

**THE USE OF SMARTPHONE FOR TEACHING  
ENGLISH AT SMAN 1 SAMBIT PONOROGO**

**THESIS**

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P O N O R O G O

## **ABSTRACT**

**Faradika, Zian. 2020.** “The Use of Smartphone for Teaching English at SMAN 1 Sambit Ponorogo”. Thesis, Tarbiyah and Teachers Training Faculty, English Education Department. The State Institute of Islamic Studies of Ponorogo, Advisor Dr. Harjali, M.Pd.

**Keywords : Smartphone, Teaching English**

English as an international language is essential to be mastered. As foreign language in Indonesia, the implementation of appropriate strategy for teaching English is important to make students easier to accept and understand the material. Smartphone as the most popular technology that has various apps can be used to support the educational program, not except in language learning. By integrating technology in teaching English, it may increase students' creativity and motivation in learning new language. But the problem is not every school utilize this technology and allows their students to operate smartphone in the class. Nevertheless, this school is allows their students to use their smartphone in the class and use it as teaching media.

The objective of this research were to find out 1) the reason of the use smartphone for teaching English in SMAN 1 Sambit Ponorogo, 2) the implementation of smartphone for teaching English in SMAN 1 Sambit Ponorogo, 3) the implications the use of smartphones on students' English ability in SMAN 1 Sambit Ponorogo.

This study was conducted in SMAN 1 Sambit Ponorogo. It used case study qualitative research. The

researcher conducted the observation and interview with the English teachers and the students to get the data. Then, the data would be analyzed through data reduction, data display, and conclusion drawing technique.

The result of this study could be summarized as follows: 1) there are three reasons of the use smartphone for teaching English, they were less media, effective and efficient, and also interesting. 2) the implementation of smartphone for teaching English in SMAN 1 Sambit was focused to practicing the material. Besides, this media was also used to support the learning resources and to help students' difficulties. The use of smartphone for teaching was by utilize the various apps and webs, 3) the students had higher motivation in the use of smartphone for teaching media. students' ability increase by practice routine using smartphone, such reading and writing. Mostly students feel spirit when they were taught by using smartphone. The various applications and websites make teaching learning process become interesting.

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Nowadays, everyone must have extensive knowledge to get a better life. The way to get knowledge is by taking several levels of education program. Each people have same chances to be educated. Indonesian government has organized education in such way as to make it easier for people to get an education through teaching and learning process.

Brown stated that teaching is showing or helping someone how to do something, giving instructions guiding in the study of something providing with knowledge causing to know or understand.<sup>1</sup> Related to

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<sup>1</sup> H. Douglas Brown, Principles of Language Learning and Teaching (San Francisco: Longman, 2000), 7.

the education, mastering international language will make people easier to get a higher education.

As the international language, English become essential as a communication media in various activities, such as teaching and learning activities, conference, and particular conversation with foreigners. Indonesia needs to improve its human resources with sufficient skills and abilities. Therefore, mastering English is important to people in Indonesian to improve their competitiveness nowadays. They need support to learn language skills, such as speaking and speaking, and they also need to more practice about writing and reading in learning their new language. The development of technology has provided a lot of knowledge that is easy to access.

In Indonesia, a foreign language education has been around for a long time ago, but as it development,



the application of foreign language learning strategies is still unsatisfactory. Foreign language such English language is not Indonesian mother tongue in Indonesia. So, teaching the language teaching is require an interesting strategy to motivate pupils to learn a new language. According to that case, the teacher need to utilize the appropriate teaching media, such as utilizing the technology. The use of appropriate media can help teachers to attract students' interest in learning language.

In this new era, technology is transforming our way in communicate, socialize, play, shop and conduct a business. Besides, the technology revolution offers people opportunities to be independent learners. One new facet of our life today is the wide spread use of smartphones. This widespread use of smartphones makes it necessary for educationists to find means of

utilizing this new trend in teaching. Teaching English can benefit from this technology in a number of ways especially that the students' easy access to the internet through their mobile devices enables them to make use of learning resources which had not been within reach in the past.

The increasing of technology, make the teachers cannot ban smartphone from the class. Technology such smartphone is becoming famous. Recent years have shown a persistent interest in using mobile technologies in secondary and higher education system. In 2002, the number of mobile telephone surpassed the number of fixed lines; and in 2013, the number of smartphones exceeded the number of desktop and laptop computers.<sup>2</sup> Smartphone have become indispensable to everyone because of its utility and usefulness in language

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<sup>2</sup> Meeker, The Economist, 2012.

learning if used effectively and wisely. The students of today are surrounded by technology, where access to a vast collection of information is only a fingertip away.<sup>3</sup> Many in the field of pedagogy state that technology integration is helpful, meaningful, and necessary for a school to function successfully.

Students should develop their English skills, for which teachers have to motivate them to have good skills, by providing instruction in teaching processes and rules, such theory and practice. In order to that, here the teacher use the media to improve students skills, its Smartphone. Not just computer or laptop anymore. Not all that long ago, the term of mobile learning implied laptop computers and mobile carts that were wheeled from classroom to classroom. Now, as a

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<sup>3</sup> Egbert, J. Supporting Learning with Technology: Essentials of classroom practice. Upper Saddle River, NJ: Prentice Hall. 2009.

growing number of students carry smartphones, tablets, and other mobile devices that can connect to the internet wirelessly through a cellular as well as a Wi-Fi connection, the definition of mobile learning is expanding and with it, the possibilities inherent in the term.<sup>4</sup>

Smartphone can be used effectively in formal situation where students are working independently or teacher is working with other group of students. The most common use of media in an instructional situation is for supplemental support of the instructor in the classroom to enhance learning.<sup>5</sup> The instructional use of media programs is designed intentionally to make the

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<sup>4</sup> Pierce, “School Technology Action Report: Mobile Technology”, 2011.

<sup>5</sup> Heinich, R. et al. Instructional Media and Technologies for Learning (New Jersey: Prentice Hall, inc), 1996.

teaching-learning environment more interesting and effective.<sup>6</sup>

According to the previous observation at the field, the researcher found that the English educator temporarily used smartphones in the process of educating their students. Based on the interview, the teacher used smartphones as a medium because in SMAN 1 Sambit was fewer media to teach English. From the interview with the student, they said that they had some problems in learning English, such as difficult to understand the meaning of the words, difficult to develop ideas in writing, and feel bored in English class. Some of them said that they used a Smartphone to help them when any difficulty in studying and doing the task. From the observation, the

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<sup>6</sup> Locatis, C. N. & Atkinson, F. D. Media and Technology for Education & Training (Columbus, Ohio: Charles E. Merrill Publishing company), 1990.

researcher found that the student is more interested in learning English by using Smartphone and the teacher said that the students were more motivated in doing the task by using the Smartphone. Before using the media, the students could not be quiet and some of them can not focus on the lesson. Besides, students sometimes have problems in learning English, such as mispronounced in some English words. By the interview with the teacher, he used the Smartphone as media is ordered to made the teaching-learning process became practice and efficient. Another reason why the teachers used smartphone as a media because smartphone is the easiest media to reach because every student had it. Besides, using smartphone as a learning media aims to direct the students to wisely used smartphone in the classroom.<sup>7</sup> In this context, the use

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<sup>7</sup> Interview and observation in SMAN 1 Sambit with teacher and

of media is important. The students need media to improve their focus and help them in understanding English deeply. The existence of gadget, such as smartphone and tablet, is useful to support daily activity in society.<sup>8</sup> Almost everyone now uses the cheap and easy to use smartphone including students.<sup>9</sup>

From all the explanation and theory in the previous paragraph that have been explained by the researcher, she is extracted to make a study related to the use of smartphone for teaching English in SMAN 1 Sambit, because this school is the one of school that uses the smartphone in the teaching-learning process

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student, october 24, 2019.

<sup>8</sup> Tan, et al. Smartphone Application Personality and Its Relationship to Personalities of Smartphone Users and Social Capital Accrued through Use of Smartphone Social Applications. Telematics and Informatics. 2018.

<sup>9</sup> Nayak, J.K. Relationship among smartphone usage, addiction, academic performance and the moderating role of gender: A study of higher education students in India. Computers & Education. 2018.

when the other school has prohibited the students to operate smartphone in the class.

## **B. Research Focus and Limitation of the Study**

The researcher will focus on the use of smartphone as teacher's strategy for teaching English. The limitation of the problems that will be studied such as, less active interaction by students and teacher in the class and the difficulty to comprehend the teacher explanation. Less enthusiastic in the class because there is no appropriate media to support students motivation. Besides, this research will be focused on identifying the reason for the English teacher in using the smartphone for teaching English, and the implications for the students' by implementing Smartphone for teaching English in SMAN 1 Sambit Ponorogo.



### **C. Statements of the Problem**

1. Why do the English teachers use smartphones for teaching English at SMAN 1 Sambit Ponorogo?
2. How is the use of smartphones for teaching English at SMAN 1 Sambit Ponorogo?
3. What are the implications the use of smartphones on students' English ability at SMAN 1 Sambit Ponorogo?

### **D. Objectives of the Study**

1. To know why English teachers use smartphones for teaching English.
2. Know-how is the implementation of using smartphones in teaching English.
3. To know what implications for students' ability by the use of smartphones for teaching English at SMAN 1 Sambit Ponorogo.

## **E. Significances of The Study**

The result of the research is expected to give benefit both theoretically and practically:

### **1. Theoretical**

The result of this research can be used as a reference for future research. The result of this research can add knowledge to readers about descriptive use of Mobile Technology for Teaching English.

### **2. Practically**

#### **a. For students**

This research is expected to make students more spirit to learn foreign language such English language, and make students aware to use their smartphone wisely.

### **b. For teachers**

this research provides information that can may support the teachers to develop their strategy in the use of smartphone as teaching media. the result of its study hopefully will make teacher give more attention to students ability.

### **c. For readers**

This research is expected to make a contribution for the readers, particularly the students and teachers of SMAN 1 Sambit Ponorogo, in enriching references concerned with the conduct Smartphone as teaching media.

## **F. Organization of The Thesis**

In this study, the researcher uses the organization of the thesis that contain six chapters, as follows:

### **1. Chapter I: Introduction**

The first chapter of this research related to general data description about the topic that will be studied by the researcher. In this chapter contains six sub-topics. The researcher writes the global description of the whole of the content of this thesis.

It consists of a general description of the research report. The description is composed of the background of the study, limitation of the study, statement of the problem, the objective of the study, the significance of the study, and organization of the thesis.

## **2. Chapter II : Review of The Related Literature**

The content of the second part in this research are related to the theory and some research that have been conducted by the other researchers which is have similarity. It consists of previous research findings, theoretical of background, and theoretical framework.

## **3. Chapter III : Research Methodology**

The research methodology covers a set of research activities conducted by the researcher. It consists of design of the research, researcher's role, setting, data source, data collection technique, and its analysis.

## **4. Chapter IV : Research Findings**

It presents the data that was found during the reasearch analysis. It consists of the result of the

study in term of description of the data collected, it analysis, the discussion, and interpretation.

## **5. Chapter V : Data Discussion**

This chapter contain the analysis of the previous chapter based on the theory from the experts.

## **6. Chapter VI : Closing**

The researcher conclude the findings and give suggestion for the teacher and students in this part.



## **CHAPTER II**

### **PREVIOUS RESEARCH FINDINGS AND THEORETICAL BACKGROUND**

#### **A. Previous Research Finding**

In reviewing the previous research finding, the researcher conducted a deepening process, and the identification of existing knowledge in the results of the other studies that related to the problem examined. Based on the results of literature reviews by the researcher, the following reading sources have focused research that is similar with this research:

The first research about was also conducted by Mozes Kurniawan from Universitas Kristen Satya Wacana by the title “The Use of Mobile Phone in English Language Lesson: A Shift from Teacher-Centred to Student-Centred through Mobile Learning.”

This was a qualitative study aiming to enrich teachers' knowledge and broaden the paradigm of using mobile learning methods serving the digital native generation in TESOL. The result of this research showed that students need a transformation of the teaching-learning process, students can be engaged more actively in learning by using a mobile phone and some possible activities are proposed for supporting student-centered instruction.<sup>10</sup>

The other study is by Muhammad Siddique and Subadrah Madhawa Nair, by the title “The Effectiveness of Using Mobile Phone in Enhancing Writing Skills: Teachers and Students Reflections.” The objectives of this qualitative paper are to investigate whether the utilization of mobile phones in the

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<sup>10</sup> Kurniawan, “The Use of Mobile Phone in English Language Lesson”. 2018.



classroom enhances the descriptive writing skills of Pakistani intermediate students. It also investigates whether student engagement was enhanced after using the mobile phone. It also investigates teachers' and students' reflections on the usage of mobile phones on writing skills. The findings indicated that other than being effective in teaching writing skills the use of mobile phones made the students more engaged and motivated towards writing skills. The findings also revealed students' and teachers' positive reflections about its usage. The study provided evidence that the usage of mobile phones in writing skills offers cooperation, collaboration, face to face interaction, fun learning and creates a conducive learning environment in the classroom. In addition, it has some pedagogical

implications on the usage of mobile phone as a tool to enhance students writing skills.<sup>11</sup>

The next research about smartphone was also conducted by Al Aamri and Kamla Suleiman by the title *The Use of Mobile Phones in Learning English Language by Sultan Qaboos University Students: Practices, Attitudes and challenges*. This paper attempts to study and investigate the current use and practices of cell phones in the process of learning English Language by Sultan Qaboos University freshmen. The paper describes the actual practice of mobile phones by students, their behavior and attitudes and the problems they face in using their mobile in an educational and instructional setting at Sultan Qaboos University. A questionnaire survey has been devised and administered

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<sup>11</sup> Siddique and Nair, “The Effectiveness of Using Mobile Phone in Enhancing Writing Skills: Teacher’s and Students’ Reflections”. 2015.

to a sample of 100 students on the Intensive English for Science Program. The results from an analysis of the questionnaire survey indicate that the use of mobile phones in the classroom is still limited. Students like to use them but teachers do not encourage them to do so fearing that this digital device will be a big distraction for both teachers and students alike. Also, although mobiles manifest themselves as a good learning tool, they still need to prove for educationists, practitioners, teachers and decision makers that they are more “saint” than sinners in the educational field and classroom. They further suggest that mobile phones are boons blessed if students only handle them wisely. The paper concludes with some implications for the use of mobile phone in learning and education.<sup>12</sup>

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<sup>12</sup> Aamri and Suleiman, “The Use of Mobile Phones in Learning English Language by Sultan Qaboos University Students: Practices,

According to previous researches above, the researcher wants to conduct another similar learning strategy that is used by the teacher, it is using mobile technology as a media. Therefore research that will be conducted is focuses on the utilization of smartphones for teaching English. Besides, this research has the different participant and research focuses on the previous research above. Almost previous researches above were conducted abroad, and this research may become one of the first research about the utilization of smartphone for teaching English that conducted in Indonesia.

## **B. Theoretical Background**

### 1. English Language Teaching

Teaching can be interpreted as a step how to educate people. According to Brown, teaching is

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Attitudes and Challenges". 2011.

help to guide the learner in comprehend th knowledge, showing or helping someone how to do something.<sup>13</sup> TEFL is done by countries which the native speaker is not English society.<sup>14</sup> Brown also said that teaching is enabling the learner to learn, setting the conditions for learning, and guiding and facilitating learning. English in Indonesia is become the second language because it's not Idonesian's mother tongue.

TEFL (Teaching English as a Foreign Language) is focused on the purposes or studies of English by teachers and English learners with a different mother tongue. The precise interpretation for TEFL is that they treat English as a tool of

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<sup>13</sup>H. Douglas Brown, Principles of Language Learning and Teaching (San Francisco: Longman, 2000), 7.

<sup>14</sup>Grace Hui-chin Lin, Paul Shih-chieh Chien, An Introduction to English Teaching:A Textbook for English Educators (Texas:VDM Verlag, 2010), 3.

communication in the world of various countries, instead of using it as an official language, or primarily educational language.<sup>15</sup>

Teaching English became a professional and academic field a half century ago.<sup>16</sup> Most generally, the term TEFL is applied to emphasize that English language learning in nations, where English is not the most important language. On the other hand, English is allowed to apply anywhere in their own countries freely, for purposes of governmental administrating behaviors, school education, communications in diverse events, or interaction in commercial institutions for doing business and marketing activities.<sup>17</sup>

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<sup>15</sup> Grace Hui and Paul Shih. *An Introduction to English Teaching : A Textbook for English Educators*. 2010. 2.

<sup>16</sup> *Ibid*, 1.

<sup>17</sup> *Ibid*, 2-3.

## a. Teaching Media

### 1) Instructional Media

A medium (plural media) is a channel of communication, derived from the Latin word meaning “between”.<sup>18</sup> The help tool that can assist the educator and pupils to achieve a particular education purposes are called as media.<sup>19</sup>

Instructional media is used by the teachers to facilitated their students to learn in order to reach the educational purposes.

Definition of media focus on use of

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<sup>18</sup> Ahsan Akhtar, Rafaqat Ali Akbar. Use of Media for Effective Instruction its Importance: Some Consideration. Journal of Elementary Education ( Pakistan: Dept. Of Elementary Education IER, University of Punjab, 2012).

<sup>19</sup> Van Els, Theo et al. Applied Linguistics and the Learning and Teaching of Foreign Languages ( New York : Chapman and Hall, Inc., 1984 ).

technologies plus concepts and context.<sup>20</sup>

One of the elements that can influence teaching-learning purposes is the use of instructional media.<sup>21</sup>

## 2) Kinds of Media

In line with Rudy Brets, there will be seven kinds of media, namely :

- a) Print Media, like books and modules.
- b) Audio Media. Example: Radio, tape, telephone, etc.
- c) Motion audio visual media: animation, movie, etc.
- d) Silent audio visual media, like slide.

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<sup>20</sup> Dewney & Ride. *The New Media Handbook*. (New York: Routledge, 2006).

<sup>21</sup> Naz, A.A., and Akbar, R.A. *Use of Media for Effective Instruction its Importance: Some Consideration*. *Journal of Elementary Education A Publication of Deptt. of Elementary Education*. 2008.



e) Audio semi motion, like writing moving voice.<sup>22</sup>

### 3) Functions and Roles of Media

The main function of the instructional media usage is to support the instructional interaction between the teacher and the students.<sup>23</sup> Davies divides the function of media into two kinds. They are aids to instruction and aids to learning. The first function is that media serve to help teachers and instructors manage instruction more efficiently. The second

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<sup>22</sup> Rudy Bretz. *A Taxonomy of Communication Media*. 1972.

<sup>23</sup> Latuheru, John D., *Media pembelajaran Dalam proses Belajar Mengajar masa Kini* ( Jakarta : Depdikbud Dirjen Dikti Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988), 14.

function is that media serve to help students learn more efficiently.<sup>24</sup>

Brown states that the function of media are saving time, stimulating interest, encouraging students' participation, providing a review, helping students learn to communicate ideas visually, providing medium for individual or group reports, and making classroom dynamic, relevant, and attractive.<sup>25</sup>

## 2. Mobile Learning

G stated in Muhammad states, “The evolution of learning paradigm from traditional classroom based learning electronic had brought out

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<sup>24</sup> Davies, Ivor K. *Instructional Technique* ( New York: Mc Graw-Hill, Inc., 1980), 193.

<sup>25</sup> Brown, et al., *Audio Visual Instruction: Technique, Media, and Methods* ( New York : MacMillan Publishing Co., Inc., 1977)

the new learning paradigm based on mobiles which is known as M-Learning”.<sup>26</sup>

The statement can be interpreted that the traditional learning and e-learning have brought a new paradigm namely Mobile learning.

The advantages of m-learning according to Yousef and Hamideh are :

- a. Decrease in training costs
- b. Relatively inexpensive opportunities, as the cost of mobile devices are significantly less than PCs and laptops.
- c. Continuous and situated learning support
- d. Multimedia content delivery and creation options

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<sup>26</sup> Ibrahim and Taib, “M-Learning: A New Paradigm of Learning Mathematics In Malaysia”. 2010.

- e. Potentially a more rewarding learning experience
- f. Improving levels of literacy, numeracy and participation in education among young adults.
- g. Using the communication features of a mobile phone the US part of a larger learning activity, such as sending media or texts into a central portfolio, or exporting audio files from a learning platform to your phone.<sup>27</sup>

### 3. Smartphone

#### a. Definition

The teaching learning purpose will be successful if it is supported by some elements. One of the elements that can influencing teaching learning purposes is the utilization of

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<sup>27</sup> Yousef and Hamideh, “Mobile Learning for Education: Benefits and Challenges”. 2013.

instructional medium.<sup>28</sup> The utilization of it should be adjusted with the needs and presented materials.<sup>29</sup> Teachers can implement it to avoid boredom during the class and to increase learning outcomes.<sup>30</sup> The existence of gadget, such as smartphone and tablet, is useful to support daily activity in society.<sup>31</sup> Almost

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<sup>28</sup> Naz, A.A., and Akbar, R.A. Use of Media for Efective Instruction its Importance: Some Consideration. Journal of Elementary Education A Publication of Deptt. of Elementary Education. 2008.

<sup>29</sup> Sangsawang, T. Instructional design framework for educational media. Procedia Social and Behavioral Sciences. 2015.

<sup>30</sup> Vebrianto, R. and Osman, K. The effect of multiple media instruction in improving students' science process skill and achievement. Procedia Social and Behavioral Sciences. 2011.

<sup>31</sup> Tan, et al. Smartphone Application Personality and Its Relationship to Personalities of Smartphone Users and Social Capital Accrued through Use of Smartphone Social Applications. Telematics and Informatics. 2018.

everyone now use the cheap and easy to use smartphone including students.<sup>32</sup>

Smartphone, also spelled smart phone, mobile telephone with a new display screen, build-in personal information management programs typically found in a personal digital assistant, and an operating system that allows other computer software to be installed for Web browsing, e-mail, music, video, and other applications. A smartphone may be thought as a handheld computer integrated within a mobile telephone.<sup>33</sup> Smartphone is not only as

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<sup>32</sup> Nayak, J.K. Relationship among smartphone usage, addiction, academic performance and the moderating role of gender: A study of higher education students in India. *Computers & Education*. 2018.

<sup>33</sup> L. Hosch, "Smartphone."

communication tools, but also a fantastic instructional media to use.<sup>34</sup>

The smartphones, being a new development of technology, became an inherent part of people life. The smartphone combines a various advanced features. It allows users to keep pictures, memories, personal information, correspondence, health and financial data in one place.<sup>35</sup> Smartphones also became an integral part of modern telecommunications facilities. Smartphone allow people to maintain continuous communication and activities without interruption of their movements and distances.

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<sup>34</sup> Chen, C.P. Understanding mobile English-learning gaming adopters in the self-learning market: The Uses and Gratification Expectancy Model. Computers & Education. 2018

<sup>35</sup> Leonid Miakotko. The Impact of Smartphones and Mobile devices on Human Health and Life.

## b. Characteristics of Smartphone

Some common characteristics of smartphone are :

### 1) Mobile OS or Operation System

Mobile OS that is often used on smartphone are : Symbian OS, iPhone, OS, Windows Mobile OS, RIM Blackberry, Linux, Palm OS, and Android.

### 2) Open Source

### 3) Web Feature

### 4) Enhanced Hardware

External hardware features, such as wide and sensitive touchscreen, built-in keyboard, high resolution camera, front camera side for video conference.

### 5) Mobile PC or Personal Computer



In general, smartphones have a high enough processor. Besides, it has a large memory storage and has additional RAM is quite large like a desktop PC or laptop.

6) Technology Support.<sup>36</sup>

c. The Function of Smartphone

The general function of smartphone are :

1) Communication Media

Smartphone is the development of wireless phone technology. With a smartphone people can perform communication like ordinary mobile phones in general, ie like for voice phone, send SMS, MMS messages, and data services. However, smartphone are

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<sup>36</sup> Sharma. Smartphone. 2012.

equipped with other processors, memory, and other sophisticated fiids like the technology of the computer.

## 2) Information Resources

The latest web browsers that can translate HTML languages make people easier to get the information.

## 3) Entertainment

Smartphone can serve various existing multimedia formats.

## 4) Application

Smartphones user can install and run various applications based on their own need.

## 5) Data Storage

A large smartphone memory capacity can function as a data storage media file.

## 6) Directions

One of important function of smartphone is to get information about the direction of the wind, Qibla, and so on.

### d. Advantages and Disadvantages of Mobile Phone/ Smartphone

#### 1) Advantages of Smartphone

##### a) Over Computer

Smartphones are more compact and do not have the capability of providing the amount of power and cooling that more powerful processors

require. Price of Smart phones are less than Computers.

b) Usual advantage

Smartphones offer users a level of on-the-go convenience not matched by standard phones, increasing user efficiency.

c) Over Business

They are designed for business professional to optimize their work and to get their accomplishments on time. Another key feature in most of the Smartphone devices are that they give you video input and output. So they can view any business

presentation and videos in these gadgets.

d) Portability

Smartphones, while a bit bigger than a standard cell phone, are still more portable than any computer.

They are very lightweight and can fit in a purse or pants pocket with ease.

e) Mobile payments

Smartphones also give you quick access to your banks, it allows you to make immediate payments with just simple clicks, and there are different Apps available for making online payment through your mobile devices.

#### f) Organization of Daily Schedule

It gives us the power of communicating everywhere, even if we are away from your office or home.

We can personalize our data according to our priorities and preferences. So maintaining our schedule and keeping up to date about the upcoming events and to manage our daily tasks more efficiently.

#### g) In healthCare

Smartphone use by healthcare workers is a growing market. One of the greatest advantages of using medical applications on smartphones is

the convenient and quick access to medical references.

#### h) In Education

Access to the internet for research and referencing, access to e-mail, ability to snap a picture of the day's homework assignment scribbled on a whiteboard or take a short video of a key lecture moment etc.

### 2) Disadvantages of Smartphone

#### a) Effects

Many scientific studies have investigated possible health symptoms of mobile phone radiation.

## b) Radiation Absorption

Part of the radio waves emitted by a mobile telephone handset is absorbed by the human head. In most systems the cell phone and the base station check reception quality and signal strength and the power level is increased or decreased.

## c) Electromagnetic Radiation

The biological effect of electromagnetic fields is to cause dielectric heating. Complex biological effects of weaker non-thermal electromagnetic fields also exists, including weak Extremely Low Frequency magnetic fields and



modulated Radio Frequency and microwave fields. Magnetic fields induce circulating currents within the human body and strength of these magnetic fields depends directly on the intensity of the impinging magnetic field.

Electromagnetic radiation is a form of energy exhibiting wave-like behaviour as it travels through space.

Electromagnetic radiation has both electric and magnetic field components, which oscillate in phase perpendicular to each other and perpendicular to the direction of energy propagation. Extremely high power electromagnetic radiation can

cause electric currents strong enough to create sparks (electrical arcs) when an induced voltage exceeds the breakdown voltage of the surrounding medium. These sparks can then ignite flammable materials or gases, possibly leading to an explosion.

#### d) Constraints of Mobile Phone

Other than that enhanced technology allows the transmission of pictures and videos through mobile phone that is offensive and inappropriate that can create unhealthy atmosphere among youngster. This can lead to immoral ethic and can cause social problem in our society. Mobile phone can also give impact to human

health such as cancer, hearing capability, sleeping disorder and blurring vision.

Vast technology in communication world has made mobile phone important gadgets for 21st century. Now a day it is very rare to see people not having a mobile phone and it shows mobile phone playing an important role in everyday life. Despite all the above, mobile phone still cannot eliminate its disadvantages. Communicate with mobile phone behind steering wheel can cause a serious crime because it's not only dangerous to the driver itself but also people surrounding. In 2009, a

report stated that more than 45 countries already banned using mobile phone while driving.<sup>37</sup>

The use of instructional media in learning activities is one of the ways to lose boredom and monotonous. Instructional media mobile learning is a medium to use gadget so that learning is able to do everywhere and every time.<sup>38</sup> Mobile learning which is very popular in Indonesia at the moment is M-learning-based Smartphone. Smartphone is an operating system for mobile devices which includes the Linux-based operating system, middleware, and

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<sup>37</sup> Asoke Nath, and Sneha Mukherjee. Impact of Mobile Phone/Smartphone: A Pilot Study On Positive And Negative Effects. International Journal of Advance Research in Computer Science and Management Studies ( India, 2015).

<sup>38</sup> Ozdamlia, F., and Cavus, N. Basic Elements And Characteristics Of Mobile Learning. Procedia Social and Behavioral Sciences. 2011.

applications. The use of current Smartphone focuses not only for communication or entertainment but also as a source of learning and media. Smaldino define that the media refers to what brings information between a source (sender) message to the recipients of the message.<sup>39</sup>

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<sup>39</sup> Smaldino, et al, Instructional Technology and Media for Learning. 2017.

## **BAB III**

### **RESEARCH METHOD**

#### **A. Research Design**

Method is the way used to reach a goal in collecting the data. This research was a qualitative and it used case study design. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering

the complexity of a situation.<sup>40</sup> These designs focus on data collection, analysis, and writing, but they originate out of disciplines and flow throughout the process of research.<sup>41</sup>

The researcher selects a case study design for this research. Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time.<sup>42</sup>

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<sup>40</sup> John W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th Ed. (California : SAGE Publications, Inc., 2017).

<sup>41</sup> Ibid.

<sup>42</sup> Ibid.

The data of this research is collected by observing the teacher's strategy in teaching English at SMAN 1 Sambit Ponorogo. The researcher will conduct an interview with the English teacher of SMAN 1 Sambit. The researcher plays a role as an observer and interviewer. Then, the details analyzed and presented in a form of description.

## **B. Researcher's Role**

In this study, the position of the researcher in qualitative research is as observer, planner, data collector, implementer, and data interpreter. The researcher eventually became a reporting research results. As mentioned before, qualitative research is interpretative research, the inquirer is typically involved in a sustained and intensive experience with



participants.<sup>43</sup> The researchers may interact with subjects enough to get rapport but do not really become involved in the behaviors and activities of the group.<sup>44</sup> The researcher only as observer in the field and not participate or doing direct practice.

### **C. Research Setting**

The researcher conducts the research in SMAN 1 Sambit Ponorogo. This school is addressed on Jl. Raya Ponorogo-Trenggalek, in Besuki village, Sambit Ponorogo, East Java, Indonesia. The reason why the researcher conduct the reasearch in this school because this is the one of school in that applied Smartphone in teaching learning process while some school prohibite

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<sup>43</sup> John W. Creswell. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th Ed. (California : SAGE Publications, Inc., 2017)

<sup>44</sup> Donal, Ary, et al., Introduction to Research in Education (Belmont: Wadsworth Cengage Learning, 2010), 433.

their students to operate Smartphone in teaching learning process.

#### **D. Data Source**

Sources of the data in this research are:

1. Human, including the English teachers, and students from SMAN 1 Sambit Ponorogo.
2. Non human, such as the official documents from administration of SMAN 1 Sambit Ponorogo like the history of this school, vision, mission, goal, geographical location, organization structure, condition of teachers, staffs and students, and about teacher's strategies in teaching English that used by the English teachers at SMAN 1 Sambit Ponorogo.

#### **E. Technique of Data Collection**

In this research, the researcher collected the data from observation, interview, and documentation.

## 1. Observations

A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semistructured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a nonparticipant to a complete participant. Typically these observations are open-ended in that the researchers ask general questions of the participants allowing the participants to freely provide their views.<sup>45</sup>

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<sup>45</sup> John W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th Ed. (California : SAGE Publications, Inc., 2017)

Morrison argued that the researcher can gather data from:

- a. The human setting (e.g. the organization of people, the characteristics and make up of the groups or individuals being observed, for instance gender, class);
- b. The physical setting (e.g. the physical environment and its organization);
- c. The program setting (e.g. the resources and their organization, pedagogic styles, curricula and their organization).
- d. The interactional setting (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal.<sup>46</sup>

The researcher is focuses on observe the teaching and learning process in English class.

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<sup>46</sup>Louis Cohen, et al., *Research Methods in Education* (London and New York: Routledge Falmer, 2000), 305.

From the observation, the researcher will observe directly the process of teachers' strategies in teaching English by using smartphone at SMAN 1 Sambit Ponorogo during teaching and learning process. The activities will be observe by the researcher from beginning of the class till the end.

## 2. Interview

In qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.<sup>47</sup>

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<sup>47</sup> Ibid.

This research uses in depth interview. Depth interviews are those interviews that are designed to discover underlying motives and desires and are often used in motivational research. Such interviews are held to explore needs, desires and feelings of respondents.<sup>48</sup> It means the researcher gives some questions intensively about focus of the study in order to get and gather the data maximally. In performing interview, the first must be compiled is a list of person that will be interviewed. They give the information dealing with the problems statement. The researcher asked some predetermined questions, using the same wording and order of questions as specified in the interview schedule. The interview schedule here means the list of questions that will be asked to the respondents. It

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<sup>48</sup> C.R. Kothari, *Research Methodology: Methods and Technique* (New Delhi: New Age International, 20014), 110.

is used as a research tool or instrument for collecting data. The respondents were the English teacher and the students in the eleventh grade students of SMAN 1 Sambit Ponorogo. The questions were related to the implementation of Smartphone for teaching English, reason and implications' in its implementation.

The researcher conducted interviews from time to time with the English teacher and the students. Sometimes, there were group interviews and the other time, one to one interviews with the sole purpose of eliciting the qualitative comments from them. The students were ensured that all their talk and comments about the learning process using smartphone would be taken as confidential and their names will not be divulged at any stage, before, during or after the research. The interviews were holistically

analyzed to frame emerging key themes regarding the insight of the issue under discussion i.e. the teaching English by means of smartphone.

### 3. Documentation

During the process of research, the investigator may collect qualitative documents. These may be public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).<sup>49</sup>

In this research, the researcher will get data in documentation such as historical of SMAN 1 Sambit Ponorogo, vision, mission, goal, geographical location, organization structure,

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<sup>49</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), 181.



condition of teachers, staffs and students, facilities and infrastructure students attendance list, and notes.

## **F. Technique of Analyzing Data**

According to Miles and Huberman, activity in qualitative data analysis performed interactively and continues over time through, so that the data is already saturated. Activity in the data analysis are :

### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions.<sup>50</sup> In this part, researcher selects all the data as the analytical choices, which data chunks to code and which to pull out, which

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<sup>50</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, Second Edition (California: SAGE Publication, Inc., 1994), 10.

patterns best summarize a number of chunks, which evolving story to tell.

For this research, the researcher wrote all the data that have been obtained at the times when did the observation and interview to the teacher and students of SMAN 1 Sambit Ponorogo. Then, researcher choose the data which are related to the problem statements.

## 2. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. It helps researcher to understand what is happening, and to do something either analyze further or take action based on that understanding.<sup>51</sup> The displays may presented in the form of matrices, graphs, charts, or networks. It is

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<sup>51</sup> Ibid.

designed to assemble organized information into an immediately accessible and compact form so that the analyst can see what is happening and either draw justified conclusions or move on to the next step of analysis. For additional, designing a display as the analytical process is deciding on the rows and columns of a matrix for qualitative data and deciding which data and in which form the data should be entered in the cells. For this study, researcher organized and presented the data which have been chosen in the form of matrix and chart.

### 3. Conclusion Drawing and Verification

Final conclusion may not appear until data collection is over. It is depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and the demands of the funding

agency.<sup>52</sup> But, they often have been prefigured from the beginning, even when a researcher claims to have been proceeding inductively.

Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop intersubjective consensus, or with extensive efforts to replicate a finding in another data set.<sup>53</sup> At the last step of analyzing data for this study, researcher drew the conclusion as the research results by relating the data from the observation and interview with the theories which are related. And then, researcher gave some suggestions as verification.

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<sup>52</sup> Ibid.

<sup>53</sup> Ibid.

## G. Checking Validity Of Findings

In the study, each case must be checked for validity findings, the research results can be accounted for truth and can be authenticated. As with the effort of checking the validity of the data from this study, researchers used a technique of triangulation and member checks :

1. Triangulation is a checking technique, according Moleong validity of data utilizing something else, outside of the data for checking or as a comparison of this data.<sup>54</sup> Triangulation used in this study include:
  - a. Triangulation source, to test the credibility of the data is done data have been obtained through several sources.

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<sup>54</sup> Lexy. J. Moleong, Metodologi Penelitian Kualitatif (Bandung: Remajarsdakarya, 2007), 178.

b. Triangulation techniques, to test the credibility of the data were made by way of verifying data to the same source with different techniques. The technique used is the technique of interview, observation and documentation.

2. Membercheck, is the process of checking the data obtained by researchers to data providers. Membercheck purpose is to make the information or data obtained and will be used in the writing of the report, according to what the purpose of data sources or informants.<sup>55</sup>

## **H. Research Procedure**

In this research, the researcher face 3 phases, namely:

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<sup>55</sup> Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D (Bandung : Alfabeta, 2011), 27.

## 1. Planning

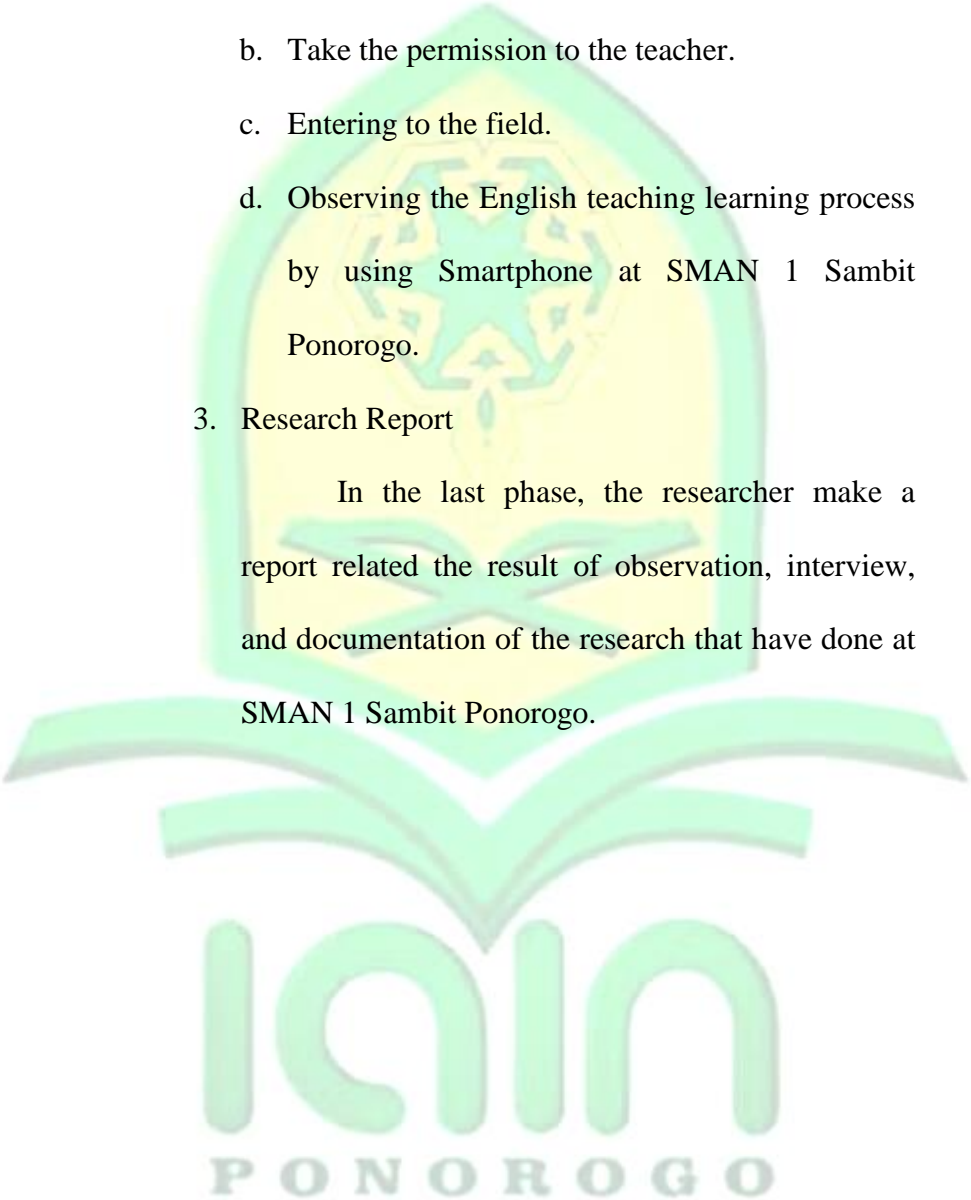
Planning belong with make the research plan, choose the research location, regulate the permission, observation, choose the information, organize the instrument, and all activities related to conduct the research.

The first step before conducting the research, the researcher should make a preparation, there are:

- a. Looking for permission letter from the institution.
- b. Obtaining permission and approval from the school that it will be researched.
- c. Making the research plan.

## 2. Application

In application phase the researcher collecting the data by observation, interview, and documentation by:

- 
- a. Follow the research preparation.
  - b. Take the permission to the teacher.
  - c. Entering to the field.
  - d. Observing the English teaching learning process by using Smartphone at SMAN 1 Sambit Ponorogo.
3. Research Report

In the last phase, the researcher make a report related the result of observation, interview, and documentation of the research that have done at SMAN 1 Sambit Ponorogo.



## CHAPTER IV

### RESEARCH FINDINGS

#### A. General Data

##### 1. The History of SMAN 1 Sambit

The establishment of SMAN 1 Sambit is based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0601/0/1985 on November 22, 1985. SMAN 1 Sambit is the 5th High School in Ponorogo. This school is located on Jl. Raya Ponorogo-Trenggalek KM 18 Besuki village, Sambit Ponorogo. It is the pivot road between Ponorogo district and Trenggalek district.

The SMA Negeri Sambit is the subsidiary of SMAN 1 Ponorogo. After a year, then moved and be independent into SMAN 1 Sambit Ponorogo. Mr. Poejono is the first headmaster of this school. Because of the support from the Besuki's village head and also

the society, then this school can stand up well. Although in the past it had limited facilities, but over time now this school has developed very well.<sup>56</sup>

## **2. The Geographical Place**

- a. School Name : SMAN 1 Sambit
- b. Address : Jl. Ponorogo-Trenggalek,  
Besuki village
- c. District : Sambit
- d. Regency : Ponorogo
- e. Province : East Java
- f. Postal Code : 63474

## **3. The Vision, Mission, and Purpose of the School**

- a. The Vision of the School

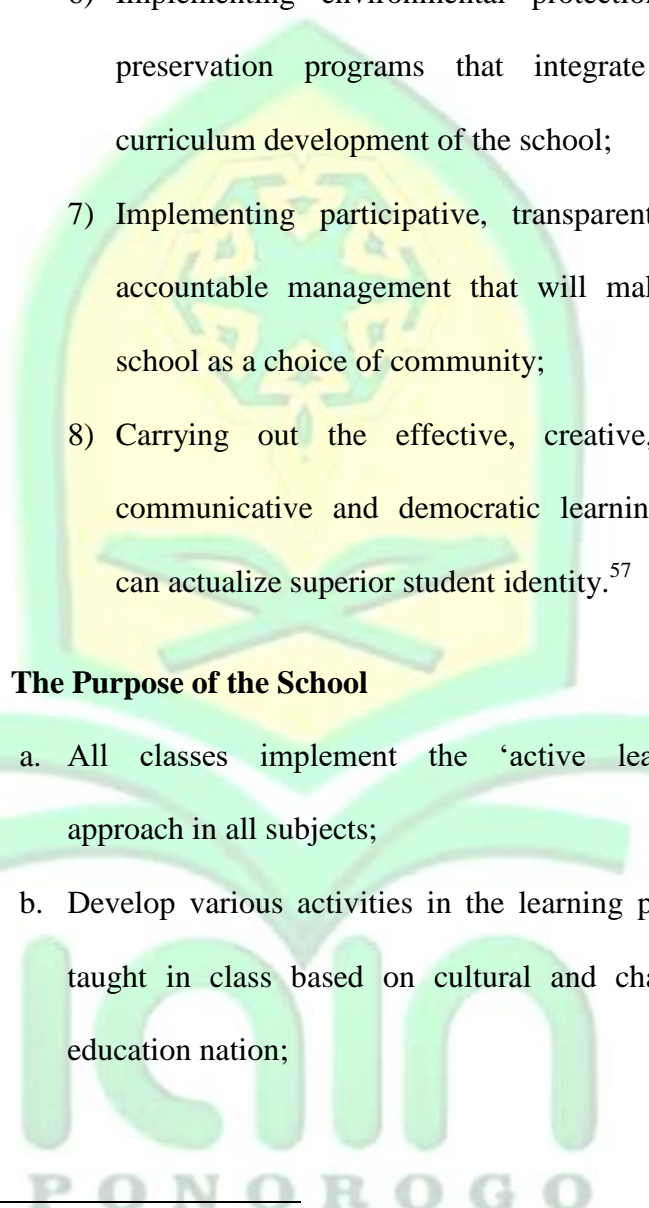
Building the school which creates graduates that have good abilities in religion, science, and technology, independent, and love nature.

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<sup>56</sup> Document transcript number 05/D/10-II/2020.

b. The Mission of the School

- 1) Developing the culture of curiosity, fond of reading, tolerant in cooperation, discipline, respect each other, honesty, hard-working, creativeness and independence;
- 2) Developing religious attitudes and behaviors in the school and outside one;
- 3) Utilizing study time, physical, and human resources for the best results from the development of the independent students;
- 4) Creating a school environment that is comfortable, safe, neat, clean and healthy and encourages student independence;
- 5) Instilling social and environment care, love for peace, love for the motherland, national spirit and democratic life;

- 
- 6) Implementing environmental protection and preservation programs that integrate with curriculum development of the school;
  - 7) Implementing participative, transparent, and accountable management that will make the school as a choice of community;
  - 8) Carrying out the effective, creative, fun, communicative and democratic learning that can actualize superior student identity.<sup>57</sup>

#### **4. The Purpose of the School**

- a. All classes implement the ‘active learning’ approach in all subjects;
- b. Develop various activities in the learning process taught in class based on cultural and character education nation;

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<sup>57</sup> Document transcript number 06/D/10-II/2020.

- c. Equipping school culture that supports achievement education;
- d. Carrying out various social activities part of the nation's cultural and character education.

## **B. The Specific Data**

On February 10 and 17, 2020, the researcher was made research at the field by observing and interviewing the participants, but then the researcher took an additional online interview on 08 April 2020 to make sure the data become valuable and complete. The researcher analyze the data that have ben gotten by the researcher based on the technique in the previous chapter, and the result are:

### **1. The Data about the Reasons of the Use Smartphone For Teaching English**

Based on the interview with the English teacher on 17 February, there are some reasons for the use of

Smartphone as teaching media that use by the English Teachers in SMAN 1 Sambit, are:

a. Less Media

Less media becomes the reason why teachers use smartphones as a teaching medium. Based on the researcher's observation on the field, there are no medias available in the class other than teaching books. As the interview with the teacher, he stated: “There are LCD, but not in every room available. LCD is a 3.0 generation, so in my opinion, LCD is an old medium. Now is a digital era, so everyone is using online media”.<sup>58</sup>

b. Effective and Efficient

Commonly, every student has their smartphone on their pocket. Almost all of them use

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<sup>58</sup> Based on interview No. 01/II/17-II/2020.

and bring it. the development of technology make teachers cannot avoid smartphones in the class. Only the teachers can do is help the students to use it wisely. In order of that, the English teachers in SMAN 1 Sambit utilize smartphones for teaching-learning media, so students can use their smartphone for useful things. Mr. Dion explained that:

I use a smartphone, based on my innovation because I see that all of the students have a smartphone and bring it to the class. Instead of banning them not to use it, so I direct them to use it as a learning media. In my opinion, it's quite effective and efficient because the student always brings it, so I do not have to bring LCD to the class. Besides, by using this media

almost all the students tasks can be completed relatively faster.<sup>59</sup>

As the explanation on point “a”, there is no LCD in the class so the teachers should bring it to the class on their own. Utilizing the LCD in the class will take a long time to run it. Vice versa, the use of a smartphone will make learning easier. Besides, by using a smartphone it can minimize the use of paper.

c. Interesting

As the explanation above, the teacher can not prevent technology from the class. Although this school in the suburbs, but teachers do not want their students to be left in the development of the term of technology. Students should improve their English

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<sup>59</sup> Based on interview No. 02/II/17-II/2020.



skills, for which teachers have to motivate them to have good skills through appropriate media support. In order of that, a smartphone becomes one of the suitable media to develop students' skills by using various applications. By using various activities using a smartphone, students may not feel bored in the class. based on my observation at the field show that students feel the spirit and interest in the teaching-learning process using a smartphone because they can use various applications to express their creativity.

## **2. The Data about How is the Use Smartphone for Teaching English**

In the implementation of the Smartphone in teaching English, the teacher will use the Smartphone as teaching medium in various activities, not only used in the classroom but also outside the class. Mostly the

use of smartphone is to practice the material that have been explained by the teacher.

In this study, the English teachers and the eleventh-grade of MIPA 1 students of this school are the research participant. According to Mr. Dion as an English teacher, he uses smartphones for teaching English since three years ago or in 2017. The reason why he uses smartphones as a media because in SMAN 1 Sambit is less media for Teaching. Besides, because every student has their smartphone so he has the idea to use a smartphone for teaching-learning media in class instead of prohibited the students to use it.

- a. The Steps of the Use Smartphone for Teaching English

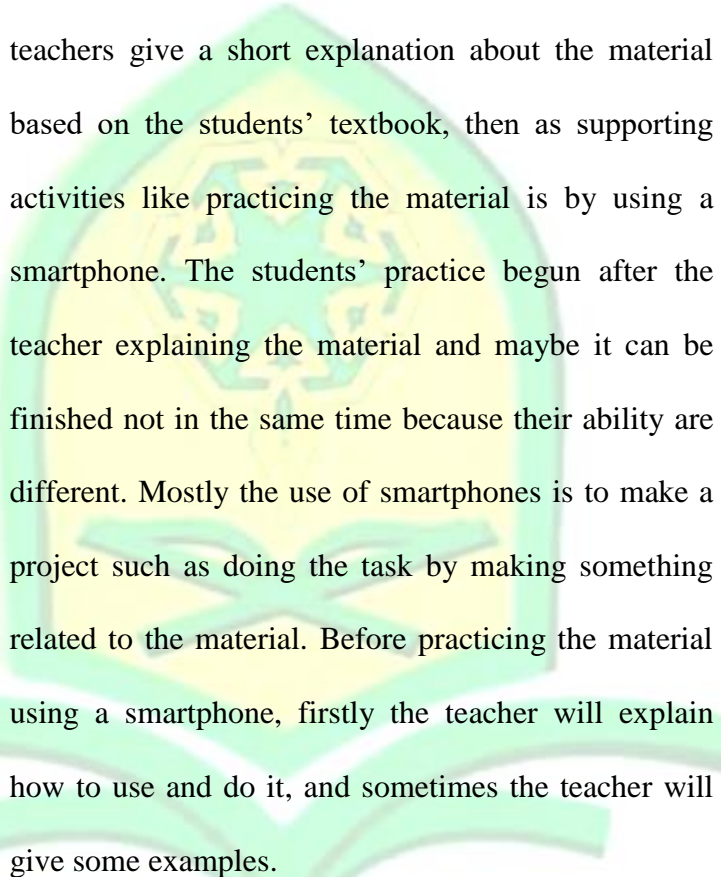
Based on the observation on 10 and 17 February, generally teaching steps using smartphone at SMAN 1 Sambit as follows :

- 1) The English teacher enter to the class and greeting the students.
- 2) The teacher remembering the leader to send the students online attendance list on his whatsapp.
- 3) The teacher give brainstorming by reviewing the previous activity or material.
- 4) Teacher explain the material breafly by making diagram and example.
- 5) Give the task or project for students.
- 6) Explain the application or website that will be used and explain how to use it to do the task.
- 7) Helping and correcting the students task.

- 8) Teacher take documentation of students task.
- 9) If the task is done in the same time, the teacher will directly discuss the result. If the task is done in the different time, the teacher will ask the students to submit the result into whatsapp and discuss in the next meeting.
- 10) The teacher close the meeting by giving motivation, salam and hamdalah.

The use of apps is simply enough, it's by clicking the apps' icon on smarphones. Then run it as needed. Same as to operate the websites, it's by clicking the link that has been given, or click on the web browser in smarphones, then types the link on search column.

In implementing smartphones for teaching is based on students' needs and abilities. The teachers want to make learning English becomes more

The logo of Universitas Ponorogo is a large, semi-transparent watermark in the background. It features a green shield with a yellow center containing a stylized geometric pattern. Below the shield is a green banner with the word 'Ponorogo' in a stylized, rounded font. At the bottom, the word 'P O N O R O G O' is written in a simple, spaced-out, sans-serif font.

interesting for the students. In teaching English firstly teachers give a short explanation about the material based on the students' textbook, then as supporting activities like practicing the material is by using a smartphone. The students' practice begun after the teacher explaining the material and maybe it can be finished not in the same time because their ability are different. Mostly the use of smartphones is to make a project such as doing the task by making something related to the material. Before practicing the material using a smartphone, firstly the teacher will explain how to use and do it, and sometimes the teacher will give some examples.



**Picture 4.1 Teacher Explaining the Way to Use the Apps**

To help the teacher develop the material, he usually uses Youtube in explaining the material by watching the video. After all the students understand the material then they start to practice it. In doing and understanding the material sometimes students feel difficult to understand it because of the difficult words, in order of that so the teacher let the students look at the digital or online dictionary on their Smartphone.

Based on the observation in the class on 17 February, almost all students feel difficult to translate some words into English, in case of that the teachers allow them to use a dictionary on their smartphones. Mr. Dion stated that he allows the students to use a digital dictionary on students' smartphones because of it more efficient and practice, besides that many students have no print dictionary. Although the teachers allow the students to use an online dictionary, students are prohibited to translate all the sentences. As the interview with Mr. Dion, he said: “I allow students to use a digital dictionary, but some students use it to translate the whole sentence, so I have to go around the class to check it”.<sup>60</sup>

The use of a smartphone as teaching media also has a goal to develop students' skills, but not all skills

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<sup>60</sup> Based on interview No. 03/I/17-II/2020.

can develop effectively using smartphones. As the interview with the teacher, he stated that: “Speaking using an online application is less effective because students should interact directly. I have tried to ask the student to use Smartphone Apps to practice speaking but it’s like less natural, so it’s better to face to face but to help them understand how to pronounce the word, they can play and listen the audio in their online dictionary”.<sup>61</sup>

The use of smartphones is adjusted by the student's ability and the conditions there. Winda as the students. She stated: “The Apps adjust on its duties miss. Mr. Dion does not specify should use certain applications, it’s up to the students”.<sup>62</sup> Also, Mr. Dion stated that: “Some students’ Smartphones sometimes

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<sup>61</sup> Based on interview No. 01/I/17-II/2020.

<sup>62</sup> Based on interview No. 03/I/17-II/2020.



not suitable with the applications so I let students choose on their own. Besides, here the signal is difficult to reach and not stable. Although there is WIFI it can not reach spaciouly throughout the class”.<sup>63</sup>

After all the students have done with their task, the teachers usually ask their students to send the result to WhatsApp or E-mail. Occasionally this application is not the new thing for students, and it can be a referral to the teachers. This app quite easy to use and can minimize the paper use. As the teacher's explanation, he said: “I ask my students to send the task on WhatsApp because it does not spend many storage and it long last. I keep it in Google Drive”.<sup>64</sup>

Smartphone not only can use as a media in the class, but it can also be used in urgent situations.

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<sup>63</sup> Based on interview No. 01/I/17-II/2020.

<sup>64</sup> Based on interview No. 01/I/17-II/2020.

Although the teachers can not attend the class, they can still manage their students in distance learning by giving activity through an online tasks. By familiarizing students to use online media then the students will not fell surprised and complain if it is had to daring learning. Also, the assessment of English lessons in SMAN 1 Sambit Ponorogo uses instant online assessment where students' assignments are automatically inputted into the online data, unlike conventional methods that should take a long time. As revealed by the teacher, he stated: "I send the link to the WhatsApp group. They can open the link and do the task by her smartphone. Students do not need to work on paper, now all of them are online. I use Google assessment, it's easy and the result can be immediately exit, so I do not need to check their work one by one".<sup>65</sup>

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<sup>65</sup> Based on interview No. 08/I/17-II/2020.

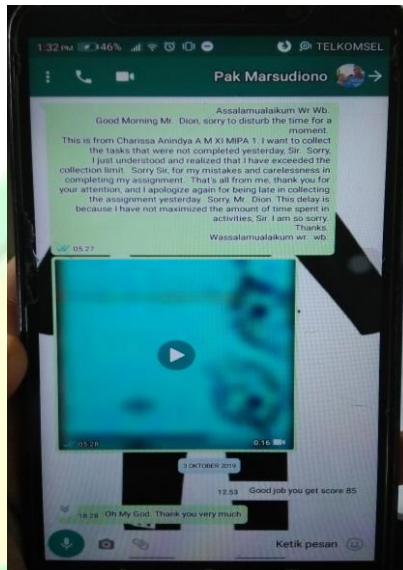
The smartphone is here to stay, it's mean that the English teacher needs to either ban this smartphone or they have to learn how to incorporate this media into theirs and students learning routine because students in the class will use their smartphone as what they want. Teachers should direct students how to use the smartphone in class constructively so the students may not be tempted to use their smartphone for other reasons during class. The teachers need to insist that smartphone use in the classroom is approved only as a tool during a specific activity.

b. The Activities Related to the Use of Smartphone for Teaching English

As an addition, here the more details of activities that have done in the class according to the result of the study in the field, are:

## 1) Communication Activities

In this era, people communicate with their smartphones by utilizing the Apps provided by multiple Platforms. Take advantage of this to expand the connections. Teachers and students can get closer to this opportunity. Based on the result the English teachers use it for sharing the information, announcements, give and take the result of the task from students that can be in the forms of documents, videos, and pictures. The application used by the teacher to communicate with the students is WhatsApp. This application is easy to use and not spend much of the data connection.



**Picture 4.3 Student's Task Send on WhatsApp**

## 2) Translation Activities

Learning new language is not easy thing, not every students can understand the meaning of the word or maybe some explanation from the teacher. Based on that case, the teachers allow the students to standby their digital dictionary in their smartphone during the English class. By doing this activity

continuously, they will understand the meaning of the word easier, besides they can also learn the pronunciation of the words by playing its audio. Unconsciously this activity will enhance their understanding and their listening skill. Translator Apps that used by students here such, google translate, *Kamusku Inggris Indonesia*, *Kamus Bahasa Inggris*, etc.



**Picture 4.2 Student Use Digital dictionary**

### 3) Reading a Lot

In developing students skills especially for reading skill, teachers need to facilitate their students to love to read. In order to enhance students' reading skill, the English teachers of SMAN 1 Sambit already prepare some

references that can access by students from their smartphone, such Blogs, e-modul, and smart learning PGRI. Commonly, students have no interest to read from the printed book.



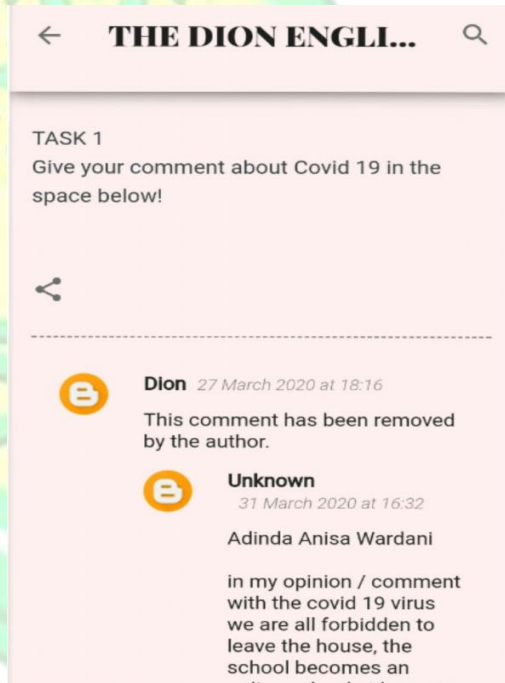
**Picture 4.5 Teacher's Blog**



#### 4) Practice Writing

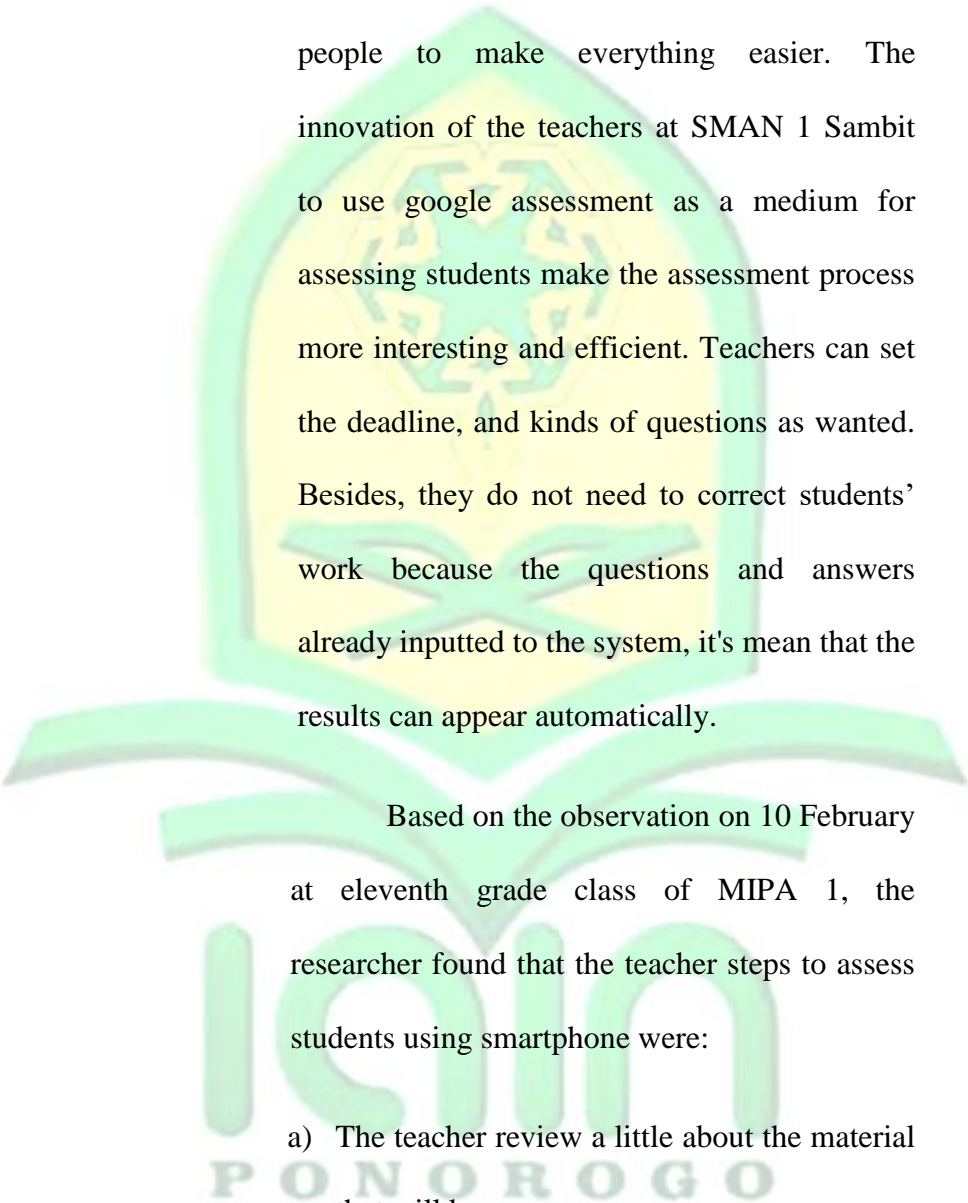
Practicing writing becomes the difficult part in students mind because they should develop their ideas. Studets who are not used to developing idea may have difficulty when doing on writing task. By familiarize students to write by using the media they like, then students thingking will grow by itself. Teachers in SMAN 1 Sambit often provide writing task for students to do through smartphone. With an unique and various features in its applications, its can attract students to write according to their creativity. Besides, teachers often ask their students to give comments on teachers' Blogs about certain articles. This activity can trigger their students to think spontaneously. Some applications that can be use such picsart,

photogrid, invitation maker, etc. Teaching does not have to be seriously, but it can be interspersed with fun activities.



**Picture 4.6 Student's Comments on  
Teacher's Blog**

5) Online Assessment

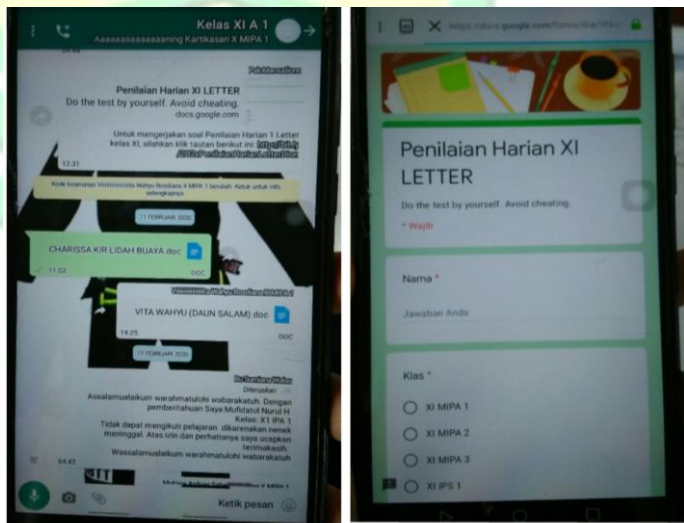


The revolution of technology offers people to make everything easier. The innovation of the teachers at SMAN 1 Sambit to use google assessment as a medium for assessing students make the assessment process more interesting and efficient. Teachers can set the deadline, and kinds of questions as wanted. Besides, they do not need to correct students' work because the questions and answers already inputted to the system, it's mean that the results can appear automatically.

Based on the observation on 10 February at eleventh grade class of MIPA 1, the researcher found that the teacher steps to assess students using smartphone were:

- a) The teacher review a little about the material that will be assess.

- b) He ask students to keep in their books in the bag, and ask student to take their smartphone.
- c) The teacher send the link to directly students to the assessment on google assessment.
- d) He ask the students to open the link and doing the assessment quietly and not cheat.
- e) When the time is over, the teacher ask students to stop doing and close the meeting.



**Picture 4.4 Students' Online Assessment**

### **3. The Data about the Implications for the Students by the Use of Smartphone for Teaching English**

The research about the use of smartphone for learning language is not a new thing. There are some study that have been conducted related to the use of smartphone in teaching language. The research show positive feedback through the use of its media as a “popular learning tool”<sup>66</sup> and as a “valuable teaching method.”<sup>67</sup> Therefore, the implications of this study will be to consider and encourage the use of a smartphone for teaching in the classroom. Then, it is important for teachers to support their students to use smartphones by giving explanation about the

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<sup>66</sup> Patrick Kiernan and Aizawa. Cell Phones in Task Based Learning Are cell phones useful language learning tools? ReCALL (Cambridge University Press. 2004), 80.

<sup>67</sup> Patricia Thornton, Houser. Using mobile phones in English education in Japan. Journal of Computer Assisted Learning. 2005.

advantages of the smartphone in teaching and learning.

In learning skills like reading, writing, and teaching vocabulary lessons, the effectiveness of its media is similarly important. Students can easily access what they need to improve their skills. This tool quite effective to improve their skill especially for reading and writing. They can easily get learning resources from the internet. Nowadays, students prefer to read on their smartphones rather than on their books. The English teachers of SMAN 1 Sambit already have their references like e-module, smart learning PGRI, and blogs to access by their students as their learning references, and sometimes teachers ask their students to give direct comments, so it's can stimulus to their ideas and mastering vocabularies by reading a lot. Besides, their listening and speaking

skills can increase by watching videos on Youtube or watching their friend's videos that have been shared on their WhatsApp group. The significant difference is students can pronounce words in the correct pronunciations.

The use of learning media is not only to improve students' skills, but it's more intended to improve students' interest in learning. By implementing a smartphone it can enhance students' motivation and spirit in learning English. The observation conducted when students doing their writing task. Based on the observation at the field they were not too confused to develop their ideas, some of them only feel difficult to looking for the match words. They look quiet and motivated on doing it using smartphone media. It was suitable for the statement of Denok Emania. She said: "Smartphone is

so interesting tool. I feel spirit when learning using smartphone”.<sup>68</sup> Charissa Anindya also said: “I like English, but sometimes i have difficulty. I like the subject that can relate to the smartphone, like what Mr. Dion teaches. I become a spirit because of it”.<sup>69</sup>

On process of using Smartphones in the class, the observation show that the students gives more attention to the teacher and nobody sleepy in the class. The use of technology in class is indeed very necessary because many students feel bored with unusual media. Although when the researcher conduct the observation, there are still some students take advantage of this opportunity for other things such as playing social media, but with the attention and supervision of the teacher, it can be minimalized.

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<sup>68</sup> Based on interview No. 04/I/17-II/2020.

<sup>69</sup> Based on interview No. 02/I/10-II/2020.



## **CHAPTER V**

### **DATA DISCUSSION**

#### **A. The Analysis about why the English teacher use Smartphone for teaching English**

The analysis related to the data display in chapter four based on the theory from the expert:

##### **1. Less Media**

There was a statement from the English teacher that “Smartphone is used because there are no other teaching media in this school.”

That statement can be connected with the expert theory that explains which the teaching-learning purpose will be successful if it is supported by some elements. One of the elements that can influence

teaching-learning purposes is the use of instructional media.<sup>70</sup>

The technology era make many language teacher easy the use of applications or websites designed as tools for learning purpose and to support daring learning. The development of the apps and websites make teaching become easier anytime and anywhere, especially in the school. Smartphone enable teachers and learners to access many learning resources.

Based on the observation and interview at SMAN 1 Sambit Ponorogo, the English teachers utilized this media for supporting references in teaching-learning processes. The use of smartphone as media is useful in supported resources other than their

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<sup>70</sup> Naz, A.A., and Akbar, R.A. Use of Media for Efective Instruction its Importance: Some Consideration. Journal of Elementary Education A Publication of Deptt. of Elementary Education. 2008.

textbook. By the utilize of its media will make students use their smartphones positively. Besides, the teacher will not be difficult to choose other media, because smartphone provides various apps and webs that can be use easily.

## 2. Effective and Efficient

According to Shalbag in his journal about Mobile Phone, some reasons make the teacher ask their students to use the smartphone in class, the first reason is that it's available and cheap. Besides, refer to the teacher explanation that the use of smartphone as media can make teaching learning become efficient, expecially on giving and doing the task, or giving online assessment. The use of its media is saving more time, in accordance with theory from Asoke Nath on his jounal about the advantages of smartphone, one of its advantage is usual advantage: Smartphones offer users

a level of on-the-go convenience not matched by standard phones, increasing user efficiency.<sup>71</sup> This theory following the fact that happens now which smartphone is easily obtained in this era. At SMAN 1 Sambit all the students here already have their smartphone although in middle-low specifications.

Learning English using the mobile phone is more effective than the traditional way not to mention conveniences.<sup>72</sup> In this 4.0 era as today, teachers can not prevent the use of smartphones in the classroom, thoroughly it can be prevented then students may not feel comfortable because they feel brides and arranged.

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<sup>71</sup> Asoke Nath, and Sneha Mukherjee. Impact Of Mobile Phone/Smartphone: A Pilot Study On Positive And Negative Effects. International Journal of Advance Research in Computer Science and Management Studies ( India, 2015).

<sup>72</sup> Yu, S , et.all. The Evaluation of Use The Mobile Phone Learning English in Taiwan. International Journal Information and Education Technology, 2013. Vol. 3, No. 2.

As a result of the interview in the previous chapter that teachers did not want to ban their students to operate smartphone in class. Based on that reason, so the teacher uses a smartphone for teaching media. Besides that reason, the use of its media because smartphone can help teacher to teach effectively through various application. Smartphone can be used effectively in formal situation where students are working independently or teacher is working with other group of students. The most common use of media in an instructional situation is for supplemental support of the instructor in the classroom to enhance learning.<sup>73</sup>

### 3. Interesting

There are many Applications and websites that can access through smartphones which can be utilized

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<sup>73</sup> Heinich, R. et al. Instructional Media and Technologies for Learning (New Jersey: Prentice Hall, inc, 2016)

to educate students. Various approaches and methods can be used on it. The range of these Applications and web discussed above give flexibility to make a fun and easy learning process on different aspect of language learning. Applications in the smartphone can support teachers to educate students widely. Furthermore, in a wider e-learning study, there is an evolving consensus that the potentials of mobile technologies are suited to approaches such as constructivism and social constructivism.<sup>74</sup> The instructional use of media programs is designed intentionally to make the teaching-learning environment more interesting and effective.<sup>75</sup>

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<sup>74</sup> Cochrane, T. D. Critical success factors for transforming pedagogy with mobile web 2.0. *British Journal of Educational Technology*. 2014

<sup>75</sup> Locatis, C. N. & Atkinson, F. D. *Media and Technology for Education & Training* (Columbus, Ohio: Charles E. Merrill Publishing company, 1990)

Some reasons that make teachers of English ask their students to use mobile phones in the language classroom. First, these electronic devices are available and cheap nowadays all over the world. Second, such small mobile phones are easy to carry and use in the class and also students find writing SMS letters on their mobiles more interesting than on the whiteboard or their notebooks.<sup>76</sup> That theory in line with the result of this research. The observation and interview with the students and teachers have proved that students have more interest in the teaching-learning process by using the smartphone as the media because its media is not monotonous rather than their textbook.

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<sup>76</sup> Shalbag, A, R. Close Analysis: an Activity for Using Mobile Phones in Teaching Ungraded Writing Tasks for University Students. *Journal of the Future of Education*, 2014. 1

## **B. The Analysis about how the teachers use the smartphone for teaching English**

Nowadays, English becomes a language that important to learn. In order of that, English becomes one of language that should learn by the students in the school. English is not Indonesian's mother tongue, and teaching English in the area that not ruled by the English people is not easy, in case of that the teachers should use appropriate media to facilitate their students for better learning, such as utilizing technology like a smartphone.

By using this media students more facilitate learning especially when practicing the material. These media give chances for students to utilize various webs to get better learning resources easily. In its use is by utilizing the advantages of smartphone which is an open source. As explained by Sharma in her book, she states that one of the characteristics of smartphone is open source, which mean it can be accessed by anyone, and not



just accessing but also add and change it.<sup>77</sup> By its various application can help the teaching process becomes easier. As explained in the previous chapter that teachers still can control the class when they can not attend the classroom by giving online tasks that should be done before the deadline.

Based on observation about the activities, carried out Smartphone isn't a new thing for students, the use of Smartphone is adjusting on what pupils' need. The objective of the use Smartphone isn't only for entertainment but also as a helpful tool. The development of technology makes every activity become easier, and not except in educational institutions. Such explained by Davies that function of media is serve to help teachers and instructors manage instruction more efficiently, then second function is that media serve to help students learn

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<sup>77</sup> Sharma. Smartphone. 2012.

more efficiently.<sup>78</sup> The innovation and creativity of the developer who provides applications that support the educational program can help teaching learning become a fun activity and students can more practice the material using its media.

Refers to the result of the interview, teachers use smartphones as a medium in teaching by utilizing various applications and webs to support students learning resources, attract students' learning interest, and enhance students' skills. By using smartphone students may study independently when the teachers are busy. The smartphone can be used effectively in a formal situation where students are working independently or the teacher is working with another group of students.

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<sup>78</sup> Davies, Ivor K. *Instructional Technique*, (New York: Mc Graw-Hill, Inc., 1980), 193.

The results of this study show a positive impact. According to the explanation before, smartphone is the one of appropriate media to use in this era. Through its flexibility make teaching process become easier, besides its media also enhance students motivations. Utilizing online teaching media by using a smartphone, students can get better learning support, not just consumers of information. Smartphones really are becoming the resource tool and the communication tool of the future.<sup>79</sup>

### **C. The Analysis of the implications for students by the use of smartphone for teaching English**

Students should develop their English skills, for which the English teachers have to motivate them to have good skills, by providing instruction in teaching processes and rules, such theory and practice. To that, English

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<sup>79</sup> STAR: School Technology Action Report. Education's Guide to Mobile Devices : Everything You Need to Know About Mobile Tech and Your School. eSchool Media. 2011, 19.

teachers of SMAN 1 Sambit use the media to improve students' skills, its smartphones. Not LCD anymore, not all that long ago. Now, as a growing number of students carry smartphones, tablets, and other mobile devices that can connect to the internet wirelessly through a cellular as well as a Wi-Fi connection, the definition of mobile learning is expanding and with it, the possibilities inherent in the term.<sup>80</sup>

The result from the observation and interview with teachers and students in the previous chapter shows that there is a good implication that gets by students the use of a smartphone as teaching media. All the respondents give positive responses when the researcher ask about the effect of the use of smartphones in class. The significant difference is on students' motivation. All the students show

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<sup>80</sup> Pierce, “School Technology Action Report: Mobile Technology”, 2011.

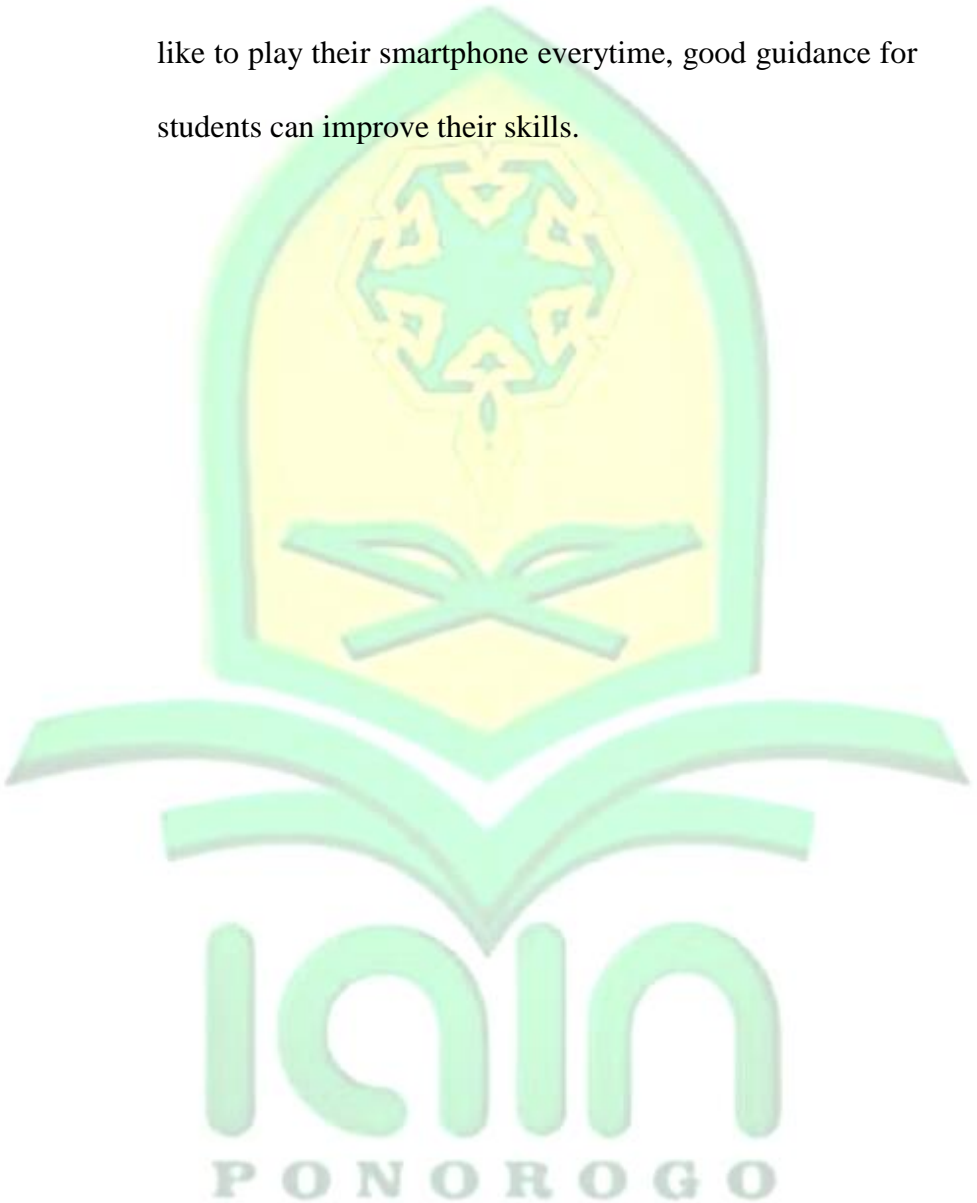
their interest in the teaching-learning process when starting to use this media.

The researcher can make a conclusion that the students like and enjoy in teaching learning English using smartphone media because its interesting, effective or saving time, and triggering students' creativity and idea. So, they felt the function of this media. Function of media has been explained by Brown. He states that the function of media are saving time, stimulating interest, encouraging students' participation, providing a review, helping students learn to communicate ideas visually, providing medium for individual or group reports, and making classroom dynamic, relevant, and attractive.<sup>81</sup> Then, their reading and writing skills also get an increase because the teacher used to students to practice more by using a smartphone. By continuously practice to read and write

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<sup>81</sup> Brown, et al., Audio Visual Instruction: Technique, Media, and Methods ( New York : MacMillan Publishing Co., Inc., 1977)

can help students' develop their English ability. Students like to play their smartphone everytime, good guidance for students can improve their skills.



## CHAPTER VI

### CLOSING

#### A. Conclusion

Referring to previous analysis about the use of smartphone for teaching English, researcher finally could conclude as follows:

#### 1. The reason for the use of smartphones for teaching English

The English teachers have 3 reasons of using the smartphone as media for teaching English in SMAN 1 Sambit. They are less media, effective and efficient, and also interesting.

#### 2. The process of the use smartphones for teaching English

There are many applications and web used by the teachers to teach English using a smartphone. In general, the use of its applications by open their

smartphone, if they already install the apps they can directly open the apps, if they do not install it yet, they can install it from Google Playstore. After opening the applications by clicking its icon, students can use the applications based on the instructions from the teacher or they can follow the instruction in its apps.

The range of those Applications and webs discussed above give flexibility to assure a fun and easy learning process on different aspect of language learning. This a good innovation that teachers used to students for online assessment. Recent studies focusing on digital tools, in particular, have found small improvements when they're used. In some cases, where the teaching is using digital tools and the tests



are still using paper and pen – are we teaching digital skills but assessing print skills?<sup>82</sup>

### **3. The implications for the students by the use of smartphones for teaching English**

The result of the use of smartphones for teaching shows a positive impact on students. There are more motivated in learning English because of its innovation. The increasing of their motivation can trigger their spirit and idea on doing and understanding the material. The result show that students more focus to the lesson instead on make a chat with their friends, then they give more attention to the teacher. The result from the observation and interview show that students' pronunciations are got better, besides their skills also quite increasing such as reading, and writing skills.

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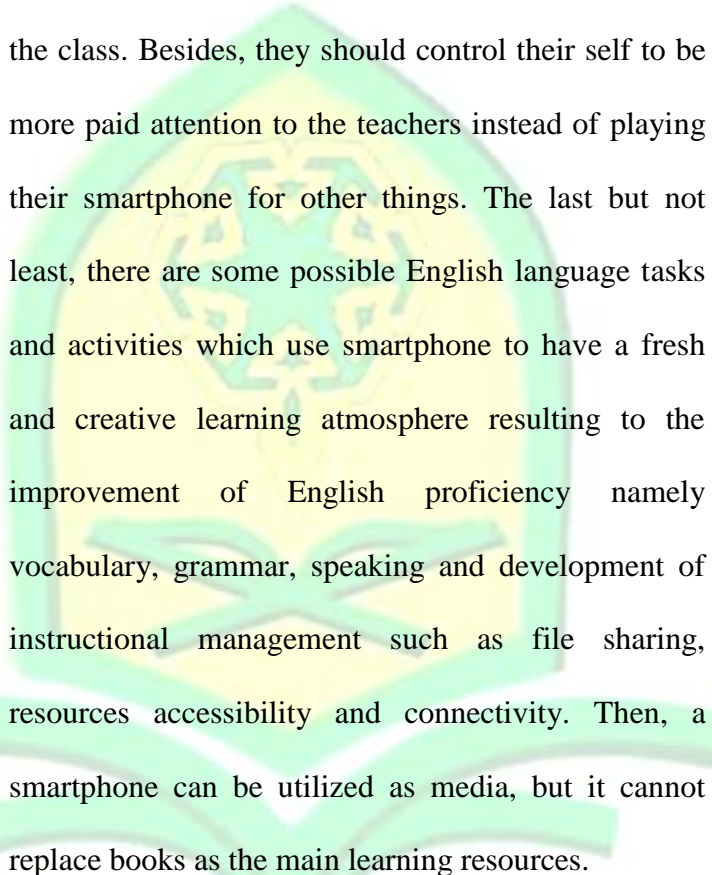
<sup>82</sup> Burden, K., Hopkins, P., Male, T., Martin, S. & Trala, 2012; Livingstone, 2009.

They can mastering many new words by reading a lot using this media, besides they not too confuse to develop their idea by its activity and also used to practice writing continuously using interactive applications and websites.

## **B. Recommendation**

In order to close this research, the researcher would like to give some recommendation for the English teachers and the students at SMAN 1 Sambit Ponorogo, as follows:

The English teacher should try to use another application that can enhance students' ability, especially in speaking and listening skills. The teacher should give more attention and overseeing the students to not use their smartphone for other activities that are not accordance with the teacher instructions.

The background of the page features a large, semi-transparent watermark of the Institut Teknologi Sepuluh Nopember (ITS) logo. The logo consists of a green shield with a yellow geometric pattern inside, topped with a green arch. Below the shield, the word 'ITS' is written in a stylized green font, and 'P O N O R O G O' is written in a smaller, spaced-out green font below that.

Students must be wise in using smartphone in the class. Besides, they should control their self to be more paid attention to the teachers instead of playing their smartphone for other things. The last but not least, there are some possible English language tasks and activities which use smartphone to have a fresh and creative learning atmosphere resulting to the improvement of English proficiency namely vocabulary, grammar, speaking and development of instructional management such as file sharing, resources accessibility and connectivity. Then, a smartphone can be utilized as media, but it cannot replace books as the main learning resources.

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Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 23 April 2020

Yang membuat pernyataan,



Zian Faradika

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