?	27 (81.81%)	6 (18.18%)	0	0	33 (100%)
25	How much time do you spend on the Smartphone and Internet for study each week?	12 (36.36%)	21 (63.63%)	0	0	33 (100%)

Table 4.5 showed that there were 27 of students (81.81%) chose very often (more than three times a week) and 6 students (18.18%) often (once to twice a week) use the Smartphone and Internet in their study. There were 12 students (36.36%) chose very often (over 15 hours) and 21 students (63.63%) chose often (10 to 15 hours) that they spend on the Smartphone and Internet for study each

week. The last indicator of the internet and smartphone usage by the students presented as follows:

Table 4.6 Kinds of Applications or Websites Used to Learn English

No	Statement	Applications				Sum
		Youtube	Google Classroom	Facebook	Quiziz	
26	Kinds of website / application do you usually use to learn English	26 (78.78%)	2 (6.06%)	4 (12.12%)	1 (3.03%)	33 (100%)

Table 4.6 showed that there were 26 of students (78.78%) used you tube application, 2 students (6.06%) used the google classroom, 4 students (12.12%) used Facebook, and 1 student (3.03%) used quiziz to learn English.

4.2   Data Interpretation

Based on the formulation of this thesis: "How is the use of the smartphone and internet to the sixth semester students of English Language Program FKIP UIR?", the data will be explained in further details.

For the purpose of using smartphone and internet in learning English, the participants agree that smartphone and internet are used for educational purposes, research activity, information sources, independent learning, additional resources, translation tool, knowledge builder/skill, easy access for electronic book, vocabulary enhancement, functional learning, helping on homework, language enhancement, viewing lecture videos, additional explaination, listening on conversations, as a communicator for students (Rosina Fransisca J. Lekawael,

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2017), problem solving, to join online course, confidence and skill builder for future career.

In term of the behaviours, all of the participants agree that the use of smartphone and internet can inspire them to learn outer sources than regular class, allowing them to have more focus towards smartphone and internet. This behaviour also allows them to join the group with the same interests.

As of the time, most of the participants often use smartphone and internet more than three times a week, with the range of time around 10 to 15 hours. During their time to use smartphone and internet, most of them use YouTube as the commonly frequent site to be accessed for, followed by Google Classroom, Instagram, WhatsApp, Twitter, Quiziz, Edmodo, Duolingo, BBC Learning English, etc.

In conclusion, the researcher has found none of the participants who is strongly disagree about the statement. Therefore, this quantitative research has revealed the mostly positive perceptions towards the questionnaire (BJ Pratiwi and Rini Nuryanti, 2018).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings from the previous chapter, the researcher was able to deduce the conclusion as follows: Most of the students tend to use smartphone and internet for educational purposes as the alternative from the books or libraries. The statement above indicates that due for the most positive attitudes towards them, most of the students are able to become independent learners. As for the usage, some use smartphone and internet to enhance their learning skills through videos and websites while others use them for communicate with others through social network.

In conclusion, by becoming learners who are able to use smartphone and internet, they are able to use them as a way to develop vocabulary, learn more explanations to materials, joining the video lectures, and developing their learning skills, while using the appropriate media for their teaching progress. Finally, by using this technology means that the students will become a curious and friendly individual who have their interest on learning and communication throughout something new and sharing the information to the others in their daily activities.

5.2 Suggestion

The researcher would like to give some suggestions towards the target described as follows:

5.2.1. For the English learners, it must be remembered that smartphone and internet usage cannot be separated from learning activities. Therefore, the researcher will give suggestions for the lecturers to provide the students

the instructions needed to use smartphone and internet accordingly in order to become successful learners.

5.2.2. For the students, based on the findings above, the researcher would like to suggest to them, especially for the students of English Language Education at FKIP UIR that while using smartphone and internet is important, it is recommended to balance the time between using them to the other activities such as playing outdoors, studying, and communicating with others in real time. It will make the students have both positive attitudes towards their communication and curiousity of life, allowing them to become more independent and responsible to make more learning process enjoyable.

5.2.3. For the next researchers, who intend to do the same research, the researcher hopes that this research can be used as reference to investigate to even more achievement than this research did, such in term of qualitative research design.

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