

**PERCEPTIONS ON USING MOBILE PHONE IN LEARNING ENGLISH BY THE
THIRD YEAR STUDENTS OF ENGLISH STUDY PROGRAM OF FKIP,
UNIVERSITAS RIAU**

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Abstract: *This research aims to know and describe the students' perceptions on using mobile phone in learning English. The population of the research is the third-year students of English study program of FKIP, Universitas Riau. The number of the sample is 76 students from class IIIB and IIIC class. The collected data was used by an online questionnaire from Google Form and shared via WhatsApp. The research was analyzed by using SPSS Ver 24 and Microsoft Excel to know the percentage. Based on the result, there are four indicators. First, Students' Perception on Intension to use mobile phone in learning English which students would like to practice other English skills using mobile phone (48.6%). The second, students' perception of engagement in mobile phone to support learning English activities which students mostly use Google apps to brows material English (51.3%). Then, students' perceptions about benefits of mobile phone to support learning English which mobile phone is a highly practical and flexible as a learning media. The last, students' perceptions about obstacles of mobile phone to support learning English which they feel frustrated using mobile phone because of the slow internet network (59.2%). This study implies that the third-year students of English study program of FKIP, Universitas Riau have a good perception on using mobile phone in learning English.*

Key Words: Perception, Mobile Phone, Learning, English

**PERSEPSI TERHADAP MENGGUNAKAN PONSEL DALAM PEMBELAJARAN
BAHASA INGGRIS OLEH MAHASISWA SEMESTER TIGA PRODI BAHASA
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Abstrak: Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan persepsi siswa dengan menggunakan ponsel dalam pembelajaran bahasa Inggris. Populasi dalam penelitian ini adalah mahasiswa semester tiga prodi pendidikan bahasa Inggris FKIP Universitas Riau. Jumlah sampel adalah 76 mahasiswa dari kelas 3B dan 3C. Data dalam penelitian ini dikumpulkan melalui kuisioner online menggunakan Google Form dan disebar melalui Whatsapp. Data yg sudah didapat di analisis menggunakan SPSS versi 24 dan Microsoft Excell untuk mengetahui persentase. Berdasarkan dari hasil penelitian, ada 4 indikator. Pertama, persepsi mahasiswa tentang intense menggunakan ponsel dalam belajar bahasa Inggris bahwa mereka ingin melatih keterampilan lainnya dengan menggunakan ponsel (48,6%). Kedua, persepsi siswa tentang keterlibatan pada ponsel untuk mendukung kegiatan belajar bahasa Inggris dimana siswa kebanyakan menggunakan aplikasi Google untuk menelusuri materi bahasa Inggris (51,3%). Kemudian, persepsi siswa tentang manfaat ponsel untuk mendukung pembelajaran bahasa Inggris dimana ponsel merupakan media pembelajaran yang sangat praktis dan fleksibel. Terakhir, persepsi siswa tentang hambatan ponsel untuk mendukung pembelajaran bahasa Inggris yaitu mereka merasa frustasi menggunakan ponsel karena jaringan internet yang lambat (59,2%). Penelitian ini menyiratkan bahwa mahasiswa semester tiga program studi bahasa Inggris FKIP Universitas Riau memiliki persepsi yang baik tentang penggunaan ponsel dalam belajar bahasa Inggris.

Kata Kunci: Persepsi, Ponsel, Belajar, bahasa Inggris

INTRODUCTION

In the 21st century the use of Information Communication and Technology (ICT) is a crucial part of our daily lives to facilitate human work in all fields easily. Our lives cannot be separated from technology. Our daily activities are increasingly helped by the presence of technology. Not only for communicating, but various applications on technologies are also increasingly providing convenience in other ways. Technological development brings rapid new civilization changes in various areas including education and learning. It means that we need technology or ICT to support education and encourage its relevance and quality of it. According to Tinio (2002) ICT provides an incredible impact in education in terms of acquisition and absorption of knowledge for students and students will be understood that visual explanation of concepts makes learning be fun and enjoyable.

Indonesia is one of the countries with the largest population of internet users in the world. By million populations consist of million teachers and learners, the education in Indonesia should utilize the digital technology to improve the quality of million teachers and learners in Indonesia. In university, the sophistication of technology can have many helpful effects in college students' lives. Technology gives an opportunity for college students to study independently and work together with their peers. Mobile learning (m-learning) being started in the field of English language learning gradually. Mobile phone is one of technology used by people for studying English. The usage of mobile phones can assist students to be familiar with vocabulary and language structures. The main reason is mobile phones can be used by teachers and students everywhere and any time compared with laptops or personal computers which is not easily mobile. Besides, it is undeniable there are several obstacles experienced by students in using mobile phones in learning.

Thus, this research is entitled "What Perceptions on Using Mobile Phone in Learning English by The Third Year Students of English Study Program of FKIP, Universitas Riau. The formulation of this research is "what are perceptions on using mobile phone in learning English by the third-year students of English Study Program of FKIP, Universitas Riau?" The objective of this research is to know students' perception on using mobile phone in learning English by the third-year students of English Study Program of FKIP, Universitas Riau.

METHODOLOGY

The design of this research used descriptive quantitative research. In this research, the population was the third semester students of English Study Program FKIP Universitas Riau. There were 118 students, which consisted of three classes. They are 3A, 3B, and 3C. The researcher used random sampling. Therefore, 39 students of class A is the try out subject for this research and the sample of this research are B and C class of third semester English Study Program students. There are 79 students in those two classes.

The data on this research collected by using an online questionnaire in Google form and distributed via WhatsApp. The questionnaire was adapted from Nurmayawati (2019) and Fatimah (2020). The researcher gave a link to a Google Form to the students. The students completed it within 30 minutes. Before the test was distributed to the sample class, try out was carried to the try out class. The total number of tests was 20 statements which each indicator consists of 5 options (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree). Then the questionnaire was analyzed by using SPSS ver. 24 to know the validity and reliability. After that the test was given to the sample class consisting of 76 students. The results of the data were analyzed by using Microsoft Excel 2007 to know the percentage of the item.

RESEARCH FINDING

1. The result of the Questionnaire

Table 1. Students' Perception on Intension to Use Mobile Phone

No.	Item	SD (%)	D (%)	N (%)	A (%)	SA (%)
1.	Item 1	0 (0%)	2 (2.63%)	15 (19.7%)	37 (48.6%)	19 (25%)
2.	Item 2	0	0 (13.1%)	10 (50%)	38 (32.8%)	25
3.	Item 3	0	0 (6.57%)	5 (47.3%)	36 (48.6%)	37
4.	Item 4	0	10 (13.1%)	15 (19.7%)	30 (39.4%)	18 (23.6%)
5.	Item 5	0	20 (26.3%)	15 (19.7%)	30 (39.4%)	8 (10.5%)

Table 1 illustrates the result of the questionnaire analysis showed that Item 1 "I would like to practice other English skills using mobile phone" which 2 students (2.63%) stated disagree, 15 students (19.7%) stated neutral, 37 students (48.6%) stated agree 19 students (25%) stated strongly agree.

Item 2 "I encourage others to use mobile phone for English language learning by sharing interesting English apps" which 10 students (13.1%) stated neutral, 38 students (50%) stated agree, and 25 students (32.8%) stated strongly agree.

Item 3 "I am satisfied with using the mobile phone for English learning" which 5 students (6.57%) stated neutral, 36 students (47.3%) stated agree, 37 students (48.6%) stated strongly agree.

Item 4 "I believe I can improve my English language skills alone through my mobile phone without the lecturer's help" which 10 students (13.1%) stated disagree, 15 students (19.7%) stated to agree, 18 students 23.6% stated strongly agree.

Item 5 "I prefer to use textbook rather to mobile phone in learning English outside or inside in the classroom" which 20 students (26.3%) stated disagree, 15 (19.7%) stated neutral, 30 students (39.4%) stated agree, 8 (10.5%) stated strongly agree.

Table 2. Students' Perception on Engagement to Use Mobile Phone

No.	Item	SD (%)	D (%)	N (%)	A (%)	SA (%)
6	Item 6	15 (19.7%)	13 (17.1 %)	20 (26.3%)	21 (27.6%)	7 (9.2%)
7.	Item 7	0	4 (5.2%)	18 (23.6%)	33 (43.4%)	21 (27.6%)
8.	Item 8	0	0	12 (15.7%)	39 (51.3%)	25 (32.8%)
9.	Item 9	0	0	6 (7.89%)	34 (44.7%)	36 (47.3)
10.	Item 10	0	2 (2.63%)	13 (17.1%)	32 (42.1%)	29 (38.1%)

From table 2, the result of the questionnaire analysis showed that Item 6 “I set the language of my mobile phone in English” which 15 students (19.7%) took strongly agree. 13 students (17.1 %) took disagree. 20 students (26.3%) took neutral, 21 students (27.6%) took agree, 7 students (9.2%) strongly agree.

Item 7 “I use Grammarly in mobile phone to make sure of my grammar. It helps me a lot in correcting my grammar and improves my writing and reading skill” which 4 students (5.2%) took disagree, 18 students (23.6%) took neutral, 33 students (43.4%) took agree, 21 students (27.6%) took strongly agree.

Item 8 “I use Google apps to brows material English” which 12 students (15.7%) took neutral, 39 students (51.3%) took agree, 25 students (32.8%) took strongly agree.

Item 9 “I often open my online dictionary to help me understanding English word, enriching vocabulary mastery, and doing assignment or project” which 6 (7.89%) took neutral, 34 students (44.7%) took agree, 36 students (47.3) took strongly agree.

Item 10 “I open YouTube application to find some videos of English speech, debate, daily conversation, music to improve speaking and listening ability and its pronunciation” which 2 students (2.63%) took disagree, 13 students (17.1%) took neutral, 32 students (42.1%) took agree, 29 students (38.1%) took agree.

Table 3. Students' Perceptions about Benefits of Mobile Phone

No.	Item	SD (%)	D (%)	N (%)	A (%)	SA (%)
11.	Item 11	2 (2.63%)	3 (9.94%)	11 (14.4%)	33 (14.4%)	28 (36.8%)
12.	Item 12	1 (1.31%)	4 (5.26%)	10 (13.1%)	39 (51.3%)	22 (28.9%)
13.	Item 13	4 (5.26%)	10 (13.1%)	6 (7.89%)	17 (22.3%)	36 (47.3%)
14.	Item 14	8 (10.5%)	11 (14.4%)	17 (22.3%)	27 (35.5%)	24 (31.5%)
15.	Item 15	0	0	7 (9.21%)	25 (32.8%)	44 (57.8%)

From table 3, the result of the questionnaire analysis showed that Item 11 "I can learn autonomously and exercise my speaking, listening, grammar and structure skill through downloaded applications in mobile phone" which 2 students (2.63%) answered strongly disagree, 3 students (9.94%) answered disagree, 11 (14.4%) answered neutral, 33 students (14.4%) answered agree, 22 students (28.9%) answered strongly agree.

Item 12 "Mobile phone has many useful applications, and it can help me in learning English. It can expand my knowledge" which 1 student (1.31%) answered strongly disagree, 4 students (5.26%) answered disagree, 39 students (51.3%) answered neutral, 39 students (51.3%) answered agree, 22 students (28.9%) strongly agree.

Item 13 "Mobile phone overcomes students' boredom in classroom, and it can be an alternative way of learning English" which 4 students (5.26%) answered strongly disagree. 10 students (13.1%) answered disagree, 6 students (7.89%) answered neutral, 17 students (22.3%) answered agree, 36 students (47.3%) answered strongly agree.

Item 14 "Mobile phone is less cost and paperless way of learning English. I can read it by using mobile phone directly" which 8 students (10.5%) answered strongly disagree, 11 students (14.4%) answered disagree, 17 students (22.3%) answered neutral, 27 students (35.5%) answered agree, 24 students (31.5%) answered strongly agree.

Item 15 "Mobile phone is a highly practical and flexible as a learning media" which 7 students (9.21%) answered neutral, 25 students (32.8%) answered agree, 44 students (57.8%) answered strongly agree.

Table 4. Students' Perceptions about Obstacles of Mobile Phone

No.	Item	SD (%)	D (%)	N (%)	A (%)	SA (%)
16.	Item 16	0	0	9 (11.8%)	22 (28.9%)	45 (59.2%)
17.	Item 17	3 (9.94%)	12 (15.7%)	17 (22.3%)	28 (36.8%)	16 (21.05%)
18.	Item 18	0	0	5 (6.57%)	36 (47.3%)	35 (46.05%)
19.	Item 19	11 (14.4%)	7 (9.2%)	15 (19.7%)	31 (40.7%)	12 (15.7%)
20.	Item 20	0	0	8 (10.5%)	18 (23.6%)	57 (75%)

Table 4 identified that the result of the questionnaire analysis showed that Item 16 “I feel frustrated using mobile phone because of the slow internet network” which 9 students (11.8%) said neutral, 22 students (28.9%) said agree, 45 students (59.2%) said strongly agree.

Item 17 “I find English mobile application system cumbersome to use” which 3 students (9.94%) said strongly disagree, 12 students (15.7%) said disagree, 17 students (22.3%) said neutral, 28 students (36.8%) said agree, 16 students (21.05%) said strongly agree.

Item 18 “I can’t learn English or do my assignment if I don’t have internet quota” which 5 students (6.57%) said neutral, 36 students (47.3%) said agree, 35 students (46.05%) said strongly agree.

Item 19 “Mobile phone can disrupt the instruction and distract students” which 11 students (14.4%) said strongly disagree, 7 students (9.2%) said disagree, 31 students (40.7%) said neutral, 31 students (40.7%) said agree, 12 students (15.7%) said strongly agree.

Item 20 “Mobile phone has small size and small size keyboard” which 8 students (10.5%) chose neutral, 18 students (23.6%) chose to agree, 57 students (75%) chose strongly agree.

DISCUSSION

Based on the presentation of the findings, the researcher found that students' perceptions and obstacles on using mobile phone in learning English had a positive response. Most of the students chose “strongly agree” and “agree” with the statement of the questionnaires.

The first indicator table percentage showed that the highest score were the items No. 1 “I would like to practice other English skills using mobile phone” 37 students (48.6%) stated agree. It means the students' willingness to carry on their use of mobile phone in their learning English further. Item 2 “I encourage others to use mobile phone for English language learning by sharing interesting English apps” which 38 students (50%) said agree. It means

learners feel more excited to learn English by sharing interesting English apps so they can learn concurrently. Item 3 “I am satisfied with using the mobile phone for English learning” which 37 students (48.6%) took strongly agree. It means mobile phone can increase their knowledge because mobile phone is a good medium to learn English.

The second indicator table percentage, showed that the highest score were the Item 8 “I use Google apps to brows material English” which 39 students (51.3%) took agree. It means Google apps are one of good application to learn English. Students can search many article, translating, online book and etc. Item 9 “I often open my online dictionary to help me understanding English word, enriching vocabulary mastery, and doing assignment or project” which 36 students (47.3) took strongly agree. It means most of them use online dictionary to develop their English skill and doing assignment.

The third indicator table percentage, Item 12 “Mobile phone has many useful applications and it can help me in learning English. It can expand my knowledge” which 39 students (51.3%) answered agree, Item 15 “Mobile phone is a highly practical and flexible as a learning media” which, 44 students (57.8%) answered strongly agree.

The last indicator table percentage, Item 16 “I feel frustrated using mobile phone because of the slow internet network” which 45 students (59.2%) said strongly agree. It means the slow internet network is the most problem faced by students because it can interfere in the learning English process. Item 18 “I can’t learn English or do my assignment if I don’t have internet quota” which 36 students (47.3%) said agree.

In fact, Indonesia ranks at the bottom of the OECD countries due to the limited availability of internet network access. This is a big challenge for the Indonesia government, schools to provide a good service in terms of internet or network for education. However, mobile phone can brings positive and negative sides to students’ achievement. Furthermore, one of the efforts that teachers/lecturers can do against the negative side of gadgets is professionalism in learning. In the digital era, the use of mobile phone is become well-chosen for the students in learning activities, especially English language learning.

CONSLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the analysis of the data, the researcher would like to draw conclusion of the research concerning the perception on using mobile phone in learning English third year students of English Study Program Universitas Riau. The research gets the score of students from the result of the test. According to the formulation of the problem of this research “what are perceptions on using mobile phone in learning English by the third year students of English Study Program of FKIP, Universitas Riau?” It can be conclude the third years students FKIP Universitas Riau have a good perception towards using mobile phone in learning English.. From intention on the use mobile phone can be summarized that the students they would like to practice other English skills using mobile phone. (48.6%) ; students can open online dictionary to help them understanding English word, enriching vocabulary mastery, and doing assignment or project (47.3%).

In term of engagement students in using mobile phone to support learning English activities, students mostly use Google apps to brows material English (51.3%) ; students also often open my online dictionary to help me understanding English word, enriching vocabulary mastery, and doing assignment or project (47.3).

There are several benefits the use of mobile phone in learning English; “Mobile phone has many useful applications and it can help me in learning English. It can expand my

knowledge (51.3%); Mobile phone is a highly practical and flexible as a learning media (57.8%).

The opposite of benefit, students also have several obstacles in using mobile phone in learning English; they feel frustrated using mobile phone because of the slow internet network (59.2%); they can't learn English or do my assignment if I don't have internet quota (47.3%) . Overall students have good perception toward using mobile phone in learning English.

In short, the most students have positive perceptions about mobile phone in teaching and learning English at University level. Students can easily create a comfortable teaching/learning environment seeing that mobile phone are tremendously useful tools, with incredible potential for communication, information and research; quick access to educational applications; more exposure to learning English; and more interaction, participation and cooperation among teachers and learners. In this case, the English mobile applications are considered to be useful and helped their learning, besides it was overall easy to use.

Recommendations

Based on the result and conclusion of this research, the researcher's purpose recommendation can be considered by further researchers. First, Lecturers are recommended to use Mobile phone application as an alternative in learning English because it can give variations in teaching English. Moreover, mobile apps have many features that support the teaching process. Next, Students can use Mobile phone as an offline or online platform in learning English. It can promote autonomous learning for English learning. Last, Future researchers are recommended to conduct further research about this topic. In fact, mobile phone technology keeps changing and developing with many new features. So, they can take advantages of this to do new research related to mobile phone whether or otherapps that can affect or improve students' English skills and competence with the experimental design.

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