

**A STUDY ON THE MOBILE PHONE USED BY THE SIXTH SEMESTER  
STUDENTS ON ENGLISH LEARNING AT ENGLISH LANGUAGE  
EDUCATION OF FKIP UIR**

**A THESIS**



**MUHAMMAD FAZRI RAMADHAN**  
**NPM: 166311141**

**ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHERS TRAINING  
UNIVERSITAS ISLAM RIAU**

**2020**

## SKRIPSI

### A STUDY ON THE MOBILE PHONE USED BY THE SIXTH SEMESTER STUDENTS ON ENGLISH LEARNING AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR


Name : Muhammad Fazri Ramadhan

Index Number : 166311141


Study Program : English Language Education


THE CANDIDATE HAS BEEN EXAMINED  
MONDAY, SEPTEMBER 7<sup>TH</sup> 2020  
THE EXAMINERS COMMITTEE

Head Advisor

  
Dr. Rugaiyah, M.Pd.  
NIDN. 1002066804

Examiners


  
Prof. Dr. Seno Himala Putra, M.Pd.  
NIDN. 1025086701

  
Arimuliani Ahmad, S.Pd., M.Pd.  
NIDN. 1023078901

The skripsi has been approved to be one of requirement for award as Sarjana Degree in English Study Program. Faculty of Teacher and Education Universitas Islam Riau

Pekanbaru, September 17<sup>th</sup> 2020

The Vice Dean of Academic

  
Dra. Hj. Tity Hastuti., M.Pd  
NIP.195911091987032002  
NIDN.00110959041

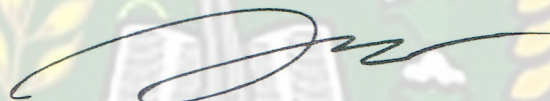
THESIS APPROVAL

TITTLE

A STUDY THE MOBILE PHONE USED BY THE SIXTH SEMESTER  
STUDENTS ON ENGLISH LEARNING MEDIA AT ENGLISH  
LANGUAGE EDUCATION OF FKIP UIR

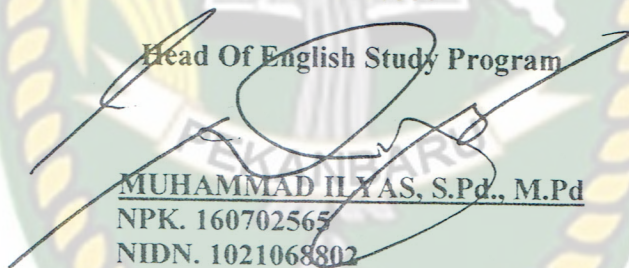
Name : Muhammad Fazri Ramadhan  
Index Number : 166311141  
Faculty : Teacher' Training and Education Faculty  
Study Program : English Language Education

Head Advisor



Dr. RUGAYAH, M.Pd  
NIDN. 1002066804

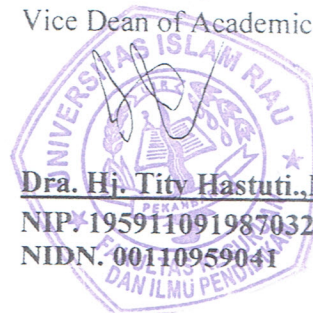
Head Of English Study Program



MUHAMMAD ILYAS, S.Pd., M.Pd  
NPK. 160702565  
NIDN. 1021068802  
Penata/Lektor/IIIc

This thesis has been accepted to be one of the requirements for the award of Sarjana Degree in English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Pekanbaru, July 2020  
Vice Dean of Academic



Dra. Hj. Tity Hastuti..M.Pd  
NIP. 195911091987032002  
NIDN. 00110959041



## LETTER OF NOTICE

We, that the Advisor hereby notice that:

Name : Muhammad Fazri Ramdhan  
Index Number : 166311141  
Faculty : Teacher Training and Education  
Subject : English Language Education  
Study Program : English Language Education

Has been completely written a thesis which entitled:

**A STUDY THE MOBILE PHONE USED BY THE SIXTH SEMESTER  
STUDENTS ON ENGLISH LEARNING MEDIA AT ENGLISH  
LANGUAGE EDUCATION OF FKIP UIR**

It has been to be examined. This letter is made to be used as it is needed.

Pekanbaru, 5 Agustus 2020












Advisor

  
**Dr. RUGAYAH, M.Pd**  
**NIDN. 1002066804**

## THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

Name : Muhammad Fazri Ramadhan  
Student Number : 166311141  
Study Program : English Language Education  
Faculty : Teacher Training and Education  
Advisor : Dr. Rugayah, M.Pd  
Title : A STUDY THE MOBILE PHONE USED BY THE SIXTH SEMESTER STUDENTS ON ENGLISH LEARNING MEDIA AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR

NO	DATE	GUIDANCE AGENDA	SIGNATURE
1.	12 <sup>th</sup> October 2019	ACC Title	
2.	23 <sup>rd</sup> October 2019	Revised Chapter I	
3.	30 <sup>th</sup> October 2019	Revised Chapter II	
4.	14 <sup>th</sup> November 2019	Revised Chapter I,II	
5.	5 <sup>th</sup> February 2020	Approved to join Proposal Seminar	
6.	10 <sup>th</sup> February 2020	Join the Proposal Seminar	
7.	13 <sup>th</sup> February 2020	Revised Proposal	
8.	29 <sup>th</sup> June 2020	Revised Chapter III	
9.	24 <sup>th</sup> July 2020	Revised Chapter IV	
10.	24 Agustus 2020	Approved to join the Thesis Examination	
11.		Join the Skripsi Examination	

Pekanbaru, July 2020  
The Vice Dean of Academic

  
**Dra. Hj. Tity Hastuti, M.Pd**

NIP. 195911091987032002  
NIDN. 00110959041

## DECLARATION

The undersigned researcher:

Name : Muhammad Fazri Ramadhan

Index Number : 166311141

Place/date of birth : Dusun V Sidodadi, 5 January 1999

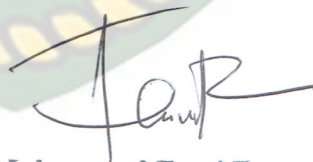
Study Program : English Education (S1)

Faculty : Teacher Training and Education

I hereby declare this thesis is definitely from my own ideas, except the quotations ( directly and indirectly ) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis

Pekanbaru, 5 Agustus 2020

The researcher



Muhammad Fazri Ramadhan  
NPM. 166311141



## ACKNOWLEDGMENT

Alhamdulillah, I would like to thank Allah SWT for his blessings and guidance in the process of completing this thesis. I am very grateful for the valuable learning that I got through the struggle of the thesis process. However, I realized this thesis could not be completed without much help from the whole family, lecturers, friends and all institutions involved in completing this thesis.

In this memorable moment, I would like to express my deepest gratitude to the very adorable.

1. The Dean and all staff members of Teacher Training and Education Faculty who have given their assistance for the completion of this thesis.
2. Muhammad Ilyas, S.Pd.,M.Pd as the Head of English Language Education who gave support and permission to write the thesis.
3. Dr. Rugayah, M.Pd as an advisor in my thesis, I would like to say a big thank you to the father for the support, criticism, advice, and convenience in the guidance period in my thesis. I will never forget the kindness that you gave me. Hopefully, Allah Subhanawata'ala will repay all your kindness. Thank you very much.
4. All lecture in English Language Education Teacher Training and Education Faculty Universitas Islam Riau who gave contributed their knowledge to me during the course.

5. My beloved father and mother, Jumasri and Hartini, and my sister Anisa Fitri, thanks a lot for greatly supporting me either materially and spiritually.

Finally, the writer really realizes that there are many weaknesses on this paper. Therefore, constructive critiques and suggestions are needed in order to improve this thesis

May ALLAH Almighty, the lord of universe blesses you all, Aamiin.

Pekanbaru, 24 August 2020

The Writer

Muhammad \_\_\_\_\_ Fazri

Ramadhan

NPM.166311141



## TABLE OF CONTENTS

<b>THESIS APPROVAL .....</b>	<b>i</b>
<b>LETTER OF NOTICE .....</b>	<b>ii</b>
<b>THESIS GUIDANCE AGENDA .....</b>	<b>iii</b>
<b>DECLARATION.....</b>	<b>iv</b>
<b>ACKNOWLEDGMENT .....</b>	<b>v</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF CHARTS .....</b>	<b>xi</b>
<b>LIST OF AAPENDIX.....</b>	<b>xii</b>
<b>ABSTRACT .....</b>	<b>xiii</b>
<b>CHAPTER 1 INTRODUCTION</b>	
1.1 Background of the Problem .....	1
1.2 Setting of the Problem.....	4
1.3 Focus of the Problem .....	5
1.4 Formulation of the Problem .....	5
1.5 Objective of the Research .....	5
1.6 significance of the Research.....	6
1.7 Definition of the Key Terms .....	7
<b>CHAPTER II REVIEW OF RELETED LITERATURE</b>	
2.1 Relevance of Theories.....	8

2.1.1 Nature of Technology .....	8
2.1.2 Technology in Teaching and Learning .....	10
2.1.3 Media in Teaching and learning.....	12
2.1.3.1 Media Selection.....	13
2.1.3.2 Type of Instruction Media.....	13
2.1.4 Learning English by Using Mobile Phone.....	14
2.1.5 Advantages and Disadvantages learning English by Mobile Phone .....	16
2.2 Relevance Study.....	16
2.3 Conceptual Framework .....	20
2.4 Assumption .....	21
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
3.1 Research Design.....	22
3.2 Source of Data.....	22
3.2.1 Instrument of the Research.....	24
3.2.2 Time and Place of the Research.....	24
3.2.3 Respondence .....	24
3.2.4 Sample.....	25
3.3 Data collection Technique.....	25
3.3 Data Analysis Technique .....	26
<b>CHAPTER IV RESEARCH FINDINGS</b>	
4.1 Data Description.....	27
4.1.1 The Result of the Use Mobile Phones on Media English Learning .....	28
4.1.2 The Result of Students' Perceptions Based on Indicators .....	30

4.1.3 Students Perception about the Use of Mobile Phone on English Language Learning Media Trough Interview.....	36
4.1.4 Students Perception about the Use of Mobile Phone on English Language Learning Media Trough Questionnaire ...	41
4.2 Data Analysis .....	54
<b>CHAPTER V CONCLUSION, IMPLICATION, AND DISCUSSION</b>	
5.1 Conclusion .....	59
5.2 Implication .....	60
5.3 Discussion .....	60
<b>REFERENCES.....</b>	<b>62</b>

### LIST OF TABLES

Table 3.1 Indicators of the Research.....	23
Table 3.2 Response of the Research .....	24
Table 4.1 The Recapitulation of Students' Score Based in Indicators.....	29
Table 4.2 Students Perception about the Use of Mobile Phone on English Language Learning Media Trough Questionnaire.....	41



## LIST OF CHARTS

Chart 4.1 Using Mobile Phones for The Purpose of Communication in English and Indonesian.....	30
Chart 4.2 Using Mobile Phones for The Purpose of Improving English Language Skills.....	31
Chart 4.3 Dependence on Mobile Phones for Translation .....	32
Chart 4.4 Mobile Phones for Academic Purposes .....	33
Chart 4.5 Reading on The Mobile Phones .....	34
Chart 4.6 Influence of Mobile Phones in Teaching-Learning Process in English Language Classroom.....	35

## LIST OF APPENDICES

Appendix 1 Interview Data .....	66
Appendix 2 Questionnaire Data .....	72
Appendix 3 The Recapitulation of Students, Perceptions About the Use Mobile Phone on Media English Learning.....	130

## ABSTRACT

### **Muhammad Fazri Ramadhan, 2020, The Use on Mobile Phone Used by The Sixth Semester Students on English Learning Media at English Language Education of FKIP UIR**

*The use of mobile phone in learning and teaching English language is an innovative educational technology to solve the problem in learning process. The students can apply this technology as their learning strategies to help them in understanding the course. Mobile phone function in learning English is as media that become trend in education to find out the more information about English language that available in mobile phone features.*

*This research was descriptive qualitative research. The information got from the data that collected by interviewing 5 students and giving questionnaire. The participants were the sixth semester students of English language education of FKIP UIR. The finding of this study by investigated learners' experience towards the use of mobile phone for English language learning. The populations are 142 students with 30 students of them which are choose randomly.*

*The data of the study were collected from the questionnaire and analyze by entering into spss and then applied in descriptive qualitative. The result on this research to shows the influence of mobile phone by doing some action on their smartphone to support students' English learning process. The finding shows that some of students have good progress in using mobile phone to improve their English skills.*

**Keyword: Mobile phones, English language learning, Mobile phones' features.**

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of study

Technology is a media that can be used to get some information, idea and for communication. Nowadays technology is one of the important tools for people in communication. From these benefits of technology, it also can develop people knowledge and creativity for their life. By the effectiveness of technology some of people can use it to make better their life but they can use for negative activity. Especially for students, they must smart to use technology for their good future. This is the challenges for all user technology how they exploit the development of technology in their activity.

Besides, the development of technology now has important influence, not only in societies but already grow in education. People have used technology to make them are easy to do anything, including in learning especially for language learning. This facility is the new strategy to support student in understanding of language learning. Therefore, learn English language by use technology like mobile phone which has big impact, because more of feature in mobile phone is very support for English language learning. They can be creative by using mobile phone as well as possible to make better their English language skill. In other side, some of students more often use mobile phones to other activity such us chat to other, shop and play games.

Moreover, in this era the use of mobile phone in learning is a new paradigm in education for several universities to support the goal of learning



process. It planned to motivate learners develop their knowledge. This innovation is the solution for education problem in this era, because some of students have the limited time in traditional method. So, mobile phone as a simple tool with more utility, this is the opportunity for student to easier their study. That one of the benefit using some features in mobile phone is to increase students' motivation in English language learning.

According Dr. Lazar Stošić (2015:111) Educational technology is a systematic and organized process of applying modern technology to improve the quality of education (efficiency, optimal, true, etc.). Mobile phone as a media for learner that can lead them to master in English language be faster. The problem for students in English learning is difficult to find out the meaning of English text, because they still less in reading and don't know the media that can use to help them. So, this technology as a media is not only for increasing vocabulary but also to improve students' grammar, reading comprehension, and other components in English language. By use mobile phones the user can get all information for learn English language, but the case is students still don't know the feature of mobile phones to support them in learning English language.

Furthermore, using of mobile phone while learning in classroom should be controlled to focus in learning activity while access mobile phones. Because mobile phones may lead students to access social networking site and browsing non-academic web site information that turn effects for their classroom performance. However, more features in mobile phone is free to use for language learning that available in software programs, audio output and visual features that

can makes it an important tool for students' success in learn English language. In other case, students difficult to find out source material in library. From this problem can make students cannot finish their task as soon as possible. So, the available of mobile phones for English learning is very helpful to support them. Besides, in learning process there are some effects of using mobile phone; those are a good effect and bad effect. All advantages and disadvantages are based on students how they use mobile phone in learning.

Moreover, mobile phone has various benefits of education for student to collaborate with each other, or connect with peers in other places. They also can use it for media alternatives when classroom has bored, with use interactive assignments like Google classroom. Furthermore, they can use mobile phone as notepad or as a recorder device during field trips. With this in mind, researcher plans to know the issue with the aim of finding out whether the new changes necessitated by these technological advances can affect the design of English language learning. Specially, researcher hopes that the study will provide insights into matters of interest pertaining to the issues related to students' problem, their study major and their attitudes towards the use of mobile phones in learning English.

Based on the explanation above, the researcher is interested in studying about the impact of mobile phone in education and this technology is one of tool that have an effect in learning process especially in English language learning. And the use of mobile phone has an advantages and disadvantages while learn in the classroom. Those are the reason why the researcher is interest to analyze

students' perceptions. Therefore, the researcher would like to conduct the research under the title "A STUDY ON THE MOBILE PHONE USED BY THE SIXTH SEMESTER STUDENTS ON MEDIA ENGLISH LEARNING AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR"

### **1.2 Setting of the problem**

Based on the explanation above, the use of mobile phone in English language learning has many impacts for students, there are:

Mobile phones as a media for learner that can lead students to be better their English language skills, but the problem is most of students still don't know the feature or application in mobile phones that can support them in learning English language. Most of students use mobile phone to access social site and browsing non-academic web site that can turn bad effects for their classroom performance. Furthermore, if students more active use mobile phones in learning, it can be solution for their problem in study. For example, they can search material that cannot understand from book. So, some feature that available for students to learn English language there are Google translate, dictionary, and reading for English text. All features help them to increase their English language

Besides, some of students have the limited time for their English language learning by use traditional method; this is the cause students are not interested for that method. The use of mobile phone in classroom some of students have perceptions, the use of mobile phone as a media in learning is not effective because students can use it for communication, social media, and play games with their friend in classroom. Some result in another researches showed learning and

teaching by use mobile phone have a good impact in make interest student to learn English language.

### **1.3 Focus of the Problem**

This research focus on the use of mobile phone in learning English language as media to support learning process. So the researcher will find out the study for students majoring in English language education of FKIP UIR.

### **1.4 Research Question of the Research**

This study is an attempt to analyze the use of mobile phone on English language learning:

1. How is the impact of mobile phone on English language learning of English Language Education of FKIP UIR undergraduates?

### **1.5 Objective of Research**

The objective of this study is to know the impact of using mobile phone as a media for English language learning at English language education of FKIP UIR undergraduates.

### **1.6 Significance of the Research**

The result of this research hopeful will give some contribution for:

1. For the students

This study provides new opinion to students about the use of mobile phone for English language learning process. This research would be as a change



for teaching and learning process to be better with use a tool that make interest for students' knowledge

2. For the lecturer

The suggestions for English lecturers are the lecturers would apply any new media that can support the students to be good English learners. It should be need for students who still difficult in some of English skills. The lecturers are better give a freedom to students by used any media learning that can help them to understand the language meaning, one of media learning that can use for all students is mobile phone. It is useful for students in some problem to understand English language and can improve students' English language skills.

3. For the next researcher

This finding was also expected to be reinforcing in understanding of education tool that can improve students' language especially in English language skill. And hopefully the result of student perspective that found in this research has a good impact to the next study.

### 1.7 Definition of the Key Terms

#### 1. Mobile phone:

Mobile phone is the one of media that can be new method in this era for teaching and learning process that allows students to access web site and application that available in mobile phone for education content.

#### 2. Learning English language

Learning English language is development of students' language to communicate in global and help their study for getting good education.

## CHAPTER II

### REVIEW OF RELETED LITERATURE

#### 2.1 Relevance Theories

##### 2.1.1 Nature of Technology

Based on Technology define technology is a device with many functions and simple to use it for all users. According to Arthur (2009:28), technology is a means to fulfill a human purpose, an assemblage of practices and components, and the entire collection of devices and engineering Arthur practices available to a culture. In addition, technology is transforming the way we communicate, socialize, play, shop and conduct business. Besides, the social networking revolution makes the world a small village and gives people opportunities to be independent learners rather than receiving knowledge merely from teachers in a traditional manner, Ababneh (2017).

Moreover, technology now is the important needs for human activity, because technology can be used to facilitate their purposes in a simple device and easy to operate it. It means that, technology as a tool to solve human needs in this era not only for socials but also in education that shame into doing some activities in one time and place. Technology has many functions and simple to use it can help humans to develop their knowledge in many aspects such as news updates, digital advertising, and also for education updates. It is the reason in this era for all young generations must able to increase their knowledge about technology to support that something new in their social networking.

In the other hand, Technology as a modern tool makes the revolution for people live not only for business but can use for social interaction, distance communication, and alternative education. These phenomena develop in fast time, because the development of technology is following people need too. This statement based on Marshall (2011) state that new technologies have the potential to do more than accelerate the pace and change the quality of what we do currently. Another statement according to Rabiū et al. (2016), globalization has led to changes in our lives. One of the ways in which globalization is changing our lives through communication is as a result of development in Information and Communication Technology (ICT).

In addition, the development of information, communication and technologies from year to year has increased and provided a lifestyle change and human view points from various aspects, both aspects of politics, business, health and education (musahrain, 2016). So, Technology as one of the media sources there is many benefits towards people life and helps them to fulfill their needs. People can access a variety of electronic media by themselves at almost any time and in any place. The activities there is popular access such as surfing the internet, playing video games and monitoring social media sites showed that the function of technology is taking up an important role in peoples' lifestyles. For instance, the development of technology has a big impact on people culture in this modern era.

Based on all experts' statements above it can be concluded that technology is some of the hard components, socials networking, and individual purpose that



processed in one device. It has many advantages such as ease of use, interesting features, and multi-function. All advantages can make easy human life that available in that technology for their needs as well as how they use it. For all explanations can show in this modern era all group of society that must follow technology update. Besides, because of the development of technology is fast, it means people must increase their knowledge about technology every time.

### **2.1.2 Technology in Teaching and Learning**

As cell phone technology continues its rapid development, the device appears capable of contributing to student learning and improved academic performance (Hossain, 2019:164-180). It means that technology can be a new tool to make the goal of teaching and learning more effective. Teaching and learning in this era need something new to make students are interested in the learning activity. Technology in education has significant contributions such as online information, sharing material file and interacting with the teacher. Even more, if the teacher and student use technology well as possible, it can lead to education more effective and the goal of teaching and learning can success.

In the other hand, Mobile learning technology is a dynamic tool in facilitating the teaching, learning, and research efforts among educators and the students in this 21st century (Mohamed & Norazah, 2013). It means that technology in teaching and learning can be flexible media for the teacher to present their material, and students can be creative by using it to do their task. Besides, technology can be a solution for

students' problems through sites of online information and increases their knowledge in the study. This facilitation in teaching and learning has a big impact on student interest in learning but can be a bad effect if the teacher cannot control students' activity in with that facilitation.

Furthermore, with technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process (Ahmadi, 2018:116). The impact of technology in process teaching and learning it has a significant impact on all aspects in teaching and learning activity. This is the way to make education follow the development of technology used in all circles of society.

Additionally, the use of technology in the teaching and learning process is based on teacher and student knowledge on how to operate it well, because technology will change the learning method that applied in teaching and learning activity. Gilakjani, (2017:96) said that technology plays a key role in promoting appropriate activities for learners and has a significant impact on teachers' teaching methods in their classes. It shows that teacher and students have to know the use of technology in teaching and learning which has a good impact when they can use it well. That is technology in teaching and learning as a media just tool to ease learning process. The user can exploit technology as a good media because many features available in technology devices.

From all definition above can conclude the use of technology in teaching and learning can support all aspects in education especially for educators and students.

They can use it to develop their ide and explore it to others and find out the solutions to their study problems. All aspects are the role of technology in teaching and learning that should be used to increase the education paradigm in this era. Because now all human needs have use technology, so the education system must use this facilitation.

### **2.1.3 Media in Teaching and Learning**

Rahmi, (2014) Media is being used to send messages to the students and stimulate them to learn. It can motivate students to focus on materials that present by teacher in classroom. Particularly, media is anything that can be used to channel the message (learning materials), so it can stimulate the attention, interest, thoughts, and feelings of students in learning activities to achieve learning objectives (Kristanto, et al., 2018).

Due to that reason, media is an important tool with the purpose to increase students' attention to materials explained by the teacher in the classroom. Students can more active when media that used can motivate them to and enjoy in teaching and learning process. Teaching and learning can make more effective by using media with a new method that can help the teacher present the materials from the sources to their students. However, the teacher has to know how to use media in order to support the teaching and learning process. Because students will interest in good media.

### **2.1.3.1 Media Selection**

Any media chosen to implement in teaching and learning are a useful thing to be used in both outdoor and indoor teaching, (Adi, Soenyoto, & Sulaiman, 2018). According to that statement media selection is an important aspect to make students more active while learning in both outdoor and indoor teaching. This is the strategy to increase the students more interest in learning by using the right media.

### **2.1.3.2 Type of Instruction Media**

The types of media are divided based on three main elements, namely: sound/audio, visual, and, motion ((Kristanto, Mustaji, Mariono, Sulistiowati, & Nuryati, 2018). These media can support teaching and learning activities to make interest teachers' presentations to their students. So, in this technology era the teacher must to know how to optimize their skill in using media to be more interesting.

#### **1. Audio Media**

Audio media is a systematically organized resource with an easy to understand the materials by listening according to the knowledge level and age of the listener. Types of audio media are audiotape, audiocassettes, records, radio, telecommunication, etc.

#### **2. Visual Media**

Visual media is a media that include visual communication which depends on teachers' materials for their students. It can help students more effective and efficient



to understand and remember teachers' explanations. The example of visual media is Pictures, Slides, Filmstrips, Motion pictures, Multi-images, etc.

### **3. Motion Media**

Motion media is a form of media that uses of both auditory and visual senses at the same time. This is the resources of media and information has transformed from the conventional method to the digital method. It can help students to fulfill their needs in the learning process. The devices are a television, computer, mobile phone, etc.

As conclusion media is a way to communicate some information that can be able to make easy in understanding and remembering materials and increase students' abilities in their study. Media in this research will concern about motion media used by students to help them in their study. They can use motion media like a mobile phone in English language learning to ease them in increasing English language skills. Besides, all types of media can apply in teaching and learning activity, the use and choice of all media must appropriate with students' capability in the understanding of that media. Students more interest in media that can help them in the learning process.

#### **2.1.4 Learning English by Using Mobile Phone**

Learning is imperative for growth and in today's era, the gadgets become a supplement to add value for learning activities (Sumathi, Selva Lakshmi, & Kundhavai, 2018). Nowadays, the mobile phone is a simple tool but it has many

functions for its user. The feature is not only for communication that available on a mobile phone but it can help learning needs, for example, the student can use it to learn the English language. Nalliveettil & Alenazi, (2016) Mobile phones with internet connectivity can search thousands of web pages and provide details of a high degree of accuracy to the reader. This is the reason features in mobile phones make it an important tool for English language learning.

In either case, learn the English language as a foreign language must have a great strategy to ease them in understanding all components in the English language. (Kuimova, *et al.*, 2018) said that the use of the latest information technology in foreign language teaching creates a close relationship between two disciplines (computer science and foreign language). Other statement Nowadays students learn easier and faster because of the use of technology in educational institutions and have the chance of becoming specialists in technology also. It is important because students become willing to learn English by the use of technology (Aziz *et al.*, 2018). Based on these statements showed the mobile phone as a technology that can use in learning English language is very helpful for students to look up some information related to their study in the classroom or outside the classroom. This can make students more interest to update the knowledge English material to increase their skill.

In another statement from Hashemi and Ghasemi (2011:2948) defined mobile phones are relatively inexpensive as compared with, for example, wireless laptop computers, and with functions such as Internet browsers that are available in current

mobile phones, the range of possibilities of mobile phones as tools for learning increases even further. From those possibilities of mobile phone in learning the English language it has a positive effect fortunately mastered for all English language skills, there are speaking, listening, reading and writing. Moreover, from all features that can use for all users especially for learners can easy to get all information of learning material.

#### **2.1.5 The Advantages of Learning English by Mobile Phone**

A mobile phone which is known as mobile learning will make the learning process more flexible so that students do not have to attend a special place to undergo the learning process. It means that the learners can learn anywhere and anytime (Musahrain: 2016). The mobile phone also can make innovated for students' methods in learning language, especially English language. Moreover, with advanced features for English language learning, it has increased to educational value. It makes the mobile phone look more functional to use in learning strategy.

According to Aziz, (2018) said that the advantage of mobile learning for students is that they can use IT wherever and whenever they want to use it. This system makes students often use a mobile phone in learning, besides many good applications like electronic dictionaries, translating, and language learning software that can increase their English language skills. From all supporting technology in learning must be used as well as possible to get the good result. Through mobile phone all specific information can get it in anyplace and anytime.

Using a mobile phone in learning English language can help students increase their English language skills with many advantages on the mobile phone, but this facility has a disadvantage for students when the teacher cannot continuously control. Mobinizad, (2018) confirmed that Small screen size and limited battery life are two major physical aspects of mobile phones that prevent an optimal learning experience. This disadvantage can make the teaching and learning process cannot be done well. So, before using it as a media in learning the English language, all aspects must be considered the impact for students. Because the impact will make students cannot focus and interest to comprehend the material of English language.

There are also evident pitfalls of using smartphone apps in foreign language learning. The most common negative effects are a lack of attention and concentration, which might be also caused by mobile phone multitasking, switching between different activities on a mobile device or several devices, Klimova (2019). It shows the negative impact of mobile phone in learning language especially English language make students cannot concern to language materials, because in a mobile phone that available to access all students needs for their activity.

The conclusion from the explanation above, the mobile phone can use as a media for English language learning that students can use it with unlimited time, place, and needs. This tool may use to look at the advantage and disadvantages for the user, it must base on students' need for learning, such as learning the English language. By control students in using a mobile phone just for learning such us learn English language, that the mobile phone will be useful. Because, mobile phone is can



as a good tool for students' knowledge, but it can as a bad tool for students by sites other content except for educational content.

## 2.2 Relevance Study

This research is about the impact of using mobile phone in English language learning, there are some of studies to relate this study. Those researchers are identified as follow:

First, (Aamri & Suleiman, 2011) in his study indicates that since mobile phones are widespread everywhere and are popular among students for communication with each other, they may offer a motivating alternative for L2 learning. It means that the mobile phone can be a motivation for students in increasing their English language skills by learns with use mobile phone features that available to help students fulfill their needs in learning the English language.

Second, study was conducted by Hashemi and Abbasi (2013) the results of the study proved that using mobile phones was helpful to EFL learners in terms of vocabulary retention. It shows the mobile phone has many benefits for English language learners, they can look up English vocabulary that they don't know and make their English skill better. Besides, students can use a mobile phone to help their study in the classroom or out classroom; because this tool can use it anywhere and everywhere that they want.

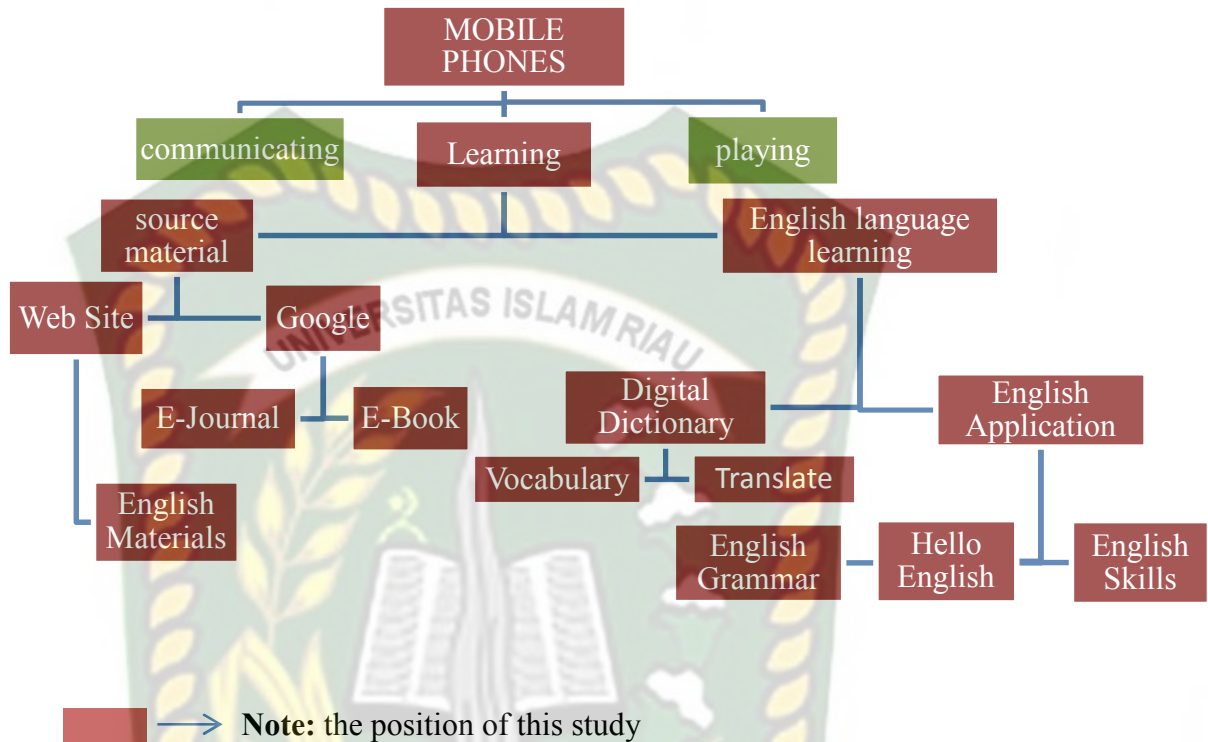
Third, a study about the impact of mobile phones on English language learning: perceptions of EFL undergraduates by Mathew and Khaled (2016) also

revealed finding that In EFL classrooms, students are often frustrated with the traditional teaching methodologies, and it is time for English teachers to try and test mobile technology integrated activities to help students develop a positive attitude towards language learning. The purpose of using mobile phones in learning the English language is to develop a learning strategy in this era, because all students have a mobile phone for communication, and now may make other functions of mobile phone for human activity. So, this technology has available all students' needs for learning especially for English language learning.

Forth, In the same research topic, Chen (2016) on the study about evaluating language learning mobile Apps for second language learners, Through careful instructional design, mobile apps can be integrated into language-learning modules or curriculum for adult learners to enhance their language skills. Therefore, the use of mobile apps as media learning can support the modules or curriculum to motivate learners in increasing their motivation for learning second language. The improvement of learning by use mobile apps can become enthusiastic for learners in joining the class and become more actively involved.

Those research studies show that the use of mobile phones in the English language can be effective if teachers know how to use mobile phones as good media learning to improve the students' English language skills. However, several numbers of studies indicate the positive results about the use of mobile phones in English language learning. Therefore, the researcher considers continuing the study which analyzes the use of mobile phones in English language learning.

### 2.3 Conceptual Framework



Explanation:

The use of mobile phones that consist for three types, those are for communicating, learning, and playing. In this study the focus on mobile phone that used in learning activity. Some of activity in learning can support by using mobile phone such as in source material, the user can use through web site and Google to learn. And the second for learn English language can use by digital dictionary and English application. When students use mobile phones to increase their English language, it means that mobile phone has done implementation by students.

## 2.4 Assumption

Based on the formulation of the study above, the researcher assumes that the use of mobile phone has an impact in English language learning. Additionally, the use of mobile phone on teaching and learning could give some contribution for the goal of study.





## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

Research design is the set-up of the method and strategy used by a researcher in conducting the study. The design in this research presents the identification and analysis phenomena related to the English language learning process through the implementation of mobile phones to support the learning process.

This research is applying qualitative design study which use interview and questionnaire to answer question of this research. Dr. Rugayah (2016) state Qualitative research is about research that is descriptive and tends to use analysis. So, in this research, the researcher is going to analyze students' answer of the question about the use of mobile phone on English language learning.

#### 3.2 Source of Data

The source of data in this research is collected from students' responses by answer the question in interview and questionnaire which a description of personality traits. The interview and questionnaire in this research is about the use of mobile phones for English language learning used by students. The interviews directly ask to students by using whatsapp application. Then the questionnaire in this research drives to students through google form to who already use a mobile phone in their learning English language process. The information of questionnaire that adopted from Nalliveettil & Alenazi, (2016, includes the indicator about students' perception

towards the use of mobile phones for learning English language. These indicators of this research are provided on the table 3.1 below:

**Table 3.1 Indicators of the research**

No	Indicators	Items	Total number of questionnaires
1	Using A Mobile Phone for the Purpose of Communication in English And Arabic	1,2,3,4	4
2	Using Mobile Phones for the Purpose of Improving English Language Skills	5,6,7,8	4
3	Dependence on Mobile Phones for Translation	9,10,11,12,13,	5
4	Mobile Phones for Academic Purposes	14,15,16,	3
5	Reading on the Mobile Phones	17,18	2
6	Influence of Mobile Phones in Teaching-Learning Process in English Language Classroom	19,20,21,22,23,24	6

*Adopted from: Nalliveettil & Alenazi, 2016)*

### 3.2.1 Instrument of the Research

Documentation is used in this research to collecting the data. According to Creswell (2012:223), documentation consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can conclude newspapers, minutes of meetings, personal journals, and letters. From that

statement, documentation is one of the research ways to collect the data, and then the researcher analyzes the students' answers from the interview and questionnaire that given by the researcher. Questionnaire was distributed to all students at English language education of FKIP UIR by used google form. The students only choose the options that provided.

### 3.2.2 Time and Place of the Research

This study was conducted on April - July 2020, take place at English Language Education of FKIP UIR where location Kaharudin Nasution, No 113, Bukit Raya, Pekanbaru.

### 3.2.3 Respondence

The response in this research is English students in the sixth semester of English Language Education of FKIP UIR that is about 4 classes (A-D) with 142 students. The total response can be seen in the following table below:

**Table 3.2 Response of the Research**

No	Class	Number of students
1	A	31
2	B	37
3	C	37
4	D	37

### 3.2.4 Sample

A sample is selecting an individual who will be a contributor to the research. In this research, the researcher uses a sampling technique by using a purposive sampling technique. Purposive sampling technique is the deliberate choice of a participant due to the qualities the participant possesses (etikan, 2016). The sample in this research is on sixth-semester class A-D of English Language Education of FKIP UIR which is about 30 students.

### 3.3 Data Collecting Technique

The data collecting technique is the one important step to collect the data for a research. The researcher will collect the data in form of qualitative and analyze students' answers from the research question through interview and questionnaire in this research. Interview as data collecting techniques is to make sure about the result and to get more data related to this research. The questionnaires used to validate interview result and to get the detail information of students about the use of the mobile phone on English language learning media. As stated by (Etikan and Bala, 2017) a questionnaire is more of science than art therefore is a set of questions with a space for answers used in assembling of information from respondent. For the question can be seen in questionnaire with four scales there are Agree (A), Strongly Agree (SA), Disagree (D), and Strongly Disagree (SD).



### 3.4 Data Analysis Technique

The qualitative data technique is will be applied in this research; the researcher will analyze the data to find out about the percentage of the students' response to the use of a mobile phone in English language learning. Qualitative research, however, is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes (Nassaji, 2015).

In order to analyze the data, the researcher used the formula bellow:

$$p = \frac{F}{N} \times 100\%$$

Information:

P: Percentage

F: Frequency of each answer that the respondent has chosen

N: Number of respondents

In the analyzing data based on the questioner in this research, the data have two factors major; students who chose Agree and Strongly Agree are considered to support the given statement, while those students who chose Disagree and Strongly Disagree are considered to be a different opinion than given in the statement.

## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data Description

In this chapter, the researcher presented the data obtained from the students' perceptions towards the use of mobile phones on media English learning by the sixth semester students of English language education of FKIP UIR. The researcher was took 30 respondents as samples. After getting the data, the researcher presented the data based on students perceptions to the question in interview and questionnaires drive by online that designed by Google form.

The calculation score of the questionnaire is applied by looking into the highest choice in each statement, ranging from 1-4 scoring. Then, this number is translated into a description result. To get rates of students' perception about the use of mobile phone as media English learning, the criteria of rates by Arikunto (2016) is applied as follow:

- |               |               |
|---------------|---------------|
| 1. 81% - 100% | = very good   |
| 2. 61% - 80%  | = good        |
| 3. 41% - 60%  | = fairly good |
| 4. 21% - 40%  | = fair        |
| 5. 0% - 20%   | = poor        |

#### 4.1.1 The Result of the Use Mobile Phones on Media English Learning.

The focus of this research is students' perception towards using mobile phone on media English learning. To analyze the interview and questionnaire that consist 24 questions to get information related to the respondents. For detail information the questionnaire consists into 6 indicators (Using A Mobile Phone for The Purpose of Communication in English And Indonesian, Using Mobile Phones for The Purpose of Improving English Language Skills, Dependence on Mobile Phones for Translation, Mobile Phones for Academic Purposes, Reading on The Mobile Phones, Influence of Mobile Phones in Teaching-Learning Process in English Language Classroom). Furthermore the result has been gotten from 6 scales (*Agree (A)*, *Strongly Agree (SA)*, *Disagree (D)*, and *Strongly Disagree (SD)*). The recapitulation can be seen in table 4.1

**Table 4.1 The Recapitulation of Students' Score Based in Indicators**

NO	INDICATOR	SD	D	A	SA
1	Using a mobile phone for the purpose of communication in English and Indonesian	0.83%	18.33%	60.83%	20.00%
2	Using mobile phones for the purpose of improving English language skills	0.00%	3.33%	51.67%	45.00%
3	Dependence on mobile phones for translation	5.33%	19.33%	58.67%	16.67%
4	Mobile phones for academic purposes	2.22%	8.89%	64.44%	24.44%
5	Reading on the mobile phones	26.67%	45.00%	16.67%	11.67%
6	influence of mobile phones in teaching-learning process in English language classroom	22.78%	36.08%	34.18%	6.96%
<b>Average</b>		<b>9.64%</b>	<b>21.83%</b>	<b>47.74%</b>	<b>20.79%</b>

Based on the table above, it shows that the percentage of students' perception from each indicator, the data showed the higher percentage for the indicator is mobile phones for academic purposes 64.44% of students who choose *agree*. Meanwhile, the second higher percentage is for using a mobile phone for the purpose of communication in English and Indonesian 60.83% of students that *agree*. The next amount followed about 58.67% of students *agrees* for indicator dependence on mobile phones for translation. Then is followed by using mobile phones for the purpose of improving English language skills 51.67% of students *agree* about this indicator. While the lowest percentage is reading on the mobile phone about 16.67% of students who choose *agree*. For the indicator about influence of mobile phones in teaching-learning process in English language classroom is the second lowest



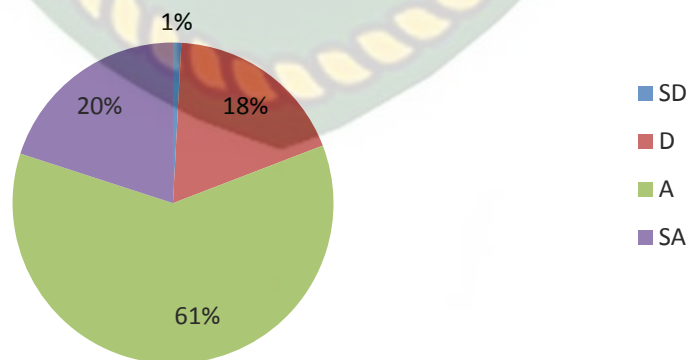
percentages about 34.18% of students who choose *agree*. The average from all indicator are for strongly disagree with (SD) 9.64%, disagree (D) with 21.83%, *Agree* (A) with 47.74%, and *strongly agree* (SA) with 20.79%. In other words, students' perception can be concluded positively for students use Mobile Phones on media English learning.

#### 4.1.2 The Result of Students' Perceptions Based on Indicators

##### 4.1.2.1 Using a Mobile Phone for The Purpose of Communication in English and Indonesian

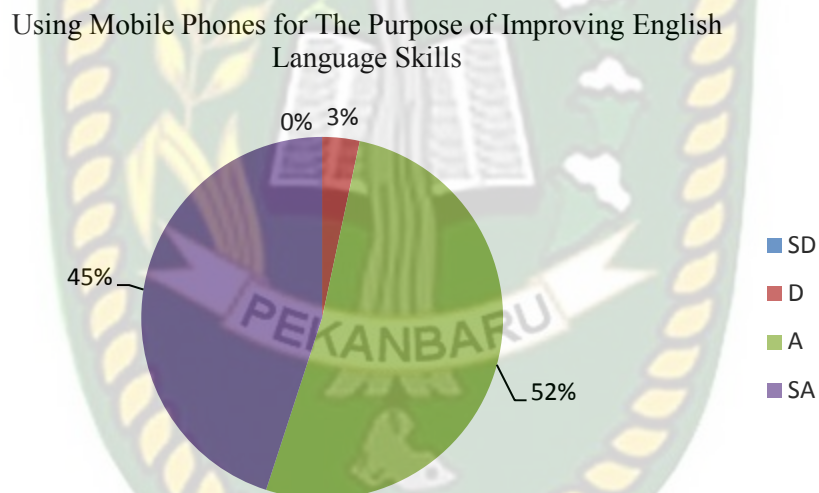
In this term, the researcher shows trough students' perceptions about the use a mobile phone for the purpose of communication in English and Indonesian that can be proven the data showed the most students choose *Agree* (A) as many as 60.83%. In the other words the data shows students' perception in term of using Mobile Phones for the purpose of communication in English and Indonesian was positive.

Using A Mobile Phones for The Purpose Of Communication in English and Indonesian



#### 4.1.2.2 Using Mobile Phones for The Purpose of Improving English Language Skills

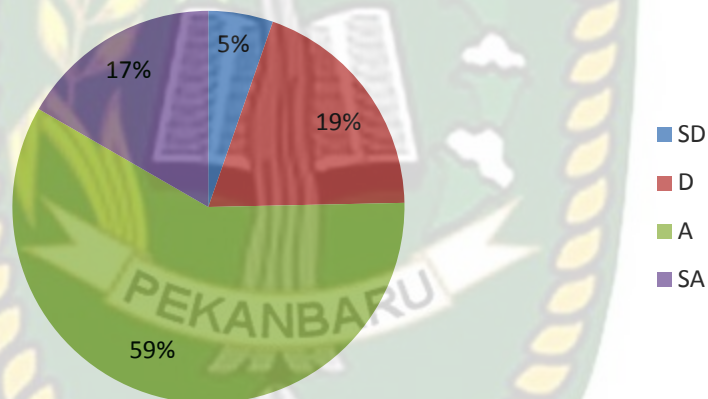
The result of the second indicator show that no students choose for strongly disagrees and only 3% choose to *disagree* with the statement in the second indicator. Most of students *agree* using Mobile Phones for the purpose of improving English learning skills, it showed by 51.67% of students agreeing and 45% strongly agreeing with the statement. Therefore, it can be concluded that students were very interested in using Mobile Phone to improve their English language skills. (See figure 4.1.2.2).



#### 4.1.2.3 Dependence on Mobile Phones for Translation

Based on the data from students' perception for the third indicator about dependence on Mobile Phones for translation are most of students *agree* with that statements. The percentages show 58% respondents *agree*, 16.67% respondents *strongly agree*, 19.33% respondents disagree, and 5.33% respondents *strongly disagree*. Overall, students' perceptions on the dependence on Mobile Phones for translation were positively responded.

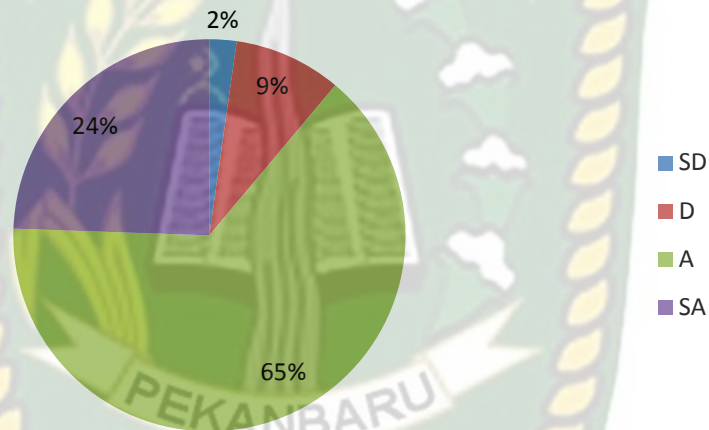
**Dependence on Mobile Phones for Translation**



#### 4.1.2.4 Mobile Phones for Academic Purposes

The forth indicator from students' perception about Mobile Phones for academic purposes the result is 64% respondents *agree* with use mobile phone, 24.44% respondents *strongly agree*, 8.89% respondents *disagree*, and 2.22% respondents *strongly disagree*. This finding it means the students positively agree with the use of Mobile Phones for academic purposes.

**Mobile Phones for Academic Purposes**

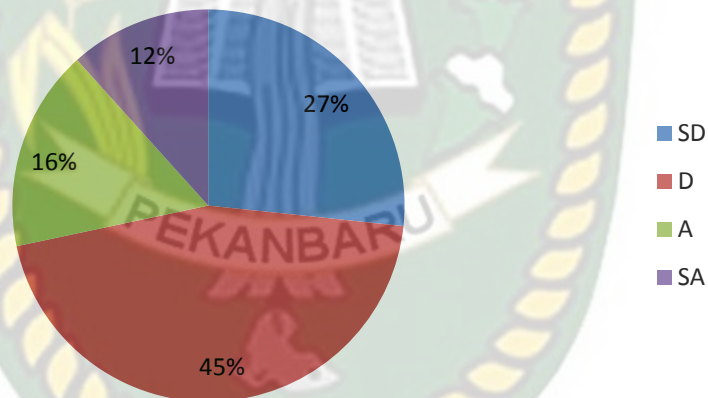




#### 4.1.2.5 Reading on the Mobile Phones

The result of the fifth indicator show through students' perception about reading on the Mobile Phones some of students choose *disagree* to the statements on this indicator. They are not interested for reading English text on Mobile Phone, it was proven by 45% of respondents *disagrees* and 22.28% respondents *strongly disagree*. In the other side, 16.67% of respondents choose *agree* and 11.67% respondents *strongly agree*. This percentage can be concluded students perception for reading English on the Mobile Phone indicator were negative responded.

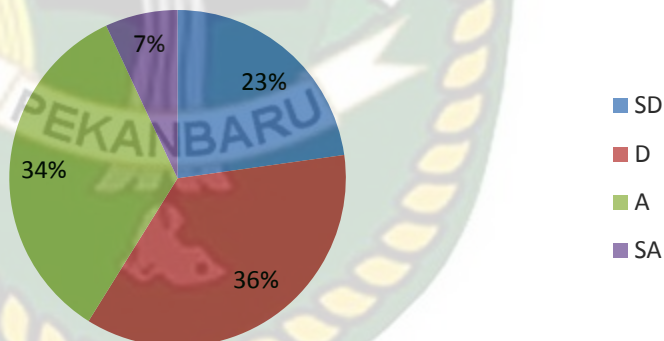
**Reading on The Mobile Phones**



#### 4.1.2.6 Influence of Mobile Phones in Teaching-Learning Process in English Language Classroom

The last indicator from the students' perception it show the influence of mobile phones in teaching and learning process in English language classroom still less. It refers to percentage of the data 36.08% respondents *disagree* with statement in the sixth indicator, 22.78% respondents *strongly disagree*. In the other side, 34.18% respondents choose *agree* with the statement and only 6.96% respondents strongly *agree*. Therefore, it can be concluded that respondents were negative responded for this indicator.

**Influence of Mobile Phones in Teaching-Learning Process in English Language Classroom**



The conclusions that from all indicators there are four indicators have high percentages for choose agree on the statements. On two indicators other, students with high percentages choose disagree with the statements. It means the result from all indicators the students mostly agree the use of Mobile Phones on English language learning media can be applied in the classroom.

### 4.1.3 Students Perception about the Use of Mobile Phone On English Language Learning Media Trough Interview

The result of the interview is analyzed from seven questions about the use of mobile phone on English language media. The data is found from 8 samples that researcher describe as follows:

The first interview question is about students' opinion toward the mobile phone for English communication. Based on the interview some of students think that communication in English language by using mobile phone is good to improve their speaking skills. Some of students said that:

*“Sometimes, because the mobile phone helps a lot in pronoun checking, but the more important is the practice in speaking.*

*“Yes, because in our phone we can find many items for improve our English communication purposes and can explore what are we don't know, like accent, cultural, etc.”.*

*“Yes, because every people are using smartphone in every kinds of activities exactly for communication nowadays”.*

The answer that answered by three students from five students. From the information above can be concluded that communicate the English language by using mobile phones has a positive impact to increase speaking skills in students' perception.

The second interview is about mobile phone can use to improve all English language skills. All participants think that mobile phone very helpful to improve English skills by using some of feature or application that available on mobile phone. The participants stated that:

*“Yes, mobile phone can improve English to improve spelling in English”*

*“Of course yes. A lot app we can use for improving our English skill in our mobile phone.”*

*“Yes. Because people things through mobile phone. For example : you can improve your speaking skills with telephone or whatsapp, writing skills in whatsapp or another application, listening from podcast such as youtube or spotify, and also reading from wattpad or English news.”*

*“Yes, downloading the applications at the appstore or playstore may help in English language skills”*

From the information above, most of students can improve their English skills by using mobile phone supported by some of application that related to English learning.

The use of mobile phone for translation, the students answer show their perception how they translate by using mobile phone. Most of students use mobile phone to translate and they feel not effective to use mobile in translation. Students stated that:



*“I think using translate is not effective enough because there are still wrong in structure of sentences and also different meaning that not in context.”*

*“It's very easy but it can be better if we just translate word by word, don't do like one paragraph cause the program for translate media is just for word by word not for paragraph.”*

*“That is the easy way at the time is limited.”*

*“Inefficient, because there are a lot of word-composition errors in the sentence, so there's no 100% trust with Google translate that has to be rechecked properly.”*

The next interview is about mobile phone for academic purposes. The students generally think effective to use mobile phone for learning activities because mobile can use in every time and everywhere they want. The students state that:

*“Can improve the spelling, vocabulary, how to teach in YouTube, to understanding of learning.”*

*“It's interesting, more easier and practical than bring heavy things such as laptop or books.”*

*“So fun, because we can improve all of our skill.”*

*“Mobile phone is can help us for translate if we are forgetting some word.”*

The next interview is about reading by using mobile phone. Some participants offered negative responses that reading English on mobile phone. Only few of them show that active reading on mobile phone. Participants state that:

*“Sometimes when I am reading on mobile phone, I cannot focus because the monitor of mobile phone too small.”*

*“Yes, I always read English materials that write on my mobile phone.”*

*“I feel boring and not focus when reading English text on my mobile phone.”*

*“When I read English materials on my mobile phone, I cannot remember again that I read.”*

Based on the participants' response, some of participants not always read English materials that they save or write on their mobile phone. The reason is students cannot focus when reading on mobile phone.

The last interview is about the influence of mobile phone in teaching and learning process in English language classroom. Some of students agreed that mobile phone facilitated them in English learning process. Here are their statements:

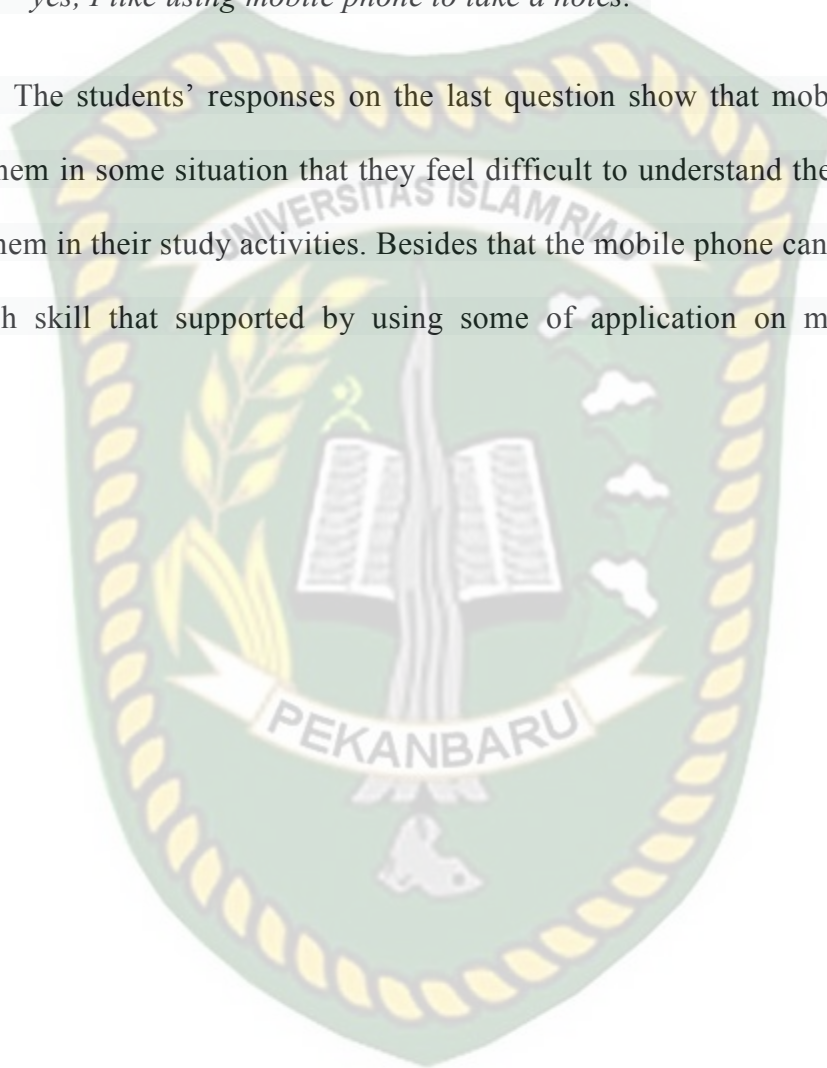
*“Yes, because other knowledge except teacher is mobile phone.”*

*“Yes, because the lectures use Google classroom, edmodo, or anyone else in giving out tasks or material in record video or record voice.”*

*“yes, it is. Teaching and learning with mobile phones like what we did (online learning) in pandemic era is really useful at all.”*

*“yes, I like using mobile phone to take a notes.”*

The students' responses on the last question show that mobile phone can help them in some situation that they feel difficult to understand the meaning and ease them in their study activities. Besides that the mobile phone can increase their English skill that supported by using some of application on mobile phones.



**Table 4.1.4 Students Perception about the Use of Mobile Phone on English****Language Learning Media Trough Questionnaire**

NO	STATEMENT	SD	D	A	SA
1	I need a mobile phone to understand English words and sentences	0.00%	13.33% (4 Students)	60.00% (8 Students)	26.67% (18 Students)
2	I use English as a medium of communication while chatting on WhatsApp Messenger.	0.00%	10.00% (3 Students)	66.67% (20 Students)	23.33% (8 Students)
3	I use English as a medium of communication while chatting on Facebook	3.33% (1 Student)	23% (7 Students)	60.00% (18 Students)	13.33% (4 Students)
4	I use English as a medium of communication while writing an email to my friends	0.00%	27% (8 Students)	56.67% (17 Students)	16.67% (5 Students)
5	During free time, I watch English videos on my smartphones	0.00%	3% (1 Students)	60.00% (18 Students)	36.67% (11 Students)
6	Mobile phones can help me to improve my English speaking skills.	0.00%	3% (1 Students)	50.00% (15 Students)	46.67% (14 Students)
7	Mobile phones can help me to improve my English writing skills.	0.00%	7% (2 Students)	66.67% (20 Students)	26.67% (26 Students)
8	Mobile phones help me to learn new words of English.	0.00%	0%	30.00% (9 Students)	70.00% (21 Students)
9	Mobile phones are necessary for me to translate Indonesian words into English.	0.00%	7% (2 Students)	60.00% (18 Students)	33.33% (10 Students)
10	I use mobile phones to translate Indonesia words into English.	3.33% (1 Students)	0%	63.33% (19 Students)	33.33% (10 Students)
11	I can understand English words without using a mobile phone.	3.33% (1 Students)	30% (9 Students)	63.33% (19 Students)	3.33% (10 Students)
12	The software I use on my mobile phone can translate	10.00% (3 Students)	30% (9 Students)	53.33% (16 Students)	6.67% (2 Students)



	English words correctly into Indonesian.				
13	The software I use on my mobile phone can translate Indonesian words correctly into English	10.00% (3 Students)	30% (9 Students)	53.33% (16 Students)	6.67% (2 Students)
14	I scan and save the study-related reading materials to my mobile phone.	6.67% (2 Students)	10% (3 Students)	63.33% (19 Students)	20.00% (6 Students)
15	My mobile phone helps me to improve my English language skills.	0.00%	0%	63.33% (19 Students)	36.67% (11 Students)
16	My teachers of English allow me to use a mobile phone to learn English words in the classroom.	0.00%	17% (5 Students)	66.67% (20 Students)	16.67% (5 Students)
17	During the exams, I read notes from my mobile phone.	40.00% (12 Students)	40% (12 Students)	10.00% (3 Students)	10.00% (3 Students)
18	I can remember everything if I read from my mobile phones.	13.33% (4 Students)	50% (15 Students)	23.33% (7 Students)	13.33% (4 Students)
19	My English teacher allows me to take notes on my mobile phone.	6.67% (2 Students)	40% (12 Students)	50.00% (15 Students)	3.33% (1 Students)
20	Because of the mobile phones, I stopped writing notes on paper.	26.67% (8 Students)	43% (13 Students)	20.00% (6 Students)	10.00% (3 Students)
21	I can improve my English spelling by using a mobile phone.	0.00%	13% (4 Students)	73.33% (22 Students)	13.33% (4 Students)
22	I do not need to learn English spelling because I can always use a mobile phone.	40.00% (12 Students)	50% (15 Students)	6.67% (2 Students)	3.33% (1 Students)
23	I do not need to learn English because I can always use a mobile phone.	63.33% (19 Students)	30% (9 Students)	6.67% (2 Students)	0.00%
24	Mobile phones are the main cause of my poor performance in the exams.	16.67% (5 Students)	53% (16 Students)	23.33% (7 Students)	6.67% (2 Students)

**Item 1. I need a mobile phone to understand English words and sentences**

The result of item 1 about the understanding of English word and sentence by using Mobile Phone shows that 60% of students *agree* and 26.67% strongly agree with the statement. Meanwhile, only 13.33% of students voted for *disagree* and no students voted *strongly disagree*. It means, most students think that Mobile Phone is needed to understanding English word and sentence. This result based on the percentage of total respondents. Therefore, it can be concluded that students always use mobile phone as a media English language learning that they used in or out the classroom.

**Item 2. I use English as a medium of communication while chatting on WhatsApp Messenger**

The result of second statement show that 66.67% of students *agree* and 23.33% *strongly agree* with the statement that use English while chatting on whatsapp messenger. Whereas, only 10% of students choose *disagree* and no students choose *strongly disagree*. These percentages show that students use mobile phone to communicate their fiends by used English language through whatsapp messenger. It means, most of students can exploit the mobile phone to increase their English language that used while chatting on whatsapp application.

**Item 3. I use English as a medium of communication while chatting on Facebook**

Furthermore, the third statement shows that 23% students choose *disagree* and 3.33% students choose *strongly disagree*. Most students agree that they chatting

on facebook with use English language with their friends. It was proven by 60% students choose agree and 13.33% *strongly agree* with the statement. The percentage of total result in this statement can be concluded that students use English language while chatting on facebook is important to increase their English language skill, because they were English students of English language education faculty. Respondents can realize that English communication through mobile phone in this era.

**Item 4. I Use English as a Medium Of Communication While Writing An Email To My Friend**

The fourth statement about use English language while writing an email to their friends is has positive response from respondents. Most of students choose *agree* to this statement that was proven 56.67% of respondents agreeing and 16.67% *strongly agreeing*. For other percentage show that 27% of respondents choose *disagree* and no respondents choose strongly disagree. Therefore, it can be concluded that student's interest to use English language as a communication with their friends on email. So, this activity can lead students to make their English language skill better.

**Item 5. During Free Time, I Watch English Videos on My Smartphones**

For this statement that students watch English videos on their smartphones has positive result. The result shows that 60.00% of students *agree* and 36.67% *strongly agree* with the statement about watch English videos during free time on

their Mobile Phone. Meanwhile, only 3% choose not to agree and no one *strongly disagree*. Therefore, it can be concluded students think watch English videos is good activity and important to them, because in this era watch videos on mobile phone can easily to do it anywhere and anytime. Besides that, this way can improve their English language more effective.

**Item 6. Mobile Phones Can Help Me To Improve My English Speaking Skills.**

The result of the sixth statement show that 50.00% of students *agree* and 46.67% *strongly agree* with the statement that Mobile Phone is a good tool can use to improve English language in speaking skills. In this statement, only 3% of students *disagree* and no students *strongly disagree*. Based on these percentages, it shows that almost all of students agree about this statement. It means, can be concluded students very interested to use mobile phone to increase their English speaking skills, can be seen from their habitual activity in using mobile phone for speaking.

**Item 7. Mobile Phones Can Help Me To Improve My English Writing Skills.**

The result of the seventh statement shows that students dominant use mobile phone to improve their English writing skills. Even close to 66.67% of students choose *agree* and 26.67% of students *strongly agree* to use Mobile Phone. About 7% of students *disagree* and no one student *strongly disagrees* in this statement. This finding indicates that Mobile Phones have a good impact to students. In conclusion, almost all of students think they can increase their English writing skill by use mobile phone while learn in classroom or out classroom.



**Item 8. Mobile Phones Help Me To Learn New Words Of English.**

Item 8 show that all students use mobile phones as their media learning to learn new English words. It was proven by 70.0% if students *strongly agree* and 30.00% *agree* about the statement that mobile phone can help them to increase their English vocabulary. Meanwhile, no students choose *disagree* and *strongly disagree* to this statement. So, these percentages from 30 students, all of students learn and memorize the new English words by using their mobile phones. Therefore, it can be concluded students very interested to use mobile phone to learn some new English vocabularies.

**Item 9. Mobile Phones Are Necessary For Me To Translate Indonesian Words Into English.**

Item 9 is about students' need to translate Indonesia words in to English by using mobile phones. Most of students always use their mobile phones to translate some of sentences from Indonesia into English. About 60.00% students *agree* and 33.33% *strongly agree* the mobile phones are their necessary in learning English language. It means mobile phone is as an important tool as media learning English learning. So, it can be concluded that students need mobile phone to finish their translation.

**Item 10. I Use Mobile Phones To Translate English Words Into Indonesian.**

The statement that use of Mobile Phone to translate English words into Indonesian have about 63.33% students *agree* and 33.33% *strongly agree* mobile

phone can be effective tool that use for translate English into Indonesia. One student or only 3.33% of them that do not agree for use mobile phone to translate English into Indonesian. Therefore, can be concluded most of students will use mobile phone while cannot translate by them self, because mobile phone can be faster for it.

**Item 11. I Can Understand English Words Without Using A Mobile Phone.**

The item 11 reveals about understanding of students in English language without using a mobile phone. The most of students *agree* with 63.33% of the thirty students. On the other hand, 30% of students choose *disagree* to this statement. So, this result explains that some of students have a good English language while not use their mobile phone. Meanwhile, for other students have difficulties in understanding English language words, they still need mobile phones that help them for it. This case happens in students' environment, most of them prefer to use mobile phone that can bring to anywhere when they need to understand English language. This finding shows that students not always use mobile phone in learning English language. The students who cannot understand about English words, they will open their smartphone to search it.

**Item 12. The Software I Use On My Mobile Phone Can Translate English Words Correctly Into Indonesian.**

This statement shows that almost 16 students have a good application in their mobile phone to translate English into Indonesian, and about 9 students do not use application that can translate correctly. The applications that students used in learning

English in translating have an effect for their English skills. Sometimes, when they translate with use application they have many mistakes, because the application that they used is not accurate for translation of English words into Indonesian. This finding in general show that most of students used accurate application to translate English into Indonesian as correctly. So, application on their mobile phone can help them to translate difficult meaning with correct translation.

**Item 13. The Software I Use On My Mobile Phone Can Translate Indonesian Words Correctly Into English**

The statement above reveals about 53.33% of students use software that can translate Indonesian correctly into English language. As 30% of them do not *agree* they use good software on their mobile phone to translate Indonesian into English with correctly. It means, more than students that use accurate application in translating Indonesian words into English on their mobile phones. So, it can be concluded that students have a good translation when use application on their smartphones.

**Item 14. I Scan and Save the Study-Related Reading Materials To My Mobile Phone.**

The result of this statement shows that most of students can use mobile phone to scan and save their materials' study. It suggests that close 63% of students *agree* and 20% *strongly agree* to do scan and save materials. About 10% of students do not use this facility on their mobile phone for learning needs. As consequent, this finding

shows any students still do not know some of features on mobile that can easily all of their studies' problem especially in learning English language. So, it can be concluded mobile phone is a tool that not only can use for communication but as media learning with many features.

**Item 15. My Mobile Phone Helps Me To Improve My English Language Skills.**

The available of mobile phone as media learning have an important tool for students. It proven by students' respond on this statement is close to 63% ( 19 Students) *agree* and 37% (11 Students) *strongly agree* the mobile phones very helpful to improve their English language skills. They can use mobile phone for all learning needs while fell difficult to found on book. This finding shows that all students improve their English language skill by used mobile phone that can use in everywhere and anywhere they want.

**Item 16. My lecturers of English Allow Me to Use a Mobile Phone to Learn English Words in the Classroom.**

On this statement shows that 66.67% of students choose *agree* and 16.67% *strongly agree* that some of their lecturers allow them to access mobile phone in the classroom for English language learning. Sometimes, the students often use their mobile phone in the classroom to help them finish the tasks that ask by their lecturer. Furthermore, by using mobile phone students can get the material from google or other sources be more faster than from book. So, it means that students can use mobile phone in the classroom to search some of sources about English language.



**Item 17. During The Exams, I Read Notes From My Mobile Phone.**

The result of this statement shows that less of students use their mobile phone when exams. It proven that only 10% of students *agree* to this statement. On the other hand, 40% of students *disagree* and 40% *strongly disagree* read notes on mobile phone while exams. This finding shows that some of students do not want to use mobile phone features, even though the features can easily to finish their exams. Although, any students still use the mobile phone, but in total results' percentage this case can be conclude many of students doing the exams by honestly and do not use their mobile phone.

**Item 18. I Can Remember Everything If I Read From My Mobile Phones.**

The item 18 reveals about students skills to memorize the text that they read on mobile phones. This findings show that about 50% of students cannot remember everything that read from mobile phone. Even close to 23% or only 7 students from 30 respondents that choose *agree* to this statement. As consequent, this case is the problem for some of students when learn English language by used mobile phone. They aware to increase English language skill can not only read on mobile phones, but must write notes to the book. So, mobile phone can use for search the materials or studies' source and after getting it, student rewrite on the book to easily remember it that they write.

**Item 19. My English Lecturer Allows Me To Take Notes On My Mobile Phone.**

The result of the nineteenth statement that any students can take notes on their mobile phone and any students cannot to take it in the classroom. It shows about 50% of students choose *agree* and 3% choose *strongly agree* for this statement. In other sides, about 40% of students do not *agree* that their lecturer allows them to take notes on mobile phone. The lecturer guesses when students use mobile phone to make notes, they will not do it clearly. In this finding most students state that they can use mobile phone in the classroom for learning needs such as take notes. It means that, can be concluded the using of mobile phone in classroom for learning needs allowed by lecturer.

**Item 20. Because of The Mobile Phones, I Stopped Writing Notes on Paper.**

Furthermore, on this statement show that 43% of students *disagree* and 27% strongly *disagree* take notes on mobile phone can make them stop writing on paper. Although, they often use mobile phone in learning, but the book is still needed to write notes. For other only 20% of students *agree* and 10% strongly agree that mobile phone can changes book to take notes. From total result percentage on this finding can be concluded most of students still writing notes on paper, because how often they use mobile phone and can easily them in learning the book will always be used by students.

**Item 21. I Can Improve My English Spelling By Using A Mobile Phone.**

The statement above is about the effect of mobile phone in English spelling. This statement shows that most of students can improve their English spelling skill. It shows by 73% of students *agrees* and 13% *strongly agree* mobile phone can make their English spelling better. Only 13% of students choose disagree and no one student strongly disagree to this statement. It means, the result can be concluded the one of advantage using mobile phone is can improve students' English spelling skill. This finding shows that mobile phone has many good effects to students' English language.

**Item 22. I Do Not Need To Learn English Spelling Because I Can Always Use a Mobile Phone.**

Some of students do not agree that they can always use mobile phone without learn English spelling in regularly. Mobile phone is as media to easily in improving their English spelling. Based on the result about 50% of students *disagree* and 40% strongly disagree that they do not need learn English spelling and only use mobile phone for their study. About 7% of students *agree* and 3% *strongly agree* they do not need to learn by them self. As consequent, this finding in total percentage that students don't always use mobile phone in learning English spelling, but they keep learned English spelling every time.

**Item 23. I Do Not Need To Learn English Because I Can Always Use a Mobile Phone.**

The result of these finding shows about 63% of students *strongly disagree* those students can always use mobile phone for their English study and do not learn any more about English language by them self. The students also learn all about English language by reading material and practice it for increase their English language skills. For other side, only 6.67% of students from 30 of students choose *agree* to this statement. This finding can be concluded that students always need to learn English in their study and use mobile phone as media learning to easily in understanding of English language if difficult for them.

**Item 24. Mobile Phones Are The Main Cause Of My Poor Performance In The Exams.**

The last statement is about the available of mobile phone make students' grade in exams have poor performance. The result shows that most of students do not agree mobile can lead them to get bad impact for their exams' grade. As 53% of them guess the poor of their performance in the exams cause they misunderstanding with the exams' question or their knowledge about material still less. This cause unrelated with the use of mobile phone in students' daily. For other perception only 23% of students *agree* mobile phone will lead them to get poor performance in their exams. So, it can be conclude this finding show that the uses of mobile phone lead students to get low grade in exams.



## 4.2 Data Analysis

The accumulation of students' perception for the use of mobile phone as English learning media at English language education of FKIP UIR can be concluded based on six indicators: using a mobile phone for the purpose of communication in English and Indonesian, using mobile phones for the purpose of improving English language skills, dependence on mobile phones for translation, mobile phones for academic purposes, reading on the mobile phones, influence of mobile phones in teaching-learning process in English language classroom. The researcher interprets those data for research purposes.

Based on the first indicator, it can be described that the higher percentages of students' perception on using mobile phones for the purpose of communication in English and Indonesian is about 60.83% of students choose *agree*. It showed that almost of students communicated in English on their mobile phone. This situation is good for them to increase their English language in communicating with other. So, by using English language in communicating on mobile phone can as students way to be expert in speaking English. Overall, can be concluded students' perceptions on using a mobile phone for the purpose of communication in English and Indonesian were positively responded for agree.

The second indicator can be described that for *agree* about 51.67% is the higher percentages on using mobile phones for the purpose of improving English language skills. This result shows mobile phone can as a media to apply in all English languages skills. The students can choose the features they like that available on

mobile phone. So, some features can help them to improve their English skills in everywhere and every time. Based on this findings showed that students' perceptions on using mobile phones for the purpose of improving English language skills were positively responded.

The third indicator, it was found that for *agree* is the higher percentages about 58.67% of students use mobile phone for translation purpose. The students use online dictionary or google translate to help them get the meaning of difficult English words. By using mobile phone they can get the meaning more faster and efficient time but some of students think while they translate some sentences in google translate the result don't accurate. So, when they use mobile phone to translate, they must check the sentences to get the good translation. From this indicator can be concluded that students' perceptions on dependence on mobile phones for translation were positively responded.

The students perception on the fourth indicator was found that for *agree* the frequency of respondent was (58), the percentage was 64.44%. This percentage is the higher choice from the students for the use of the mobile phone for academic purpose. It shows that students do not always use mobile phone for communication, play game, and other activities nonacademic. For academic purpose students use some application on mobile phone such as google classroom to collect their task, zoom to do online learning, and other academic needs to improve students' skills. So the conclusion of these findings is students' perceptions on mobile phones for academic purposes were positively responded.

Students' perception in reading on the mobile phones can be seen that the percentage was 45%, of students choose *disagree*, this percentage show as the higher. So the students still have low reading interest on mobile phone. According to the questionnaire and interview data some of students cannot remember after they read everything that on mobile phone. Besides that, students don't use the features of mobile phone while exam to ease them by reading their materials. In addition, students do not interest to read on mobile phone because other nonacademic application on mobile phone will make them not focus on their notes or English materials. This finding show that not all students can utilize the features on mobile phone that can help them to improve their spelling or reading skills, because by using mobile phone they can use when they want.

Students' perceptions in influence of mobile phones in teaching-learning process in English language classroom were found that for *disagree*, the frequency of respondent was (57), and the percentage was 36.08%. This higher percentage shows that the students can improve their English skills but they don't only use mobile phone in the classroom. They till use their book to make a notes or learn some English language theories that found the book. So, students' perceptions on this indicator was positively responded for disagree because they think not all academic activities use mobile phone. They still need the book in teaching and learning at the classroom and need lecturer explanation to understand some theories that difficult for them.

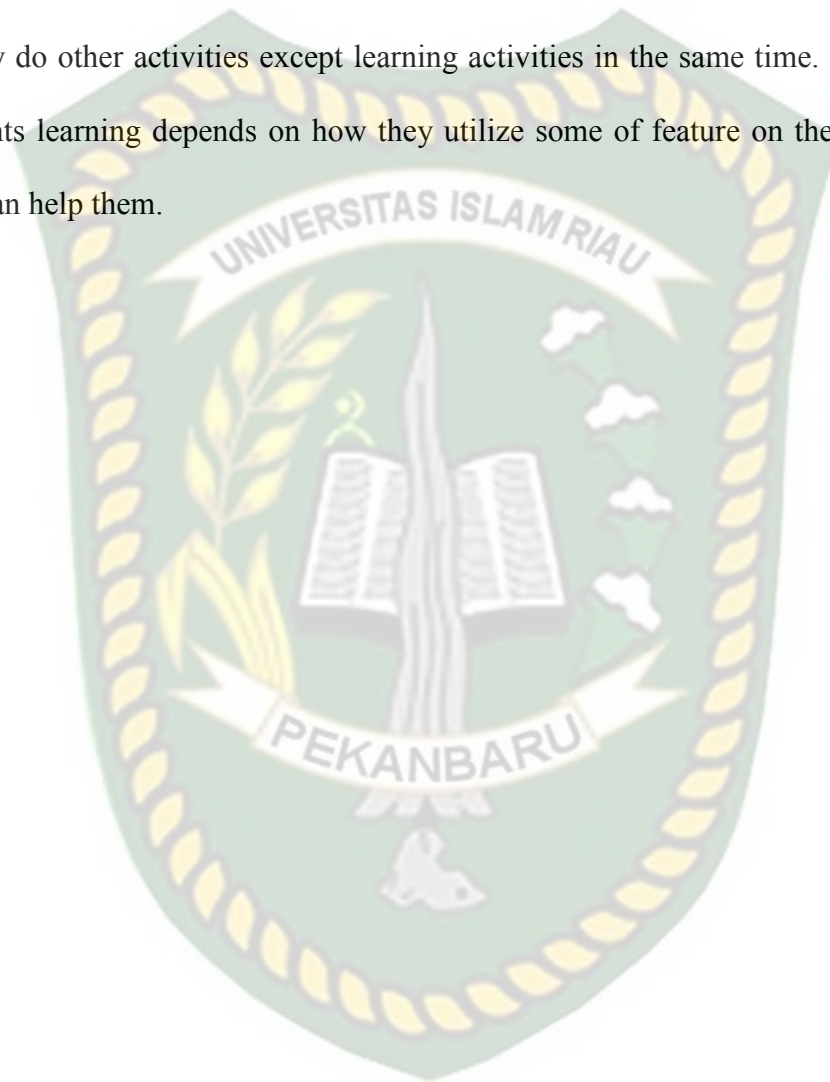
Based on explanation above, we can find that the higher and lower percentage for each indicator of using mobile phones on English language learning. The higher percentage on using a mobile phone for the purpose of communication in English and Indonesian is *agreed* with 60.83%. For using mobile phones for the purpose of improving English language skills the higher percentage is *agree* with 51.67%. The percentage of dependence on mobile phones for translation is 58.67% that the higher percentage for *agree*. The next higher percentage for the fourth indicator is *agreed* with 64.44%. Meanwhile, for reading on the mobile phones the higher percentage is *disagree* with 45%. For the last indicator the higher percentage is *disagreeing* with 36.08%.

After analyzing the data based each indicator, it was found that the higher responses show the mobile phone is very helpful for use in academic purposes. The students can easily search and save their English materials by utilizing some of features on the mobile phone. Besides that, other learning activities that can support by using the mobile phones are translate the difficult words, watch English rules, take a notes, and some activities that students needs to improve their English language. This finding shows the students can utilize the mobile phone to do things related to English language learning.

Furthermore, the data shows the low response is reading on the mobile phone. The students are not interest to read from their mobile phone and they cannot remember everything that they read on the mobile phone. This situation is due to the students not focus while reading English materials from mobile phone because they



can open other activities like chatting or watching videos on the social media. So, from these findings can concluded mobile phone can as media to improve English language skills, but the students will not focus while learning by using mobile phone if they do other activities except learning activities in the same time. The success of students learning depends on how they utilize some of feature on the mobile phone that can help them.



## CHAPTER V

### CONCLUSION, IMPLICATION AND DISCUSSION

#### 5.1 Conclusion

The result of this study is based on the data description and analysis in previous chapter. It shows that the respondents from students at English language education of FKIP UIR are using mobile phone to support their English learning. the influence of using mobile phone is can help them in communication, improving English language skills, for translation, for academic purpose, reading English text, and teaching and learning process. All benefit is turning back on how the way of students use it smartly as media to support their English learning.

By looking on the result shows those students at English language education of FKIP UIR using mobile phone in good category in applying the use mobile as media English learning. The percentage shows that 47.92% of students get big influence in their study by using mobile phone. It proves that they have any improving in their English language performance. Furthermore, the use of mobile phone in English learning can be learning strategy by practicing it in everywhere and every time they need. Meanwhile, for students do not apply this way in learning may use other strategy in practicing or acting English language for their study. So, can be concluded that even students want to improve their performance in English learning they must have good strategy to get the best result in their learning.

## 5.2 Implication

The result of this study about students' perception on the use of mobile phones used in English language learning, the result shows that the sixth semester students of English language education of FKIP UIR were familiar to use mobile phone while learning in the classroom. They use some features on the mobile phone to translate English words, watch English videos, save and scan their material. So, students have some improvements in their skills by using a mobile phone in learning English language. Meanwhile, any students use the mobile phone not for improve their English skills. This situation because of them not familiarizing use English language by mobile phone such as communicating in English, watching English videos, and read English texts.

## 5.3 Discussion

In this section, the researcher presents the discussion after analyzing the the data, then the researcher got the result from each indicator. Based on the result of questionnaire, it can be seen that the most of students give positive response about mobile phone for academic purposes. Mobile phones have many functions for students especially in academic purposes. Some functions of mobile phone in English language learning that found students are able to use for looking the materials of English language and save it in their mobile phone. Besides that, by using mobile phone students can see the meaning of English word that they don't understand. So, based on this research the result shows most of the students get the benefit by using a

mobile phone in English language learning. It is in line with Naz, et al., (2019) Smartphones play a vital role in helping students learn English in formal as well as in informal settings as an effective educational tool. So, students will think mobile phone can improve their English language and help them to understand the meaning of difficult English words.

In addition this research shows that the low response of students' perception is for reading on mobile phones. Only few of students are reading their materials after taking a note on their mobile phone. The reason is some of students not interest to read their notes in their mobile phone because mobile phone has small monitor and students cannot concentrate while reading on the mobile phone. Moreover, some of students will waste their time to chatting, watching videos, and playing games on their mobile phone then reading their study. It supported by Kibona and Mgaya's (2015) statement that smartphone becomes problematic nowadays because most students are more addicted to applications found on smartphones like WhatsApp, twitter, Facebook. So, based on these findings is showed that students can utilize the features on mobile phones for their study, but most of them more active to use mobile phones for non-academic purposes.



## REFERENCES

- Aamri, A., & Suleiman, K. (2011). The Use of Mobile Phones in Learning English Language by Sultan Qaboos University Students : Practices , Attitudes and challenges. *Canadian Journal on Scientific & Industrial Research*, 2(3), 143–152.
- Ababneh, S. (2017). Using Mobile Phones in Learning English: The Case of Jordan. *Journal of Education and Human Development*, 6(4), 120–128.  
<https://doi.org/10.15640/jehd.v6n4a14>
- Adi, Soenyoto, T., & Sulaiman. (2018). The Implementation of Media in Teaching and Learning of Physical , Sport , and Health Education Subject. *Journal of Physical Education and Sports (JPES)*, 7(1), 13–21. Retrieved from  
<https://journal.unnes.ac.id/sju/index.php/jpes/article/view/19740>
- Ahmadi, M. R. (2018). Mohammad Reza Ahmadi 1\*. *International Journal of Research in English Education (IJREE)*, 3(2), 115–125.
- Arthur, W. B. (n.d.). *THE NATURE of TECHNOLOGY What It Is and How It Evolves an imprint of.*
- Aziz, A. A., Hassan, M. U., Dzakiria, H., & Mahmood, Q. (2018). Growing Trends of Using Mobile in English Language Learning. *Mediterranean Journal of Social Sciences*, 9(4), 235–239. <https://doi.org/10.2478/mjss-2018-0132>

- Chen, X. (2016). Evaluating Language-learning Mobile Apps for Second-language Learners. *Journal of Educational Technology Development and Exchange*, 9(2).  
<https://doi.org/10.18785/jetde.0902.03>
- Creswell, J. W. (2012). *Education Research Planing, Conduction And Evaluating Qualitative And Qualitative Research*. Boston:Pearson.
- Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1.  
<https://doi.org/10.11648/j.ajtas.20160501.11>
- Etikan, I. (2017). Developing Questionnaire Base on Selection and Designing. *Biometrics & Biostatistics International Journal*, 5(6), 5–7.  
<https://doi.org/10.15406/bbij.2017.05.00150>
- Gilakjani, A. P. (2017). A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills. *International Journal of English Linguistics*, 7(5), 95. <https://doi.org/10.5539/ijel.v7n5p95>
- Hashemi, M., & Ghasemi, B. (2011). Using mobile phones in language learning/teaching. *Procedia - Social and Behavioral Sciences*, 15, 2947–2951.  
<https://doi.org/10.1016/j.sbspro.2011.04.220>
- ibona, L., & Mgaya, G. (2015). Smartphones' Effects on Academic Performance of Higher Learning Students. *Journal of Multidisciplinary Engineering Science and*

Technology, 2(4), 3159–40. Retrieved from [www.jmest.org](http://www.jmest.org)

Kristanto, A., Mustaji, Mariono, A., Sulistiowati, & Nuryati, D. W. (2018).

Developing Media Module Proposed to Editor in Editorial Division. *Journal of Physics: Conference Series*, 947(1), 0–7. <https://doi.org/10.1088/1742-6596/947/1/012054>

Kuimova, M., Burleigh, D., Uzunboylu, H., & Bazhenov, R. (2018). Positive effects of mobile learning on foreign language learning. *TEM Journal*, 7(4), 837–841. <https://doi.org/10.18421/TEM74-22>

Marshall, S. J. (2018). Shaping the university of the future: Using technology to catalyse change in university learning and teaching. In *Shaping the University of the Future: Using Technology to Catalyse Change in University Learning and Teaching*. <https://doi.org/10.1007/978-981-10-7620-6>

Mobinizad, M. M. (2018). The Use of Mobile Technology in Learning English Language. *Theory and Practice in Language Studies*, 8(11), 1456. <https://doi.org/10.17507/tpls.0811.10>

Murugan, A., & Sai, G. T. B. (2017). the Wonders of Mobile Phone Technology in Teaching and Learning English. *Indonesian EFL Journal*, 3(1), 57. <https://doi.org/10.25134/ieflj.v3i1.654>

Musahrain. (2016). Developing Android-Based Mobile Learning as a Media in

Teaching English. *Proceeding The 2nd International Conference On Teacher Training and Education Sebelas Maret University*, 2(1), 307–313.

Nalliveettil, G. M., & Alenazi, T. H. K. (2016). The Impact of Mobile Phones on English Language Learning: Perceptions of EFL Undergraduates. *Journal of Language Teaching and Research*, 7(2), 264.  
<https://doi.org/10.17507/jltr.0702.04>

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129–132.  
<https://doi.org/10.1177/1362168815572747>

Naz, A. A., & Akbar, R. A. (2010). Use of Media for Effective Instruction its Importance : Some Consideration. *Journal of Elementary Education*, 18(1–2), 35–40.

Naz, S., Rasheed, M., & Rasheed, T. (2019). The Role of Smartphones in Learning English : A Study o f Learners ’ Perspectives. *International Conference on Research in Humanities*, 17–28.

Quality, S. (2019). *Impact of Mobile Phone Usage on Academic Performance*. (January).

Rabiu, H., Muhammed, A. I., Umaru, Y., & Ahmed, H. T. (2016). Impact Of Mobile Phone Usage On Academic Performance Among Secondary School Students In



Taraba State, Nigeria. *European Scientific Journal, ESJ*, 12(1), 466.

<https://doi.org/10.19044/esj.2016.v12n1p466>

Rahimi, R. H. (2016). | Volume: 1 | Number: 1 | February 2016 | ISSN: |. *Journal of English Education, Literature, and Culture*, 1(February), 57–67.

<https://doi.org/http://dx.doi.org/10.30659/e.1.1.57-67>

Rahimi, R. H., Mobinizad, M. M., Wiana, W., Syaom Barliana, M., Riyanto, A. A., Adi, ... Northwood, D. O. (2018). The Use of Mobile Phones in Learning English Language by Sultan Qaboos University Students : Practices , Attitudes and challenges. *Procedia - Social and Behavioral Sciences*, 7(1), 143–152.

<https://doi.org/10.17507/tpls.0811.10>

Regina Rahmi, *The Implementation Of Media... THE IMPLEMENTATION OF MEDIA IN ENGLISH LANGUAGE TEACHING Regina Rahmi 1 1.* (2014). V.

Rugayah. (2016). Pengantar Penelitin Kualitatif Dan Analisa Bahasa. Pekanbaru: Forum Kerakyatan.

Stošić, L. (2015). The importance of educational technology in teaching.

*International Journal of Cognitive Research in Science, Engineering and Education*, 3(1), 111–114.

To, L., & Learned, B. E. (2009). The use of instructional technology in schools: lessons to be learned. In *Choice Reviews Online* (Vol. 47).