EFL Undergraduate Students' Perception on Using Smartphone As Informal Digital Learning: A Survey Study

A Thesis

Presented to Department of English Language Education as Partial Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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STATEMENT OF WORK'S ORIGINALITY

I honestly declared that in this my thesis, which I have written from beginning until the last chapter also references, does not contain the work or parts of the work other people, except those in the cited on quotations and references, as a scientific paper.

Yogyakarta, March 2022

The writer,
Millenia Canticca Sujito Putri
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MOTTO

"So Remember Me; I Will Remember You, And Be Grateful to Me and do not

deny Me"

QS. Al-Baqarah: 152

DEDICATION

With greatest gratitude to ALLAH SWT, I dedicated my thesis to my self for my

bridge to the next future planning.

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through hard time in my growing up process, who always give their pray, material

for my needs, endless love and always be my motivation to not easy give up for

something.

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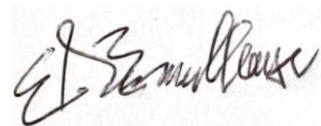
My special thanks goes to my supervisor Dr. Ista Maharsi., S.S., M.Hum who guides me to finish this thesis, thank you for Mrs. Ista time, patience, and support. I also thank for all lecturer in English Language Education Department UII for giving me valuable knowledge and experiences during in university.

This thesis is far from perfect, therefore constructive thought and suggestion also critics are welcome. But the researcher expected that it will be useful not only for the researcher but for the readers.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Yogyakarta, March 2022

The researcher,

Millenia Canticca Sujito Putri

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EFL UNDERGRADUATE STUDENTS' PERCEPTION ON USING

SMARTPHONE AS INFORMAL DIGITAL LEARNING: A SURVEY

STUDY

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ABSTRACT

The purpose of this survey study was to investigate the perception of EFL undergraduate freshmen students on using smartphone as informal digital learning. All 64 participants of this study was from undergraduate freshmen students in Private University in Yogyakarta on major English Language Education. The data was collected by using questionnaire "Smartphone Use in Learning Foreign Language Scale" Ṣad and Yakar (2017) consisting 21 items & the questionnaire was translated into Bahasa Indonesia by the researcher & supervisor on this study. The result of the data shows that students' have positive perception in subscale General Contribution, Reading & Writing, Listening & Speaking. Also, from subscale Adverse Effects prove that smartphones have a few negative consequences from EFL undergraduate students that using smartphone in their informal digital learning at outside classroom. This statement emphasized based on the aggregated means indicate a positive perceptions on using smartphone in learning English as foreign language, with means ranging from "General Contribution" M=4.234; "Reading & Writing" M=3.640; "Listening & Speaking" M=4.781; "Adverse Effects" M=2.671

Keywords: English Foreign Language Learning, Mobile Learning, Smartphone Use, IDLE (Informal Digital Learning English)

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Informal digital learning using smartphone as tools for EFL learners that make easier on their foreign language learning activity in this era. Smartphone is popular and useful device that is also widely used in our time. Šimonová (2016) have shown on his study of Mobile Technologies in Foreign Language Learning that smartphones are also being used to teach and learn foreign language both inside and outside the class. Moreover, Şad & Göktaş (2014) stated in study of perceptions using mobile phones in higher education in Turkey that learning using smartphone can improve the learning process and promising possibilities of achieve educational purpose through appropriate learning strategy, its denoted that in previous study on learning using smartphone has mainly found positive result with a few of limitations. According to Fahy (2002) on media characteristic and online learning technology, identified if learning media has a distinction of types; to the form of physical and non-physical that used by teachers and educators in delivering the material to students that makes more effective and efficient in learning process. In coincide from previous explanation that learning materials in teaching activity be more accepted for students as long as the learning media is interested for students. Chung, Chen & Kuo (2015) shown in their research about a study of EFL college students' acceptance of mobile learning and their study is used Technology Acceptance Model as their reference of theoretical framework, that seemed to also provide researchers a theoretically solid model utilized to

forecast the users' behavioral intention to use mobile learning systems, according to TAM, perceived usefulness and perceived simple way of use had a substantial positive effect on learners' behavioral intention to utilize the m-learning systems. Cui & Wang (2008) "study of Adopting Cell Phone in EFL Teaching and Learning, explain that mobile device, smartphone or personal digital assistant (PDA's) bring a powerful impact of function as personal computer" (p.69).

In this era, learning using smartphone is one of advantages emerge in learning environment, Chee (2017) presented similar view that mobile learning using smartphone boost students' perceptions on their performance in independent learning, improving skills on communication of learning process, and built an interactive class in discussion activity. Furthermore, that mobile and handheld gadgets are widely regarded as excellent tools that allow students to learn and engage in activities at their own speed, at any time and in any location. Despite that, (Miangah & Nezarat, 2012) investigated in their study that observed on advantages and disadvantages of using m-learning found more the benefits of using mobile phone affect the increases of mastery vocabulary, listening, grammar and reading comprehension. Thus, smartphone in language learning also can improve students' performance in learning activity, Burston (2014) stated that in mobile device can be used efficiently to adjust instruction to the physical environment of students, similarly the mobile phones communicative capabilities can be employed to promote productive learning interactions amongst students. This research is important for freshmen students in order to find out freshmen students' habit in using smartphone, in particular on their using of smartphone at

outside the classroom. Furthermore this research aims to identify the perceptions of freshmen students in using smartphone in learning English as foreign language at outside classroom.

1.2. Identification of the Problem

To identify the existing problem, the problem that found by EFL undergraduate freshmen students in informal digital learning using smartphone at outside classroom is students' perception on how they use smartphone for informal digital learning during extended foreign language learning experiences and the positive & negative effects that they have on learning English using smartphone as informal digital learning.

1.3. Limitation of the Problem

This study was focused in survey research on the limited context on EFL undergraduate freshmen student who using smartphone as informal digital learning at outside the classroom at private university in Yogyakarta. In order to work around the researcher's restriction, the researcher will perform the research exclusively on the perception of students on using their smartphone in their Informal Digital Learning.

1.4. Formulation of the Problem

Based on the background that mentioned above, the problem was related with the questions: What is the perception of undergraduate freshmen students on using their smartphones as informal digital learning?

1.5. The Objective of the Study

The aim of this study is to identify the perception of undergraduate freshmen students in private university in major of English education, academic year 2021 on their perception on smartphones use as tool for digital informal learning English as foreign language in outside classroom.

1.6. Significance of the Study

The result of this study is expected for contribution on the field of how freshmen students used their own smartphone in order to know their smartphone use for language learning. Empirically, this study can enriches the readers' knowledge on conducting survey study in the perception of EFL undergraduate freshmen student on using smartphone as Informal Digital Learning.

Practically, this research results can be a reference for self-development or self-reflection for EFL undergraduate freshmen students on using smartphone as informal digital learning English.

CHAPTER II

LITERATURE REVIEW

2.1 Smartphone As A Tool To Support Informal Digital Learning English (IDLE)

Students and teacher during learning activity currently use smartphone to facilitating language learning through mobile device, with many platforms that related with the material. According to Lee (2020) IDLE stands for "informal, self-directed English learning using a variety of digital devices (e.g., smartphones use, desktop computers) and resources (e.g., online apps, social media) outside of formal situations. Moreover, Soyoof, Reynolds, & Vazquez-calvo (2021) have shown in their study that IDLE as an umbrella term since educators interested in how students learn English in informal settings using digital media. It's important to emphasize understand the term "digital" to refer the digital devices (e.g., smartphone use, desktop computer) and related materials (e.g., tablets, e-readers, gaming consoles, cellphones, personal computers, laptops, etc). (e.g., mobile apps, web apps, computer software, social media, etc.). In addition, Sundqvist (2019) showed experienced gamers who used smartphones as their gadgets fared much better on receptive and productive vocabulary English language measures than non-gamers. Likewise, Jensen (2019) English language learners have more options to learn outside of the classroom when they use digital tools, also the impact of using digital technologies outside of the classroom on informal language learning was explored by introducing two online tools that can assist language learners in detecting novel collocations (i.e., Collocator) and new hints

for learning unknown terms (i.e., Word Spider). Based on a research conducted by Chinnery (2006) the result was the technologies, whether smartphone use or not, can help language learning.. Even though the learning content and activities smartphone not all suitable for students, Bahar (2020) stated that in his research, and the result is that the response of students to large group trials shows that mobile technology media products are very suitable to be used as learning resources for students with a function as a medium that enriches teaching materials. However, mobile learning or m learning is a technology that is developing from the e-learning movement. Lindaman & Nolan (2015) analyzed on their study that concern in mobile learning development project within reach for language teacher, stated that mobile device or smartphone and an application promote the spontaneous also contextualized learning mediating the mental activity of language learning by establishing a diverse and rich set of auxiliary links between the subject and the object of study.

Related of using mobile learning in language learning activities students no need to sit in the classroom to learn materials with the teacher. Miangah & Nezarat (2012) asserted that in fact, mobile learning considered as a solution to learning barriers in terms of face-to-face time and place. Burston (2014) examined then gave the example if mobile learning is same capable of supporting more innovative constructive, collaborative and learned-centered instruction. Flexible language learning to make learning activities more interactive, interesting, authentic, and connected is the evolution offered by m-learning solutions that use podcasts, audio, video. Moreover, Chen, Chang, & Yen (2012) using smartphone

in the classroom reported that these devices increase students' engagements, therefore, besides being useful for effective costs used, mobile devices also function as simple digital laboratories. However, (Lindaman & Nolan, 2017) explained if the key to developing high quality mobile language learning is collaboration. To conclude, the use of smartphone or mobile device in language learning with kinds of platform or application that related with the materials is can become the solution of to remove barriers in language teaching from teacher to students. This is mainly because m learning is an effective way in this era.

2.2 Informal Digital Learning English (IDLE)

The rapid of technological advanced and globalization in this era made the learning activities more engaged although in different place. According to (Lee & Lee, 2018) Informal Digital Learning English is the one of several prove that learning can conduct from variety devices and media platform (e.g online apps, social media) out of formal situations. The previous studies (Jensen, 2019) have shown that the current study are interested in both digital gadgets that mediate activities and the activities mediate digital technologies. Soyoof (2021). have shown that technology-assisted English language learning interventions including videoconferencing, online discussion boards, and email are thought to increase student perceptions of English language learning. Finally, if IDLE (Informal Digital Study English) is used in English language learning, it can increase students' interest in learning.

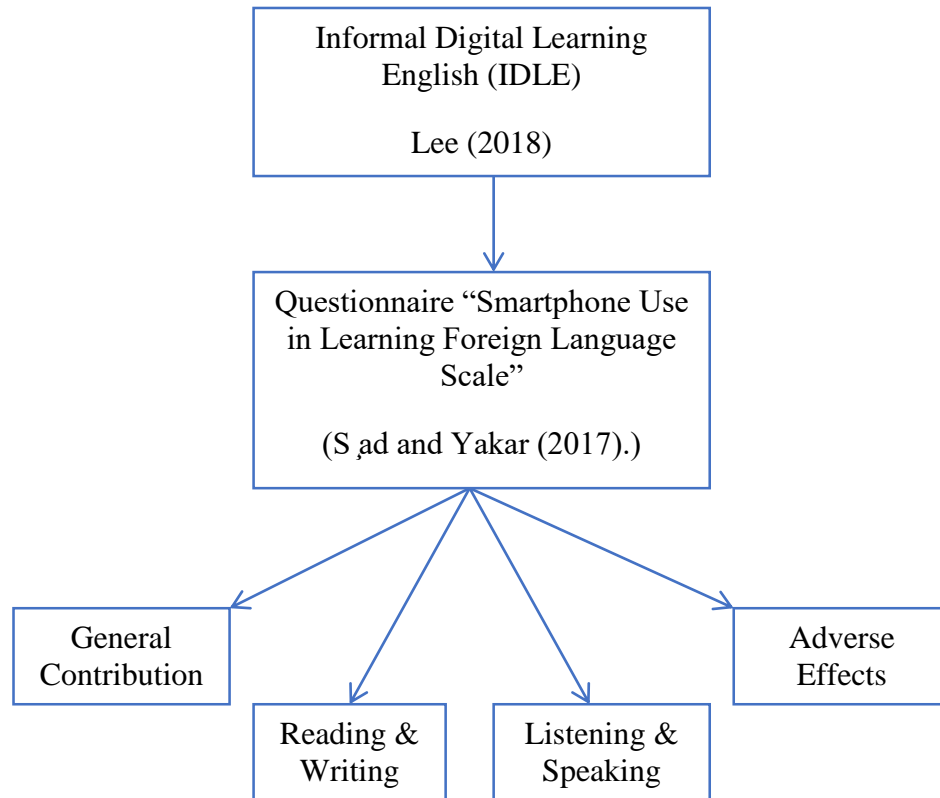The same perspective in previous studies in applied IDLE in English

language learning according to Soyoof (2021) found that the more EFL students engage in IDLE practice, the more likely they are improve their English language learning perceptions, on his findings of extending one's understanding of the target culture through IDLE practice can help EFL students improve their multilingual/multicultural communication strategies, also IDLE as an umbrella term since the researcher interested in how students learn English in informal settings on using digital media. Moreover, (Bax, 2011) stated that if teacher or educator will use of a new technology that might be usefully follow a number of steps to ensure that proposed innovation is as useful as promised. Besides that, (Benson, 2011) argued if several theories concerns such as how formal education alters or draws attention to aspects in the input, as well as how classroom tasks aid or obstruct the generation of relevant output would be some of consideration before applied an IDLE concept.

2.3 Aspects To Consider On Smartphone Use

Today's informal digital learning English using smartphone is characterized of potential digital technology through smartphone in educational field. Nugroho & Triana (2021) have shown that favorable opinions support current research results that language learners prefer to use the flexibility of digital devices, particularly smartphones, to practice language skills without regard to time or space constraints. Moreover, smartphone is the one of various digital devices that can be use at outside classroom. According to Lee (2020) The learners use digital devices such as computers, smartphone, tablets, and laptops to conduct language learning activities outside of the classroom.

Above all, aspects that consider on smartphone use as informal digital learning can be defined from several aspects of view. Isbell (2018) showed language learners expressed positive concerns about the use of technology (i.e smartphone use, pc, laptop) for autonomous learning in an informal setting. Furthermore, Lee & Lee (2018) discovered that the majority of the participants on informal digital learning preferred to communicate and using smartphone as considered. On the other side, Godwin-Jones (2019) showed on his research that focus of digital technologies in the context of informal digital language learning has changed how people utilize digital technology for language acquisition. For example, the role of agency and educators in employing digital technology in informal digital learning (e.g., smartphone use) has evolved through time, and language learners now have more agency than ever before. In conclusion, aspects to consider in smartphone use as informal digital learning have shown several supporting conditions (e.g., smartphone use, desktop computer use) that make learners improve their abilities when digital informal learning is carried out.

2.4 Conceptual Framework

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┌─────────────────────────────┐
│  Informal Digital Learning  │
│      English (IDLE)         │
│                             │
│        Lee (2018)           │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│ Questionnaire "Smartphone Use│
│ in Learning Foreign Language │
│           Scale"            │
│                             │
│   (S ̧ad and Yakar (2017).)  │
└─────────────────────────────┘
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| General Contribution | Reading & Writing | Listening & Speaking | Adverse Effects |

CHAPTER 3

RESEARCH DESIGN

This chapter consist the methodology of the study. It divided into research design, population and sample, data collecting techniques, instrument include the validity & reliability data, data analysis techniques.

3.1 Research Design

This research is used survey research, that procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviors, or characteristics of the population. A questionnaire is the instruments of this research.

3.2 Population & Sample

The population of this study was freshmen students of English Education in private university in Yogyakarta, academic year 2021 as freshmen undergraduate students. The main criteria of participants; freshmen students were use smartphone, use smartphone to learning English language as foreign language at outside classroom, and being voluntary. The participants involved in the study were freshmen undergraduate students. Freshmen students who came from various high school before enrolling in the major English Language Education can knew their perception on smartphone use in informal digital learning.

Furthermore, the total number of population that conducted from English Education 2021 in private university in Yogyakarta was 64. According to Arikunto (2013) in his study's if the population is less than 100, the researcher should take all of them. If there are more than 100 people in the population, the researcher can take roughly 10% -15 percent, 20% -25 percent, or 50% of them. If the total population is greater than 100, the researcher will not be able to analyze all of the data. Thus, the total of population became the participant on this study and filled the questionnaires.

3.3 Data collecting techniques

The data conducted by the researcher was using survey design by Creswell (2012), which are the instrument, validity and reliability.

3.3.1 Instrument

In this study the data were collected using questionnaire. The questionnaire originally developed by Sad and Yakar (2017) "Smartphone Use in Learning Foreign Language Scale". The questionnaire was used to measuring freshmen students in university on their perception about using smartphone in language learning in EFL freshmen undergraduate students and was collected from university in Turki. The questionnaire were consist of 21 items and divide into General Contribution (items 1-6), Reading and Writing (items 7-11), Listening and Speaking (items 12-15), Adverse Effects (items16-21).

Table 3.1 Distributions of Questionnaire Items

"Smartphone Use in Learning Foreign Language Scale" S̱ad and Yakar

(2017)

Subscale	Items
General Constribution	1. I download and use English learning applications on my smartphone.
	2. I do activities on English learning websites on my smartphone.
	3. I watch English tutorials on my smartphone.
	4. I do English vocabulary activities on my smartphone.
	5. I do English listening activities on my smartphone.
	6. I do English pronunciation activities on my smartphone.
Reading and Writing	7. I blog in English through my smartphone.
	8. I comment on English websites through my smartphone.
	9. I read English e-books on my smartphone.
	10. I read English content on international forums on my smartphone.
	11. I read English news and articles on my smartphone.
Listening and Speaking	12. I watch videos in English on my smartphone.
	13. I listen to English songs on my smartphone
	14. I watch serials, movies, news etc. with subtitles on my smartphone to improve my listening skills.
	15. I speak to foreigners in English on social media through my smartphone.

Adverse Effect	16. I have difficulty in focusing on my English classes because of my smartphone
	17. I can't spare enough time to study English as I can't leave my smartphone
	18. I am distracted to class because of my smartphone
	19. I prefer idling with my smartphone to studying English
	20. I forget English language contents quickly because I can access them easily through my smartphone
	21. Instead of using my own sentence, I prefer using ready contents from the internet

On this study the data were collected from 64 participants of freshmen students' academic year 2021 that fill out the questionnaires. All participants completed the 21 items statements questionnaires with Likert survey to examine students' perceptions on using smartphone in English as foreign language learning. The result of mean score on the questionnaires indicates that have a general perceptions in tables bellows:

Table 3.2 EFL Undergraduate Freshmen Students' Perception on Using Smartphone in Language Learning: Result of Survey Item Mean

Items	N	Mean
1. I download and use English learning applications on my smartphone.	64	3.640
2. I do activities on English learning	64	3.781

websites on my smartphone.		
3. I watch English tutorials on my smartphone.	64	4.156
4. I do English vocabulary activities on my smartphone.	64	4.203
5. I do English listening activities on my smartphone.	64	4.234
6. I do English pronunciation activities on my smartphone.	64	4.093
7. I blog in English through my smartphone.	64	2.531
8. I comment on English websites through my smartphone.	64	2.937
9. I read English e-books on my smartphone.	64	3.640
10. I read English content on international forums on my smartphone.	64	3.281
11. I read English news and articles on my smartphone.	64	3.5
12. I watch videos in English on my smartphone.	64	4.359
13. I listen to English songs on my smartphone.	64	4.781
14. I watch serials, movies, news etc. with subtitles on my smartphone to improve my listening skills.	64	4.468

15. I speak to foreigners in English on social media through my smartphone.	64	3.343
16. I have difficulty in focusing on my English classes because of my smartphone.	64	2.453
17.I can't spare enough time to study English as I can't leave my smartphone.	64	2.343
18. I am distracted in class because of my smartphone.	64	2.265
19. I prefer idling with my smartphone to studying English.	64	2.406
20. I forget English language contents quickly because I can access them easily through my smartphone.	64	2.671
21. Instead of using my own sentences, I prefer using ready content from the internet.	64	2.484

The questionnaire was consisted of five-points Likert Scale, the ranging from one point (Never) to five points (Always). The scale of the data used of this questionnaire is the Likert Scale with the scoring techniques as followed in bellow:

Table 3.3 The Score for Five Point Likert Scale

Likert Scale	Score
Always	**5**
Often	**4**
Sometimes	**3**
Rarely	**2**

Never	1

The questionnaire was translated by the researcher and reviewed by supervisor (Mrs. Ista Maharsi, S.S, M.Hum). This questionnaire of "Smartphone Use in Foreign Language Learning" can be administrated individually through Google Form, due to pandemic covid-19 then class still conducting from online learning therefore the researcher will be sharing the questionnaire in Whatsapp group of participants (English education) freshmen students' academic year 2021.

3.3.2 Validity & Reliability Data

The data were collected from the main journal prove the indicating of reliability, that S̨ad and Yakar (2020) shown that the Cronbach Alpha were ".804"; for Adverse Effects subscale, ".804"; for General Contribution subscale, ".792"; for Reading & Writing subscale; and ".690" for Listening & Speaking subscale; and the data were collected from 428 students. Those indicating that the figures proved the scale and met optimum criteria for reliability.

After re-checking all items of distributed questionnaire to samples 64 freshmen students' academic year 2021 in major English education. All of the elements or questionnaire bellows attended the validity also reliability of the questionnaire served, as shown in table 3.4

Table 3.4
Students' Perception Translated Version Validity & Reliability

Item	r-hitung	r-table	Sig. (2 tailed)	Criteria	Reliability

1	0.597	0.207	0.527	Valid	
2	0.640	0.207	0.841	Valid	
3	0.549	0.207	0.799	Valid	
4	0.418	0.207	0.196	Valid	
5	0.550	0.207	0.493	Valid	
6	0.533	0.207	0.705	Valid	
7	0.616	0.207	0.539	Valid	
8	0.638	0.207	0.879	Valid	0.839
9	0.528	0.207	0.173	Valid	
10	0.714	0.207	0.498	Valid	
11	0.662	0.207	0.793	Valid	
12	0.527	0.207	0.661	Valid	
13	0.308	0.207	0.859	Valid	
14	0.427	0.207	0.395	Valid	
15	0.599	0.207	0.902	Valid	
16	0.358	0.207	0.012	Valid	
17	0.252	0.207	0.000	Valid	
18	0.325	0.207	0.000	Valid	
19	0.258	0.207	0.000	Valid	
20	0.406	0.207	0.000	Valid	
21	0.332	0.207	0.007	Valid	

The consistency of the measure is a related to reliability. The term

"reliability" refers to the stability and consistency of an instrument's scoring (Creswell, 2014). In this study found that the reliability from the questionnaire was served 0.839 Cronbach's Alpha.

As shown in the table bellow:

Table 3.5

Reliability Statistic	
Cronbach's Alpha	Number of Items
0.839	21

3.4 Data Analysis Techniques

Data processing techniques use Microsoft Excel and the calculation program of SPSS Statistic version 23. The descriptive data statistics use to find out the frequencies and percentages. After that the result was presented in the form of charts. The data were analyzed by the following steps bellow:

a) Reviewed the questionnaire "Smartphone Use in Learning Foreign Language Scale"

b) Adapted the "Smartphone Use in Learning Foreign Language Scale" as an instrument and translated into Bahasa Indonesia

c) Checked the result of translated questionnaire items

d) Checked validity of the questionnaire "Smartphone Use in Learning Foreign Language Scale" Indonesia version

e) Checked reliability of the questionnaire "Smartphone Use in Learning Foreign Language Scale" Indonesia version.

f) Distributed 21 items of questionnaire to freshmen undergraduate students' in major English education academic year 2021 through this link of Google form (https://tinyurl.com/PerceptionUsingSmartphone).

g) Use Microsoft Excel 2010 and SPSS Statistics version 23 to analyze the data from questionnaire into statistical package result.

CHAPTER IV

Research Findings & Discussion

This chapter describes the findings and obtained from the questionnaire to examine the perceptions from EFL Undergraduate freshmen students' on using smartphone in language learning academic year 2021/2022 on private university in major English Education.

4.1 Research Findings

The questionnaire was distributed on October 24 and the last response was received on November 12. There were 64 consist of participants' personal information also the result from summary of the distributed questionnaire as followed bellow:
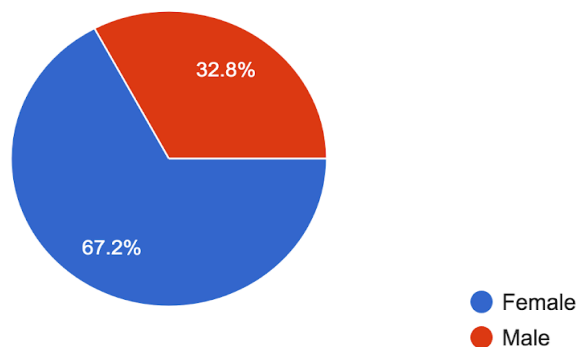
Gender
64 responses

Figure 1 Chart of Participants Gender

The participants of this study were 64 freshmen students that consisted of 43 female and 21 male. All of the 64 participants in this study already filled out the questionnaire completely.

After describing the personal information from freshmen students on differences gender. A descriptive statistics was used to describes students the perceptions from EFL Undergraduate freshmen students' on using smartphone in language learning in language learning academic year 2021/2022 on private university in major English Education. Based on the calculation mean and Std deviation from the responses of the participants and the illustration was shown in Figure 2:
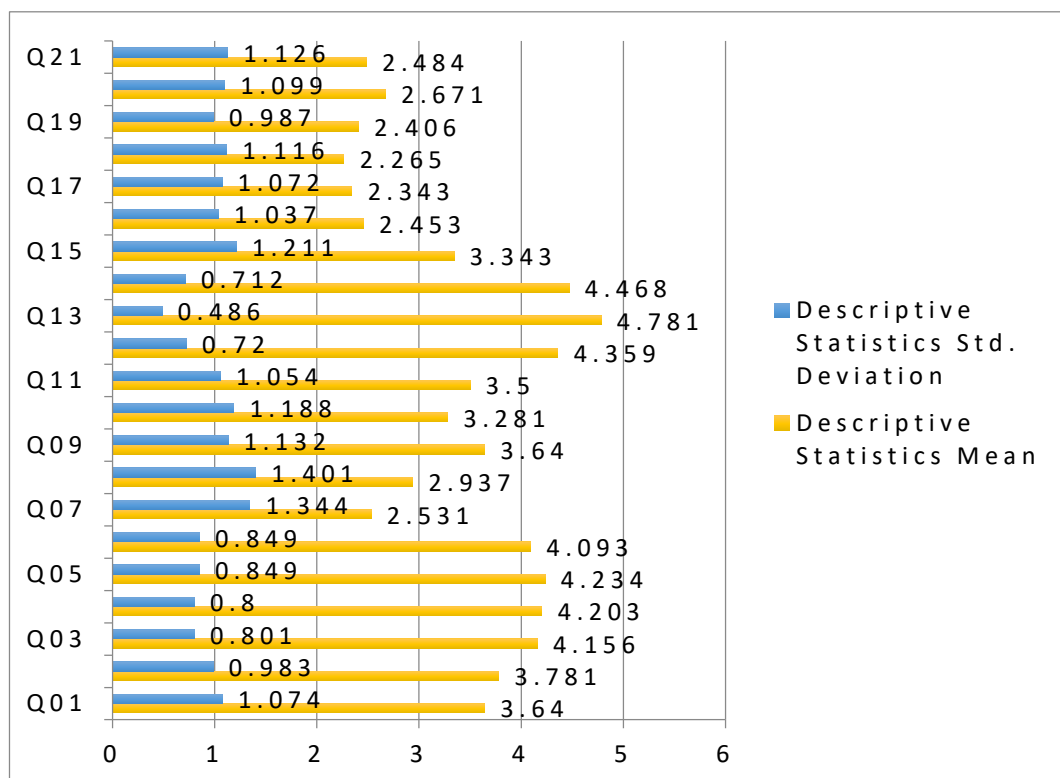

Figure 2. Freshmen Students' Perceptions on Using Smartphone

As shown in the chart above, 21 items of questionnaire are labeled as Q and the scale has four subscales including general contribution, reading & writing, listening & speaking, adverse effects. As described from the data above found that, the highest mean is Q13 with the result Mean=4.781 & SD=0.486 of the statement on questionnaire *"I listen to English songs on my smartphone"* in subscale Listening & Speaking. The lowest mean of the data above is Q18 with the result Mean=2.265 & SD=1.116 of which statement is "*I am distracted on class because of my smartphone*" in the subscale of Adverse Effects.

On the first subscale of "General Contribution" there are 6 items. The freshmen students' perceptions on using smartphone in English as foreign language learning of General Contribution are shown in the figure 4 bellows:
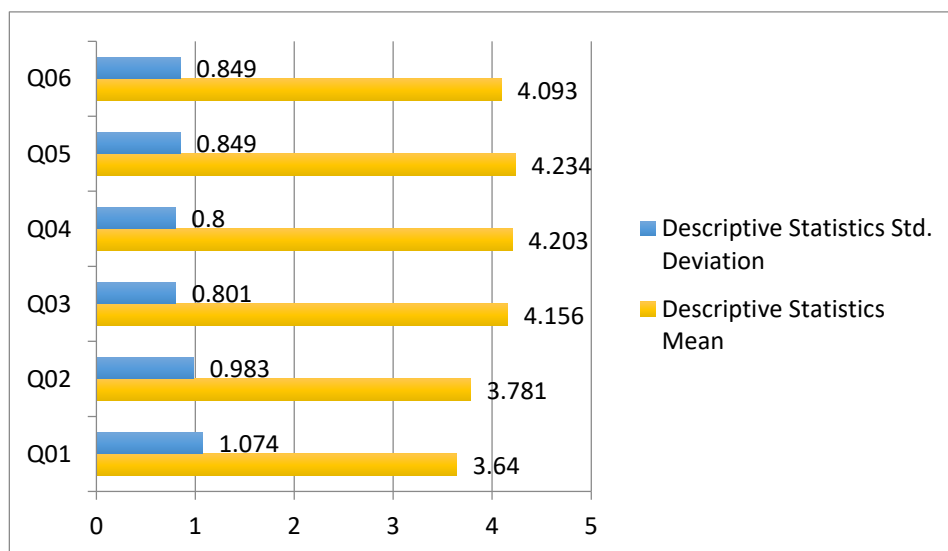

Figure 3. General Contribution

Based on subscale of "General Contribution" the survey result from Figure 4 shows the highest Mean is Q5 with the result of Mean=4.234 and SD=0.849 of which statement *"I do listening activities on my smartphone"*. The lowest mean is

Q1 with the result Mean=3.640 and SD=1.074 of which statement *"I download and use English learning applications on my smartphone"*.

On the second subscale of "Reading & Writing", there are include 5 items of the statement to fill. The freshmen students' perceptions on using smartphone in English as foreign language learning of Reading & Writing are shown in the figure 5 bellow:
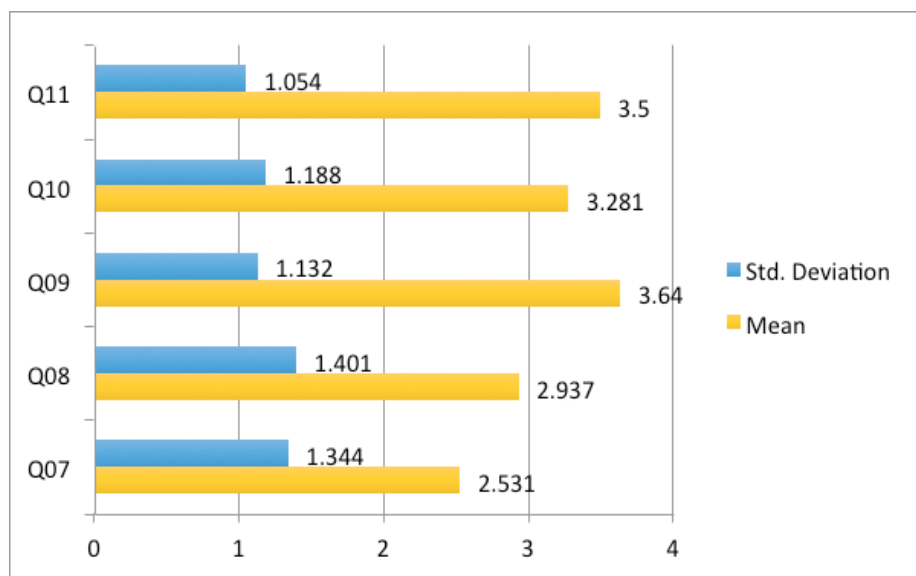

Figure 4. Reading & Writing

According to Figure 4 about subscale of "Reading & Writing", shows result the highest mean is Q9 of with the result of Mean=3.640 and SD=1.132 of which statement from *"I read English E-books from my smartphone"*. The lowest mean shows from Q7 with the result Mean=2.531 and SD=1.344 of which statement *"I blog in English through my smartphone"*.

On the third subscale related to "Listening & Speaking" shows in Figure 6 there are include 4 items of statement to fill. The freshmen students' perception on

using smartphone in learning English as foreign language on the subscale of Listening & Speaking shows in Figure 6 bellow:
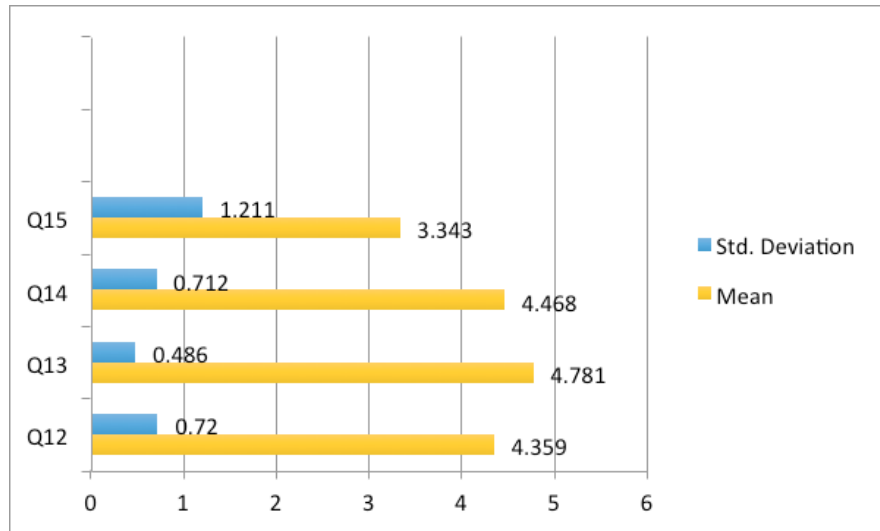

Figure 5. Listening & Speaking

Based on the Figure 5 shows subscale of "Listening & Speaking" survey result. The highest mean from Q13 with the result Mean=4.781 and SD=0.486 which statement of *"I listen to English songs on my smartphone"*. The lowest mean result from Q15 with Mean=3.343 and SD=1.211 which statement of *"I speak to foreigners in English on social media through my smartphone"*.

On the fourth subscale related to "Adverse Effects" that include of 6 items statements on the questionnaire to fill. From the returned questionnaires after the participant was done to fill out. Here is the result on freshmen students' perception on using smartphone in learning English as foreign language on the subscale of Adverse Effects shows in Figure 7 bellows:
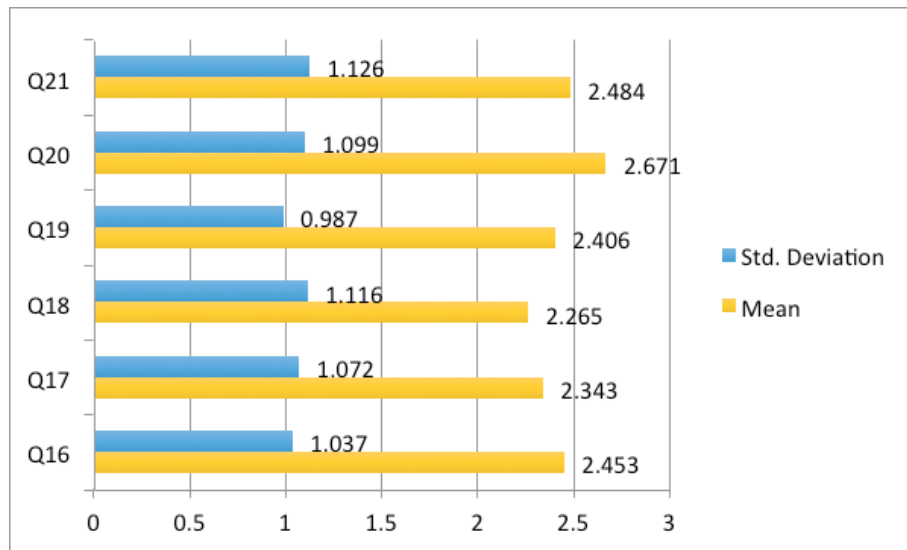
Figure 6. Adverse Effects

Based on the subscale of "Adverse Effects" survey result found the highest mean from Q20 with the result Mean=2.671 and SD=1.099 which statement is *"I forget English language content quickly because I can access them easily through my smartphone"*. The lowest mean found on Q18 with the result Mean=2.265 and SD=1.116 which statement is *"I am distracted to class because of my smartphone"*.

4.2 Discussion

The result from data analysis of descriptive statistics showed that the freshmen students' perceptions on using their smartphone in learning English as foreign language have highest mean from a subscale 1-4, there are General Contribution, Reading & Writing, Listening & Speaking, Adverse Effects. The highest found in subscale "Listening & Speaking" consistent with the previous study by Şad et. al (2020) that shows students use their own smartphones primarily to engage in extensive listening and speaking activities informally, such as watching English videos, TV series, movies, and news with subtitles or

conversing in English with foreigners on social media. Furthermore, the finding of this study in subscale adverse effect is similar to Baran (2014) that the result of his studies emphasized the negative consequences (i.e: spend more time in interacting online media apps & rely on smartphone to check the forgotten words and vocabulary) can be reduce while smartphone use in education improve the students' achievement.

Moreover, in the first subscales of "General Contribution" found the highest perceptions in which statement of "*I do listening activity on my smartphone*" that means students do listening activity in their smartphone that can improve their listening skills in learning English as foreign language, (Reinders & Cho, 2010) have shown the same result that the use of audiobooks on students' smartphone was the one example of extensive listening on their smartphone use, also improving listening skills through smartphone. Moreover, the lowest perceptions on this subscale in "General Contribution" found that have similarity perspective with the studies according to (Şad et al., 2020) that participants on previous study also used their smartphones to improve their English skills in general via apps or websites formally designed for language learning purposes, such as using English learning apps, doing activities on websites, watching English tutorials, and doing vocabulary and pronunciation activities.

In subscale "Reading & Writing" have the result of positive perceptions indicate in which statement "*I read English E-books on my smartphone*" the students' read English e-books through their smartphone can enhanced reading skills while learning English as foreign language, that similar statement found on

previous study. According to Chen, Charger & Smith (2017) that the young learners' motivation and the quality of their narrative writing abilities increased by using the mobile technology also reading and writing activities using their smartphones can developed to encourage students, various activities including from extensive is task-based reading activity or digital writing during class & extensive can come from the activities of assigning a long-term web-quest project and regularly reposting on a social media platform for example Whatsapp application. The same result found by Sad (2008) showed in the study of task based reading and digital story writing based on emojis as a creative cooperative free writing is an example that teachers can arrange structured classroom-based activities using students' smartphone.

Şad, Ozer, Yakar, & Ozturk (2020) found that the favorable outcomes from smartphone learning can be reinforced from listen to English songs or tracks, do the language exercise also test their another language skills. Which is consistent on this study of data analysis result that statement of *"I listen to English songs on my smartphone"* on subscale of "Listening & Speaking". Moreover, in conclusion about the use of smartphone can improve the English language skills through the extensive listening (i.e listening English songs, application or websites, watching & listening English tutorial, doing pronunciation & vocabulary practices).

Besides of that, using smartphone in language learning yielding that use smartphone can replace negative perceptions reversed to positive perceptions from the participants of this study. Şad, Ozer, Yakar, & Ozturk (2020) presented similar

results in the subscale of "Adverse Effect" that the participants were found felt about smartphone use in learning have few negative consequences in general or negative impact, it's means smartphones do not find an adverse effects to the language learning process is proving from the statement easy access to English language content through smartphone was prevents the students long-term retention from achieving the degree of cognitive depth.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists about summary of the research based on the research findings in the previous chapter and recommendations for further research.

5.1 Conclusion

The aim of this study is investigate the perception of undergraduate freshmen students in private university in major of English language education, academic year 2021 on their perception of smartphones use as a tool in informal digital learning particularly at outside classroom while learning English language. The 64 participants has completed filled the questionnaire. This research was not only looked into positive effects but also looked into adverse effects. Based on the data about subscale "General Contributions" survey results Mean=4.234 and SD=0.849 of which statement *"I do listening activities on my smartphone"* from Q5; Also for another findings of survey result in subscale "Reading & Writing" with the result Mean=3.640 and SD=1.132 of which statement from *"I read English E-books from my smartphone"* on Q9; "Listening & Speaking" with the result Mean=4.781 and SD=0.486 which statement of *"I listen to English songs on my smartphone"* on Q13; from the last subscale "Adverse Effects" Mean=2.671 and SD=1.099 which statement is *"I forget English language content quickly because I can access them easily through* my *smartphone"* on Q20. All the results from overall subscale shows the positive perceptions toward using smartphone in learning English as foreign language. Thus, the statement emphasized in chapter 3 that about the results of means from subscales 1-4 that

indicated with persistent perceptions on using smartphone on learning English as foreign language, with means ranging from "General Contribution" M=4.234; "Reading & Writing" M=3.640; "Listening & Speaking" M=4.781; "Adverse Effects" M=2.671. In conclusion, all freshmen students that use smartphone in learning English as foreign language has a positive perceptions.

5.2 Recommendation

Future research should investigate the strategies that thought to freshmen undergraduate students' to increasing the positive perceptions in smartphone use in learning English language as foreign language. In addition, the future researcher can expand the research on the sample more undergraduate students in various major in university. Furthermore, a focus scope on building and development the skills on English language learning using smartphone will also be suggested to identifying of how specific perceptions on students in various major. Besides of that, face-to-face of learning English cannot replace by learning English use smartphone which only learning on screen, did not speaking in real time also by self regulated learning.

Therefore, the use of smartphone as informal digital learning in learning English as foreign language can be increasing the strategies in order to be gain more benefits or positive perceptions in smartphone use.

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Appendix 1. Questionnaire

Part 1: Informasi Demografis (Data Pribadi Responden)

1. Nama/Inisial:

2. Jenis Kelamin:

Part 2. Petunjuk: Petunjuk pengisian kuisioner: Participant dapat memberikan jawaban dengan memberikan tanda atau memilih salah satu jawaban yang tersedia. Hanya satu jawaban saja yang dimungkinkan untuk setiap pertanyaan. Pada masing-masing pertanyaan terdapat lima alternative jawaban yang mengacu pada teknik skala Likert, yaitu:

Skala 1 Never= Tidak Pernah

Skala 2 Rarely= Jarang

Skala 3 Sometimes= Kadang-kadang

Skala 4 Often= Sering

Skala 5 Always= Selalu

Questionnaire of "Smartphone Use in Learning Foreign Language Scale"

English Version of questionnaire "Smartphone Use in Learning Foreign Language Scale"

This questionnaire does not intend to measure your English capability caused the smartphone use. Nor is it a test that you can score high or low. In fact, this questionnaire helps us help you by knowing about your true responses, we will be able to find out how freshmen's students' frequency in undergraduate on their smartphone use in favor of English as foreign language learning. Thus, your cooperation can certainly make a big difference. Thanks for your time in advance.

Directions: Statements 1-6 in terms General Contribution that included of language learning activities on formally designed for language learning purposes. Statements 7-11 in terms Reading & Writing for characterized in extensive and informal activities. For statements 12-15 in terms Listening & Speaking which is also characterized by extensive and informal activities, and statement 15-21 in terms Adverse Effect. Please read all of the statements and thick the option that describes of you by indicating whether you (**1**) Never (**2**) Rarely (**3**) Sometimes (**4**) Often (**5**) Always.

General Contribution:
1. I download and use English learning applications on my smartphone
(1) Never (2) Rarely (3) Sometimes (4) Often (5) Always

2. I do activities on English learning websites on my smartphone
(1) Never (2) Rarely (3) Sometimes (4) Often (5) Always

3. I watch English tutorials on my smartphone
(1) Never (2) Rarely (3) Sometimes (4) Often (5) Always

4. I do English vocabulary activities on my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

5. I do English listening activities on my activities
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

6. I do English pronunciation on my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

Reading & Writing
7. I blog in English through my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

8. I comment on English websites through my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

9. I read English e-books on my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

10. I read English content on international forums on my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

11. I read English news and articles on my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

Listening & Speaking
12. I watch video in English on my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

13. I listen to English songs on my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

14. I watch serials, movies, news etc. with subtitles on my smartphone to improve my listening skills
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

15. I speak to foreigners in English on social media through my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

Adverse Effects

16. I have difficulty in focusing on my English classes because of my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

17. I can't spare enough time to study English as I can't leave my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

18. I am distracted in class because of my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

19. I prefer idling with my smartphone to studying English
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

20. I forget English language contents quickly because I can access them easily through my smartphone
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

21. Instead of using my own sentences, I prefer using ready contents from the internet
(1) Never   (2) Rarely   (3) Sometimes   (4) Often   (5) Always

Questionnaire of "Smartphone Use in Learning Foreign Language Scale" in

Bahasa Indonesia

Kuisioner Penggunaan Ponsel Pintar dalam Skala Belajar Bahasa Inggris

sebagai Bahasa Asing

Kuesioner ini tidak dimaksudkan untuk mengukur kemampuan bahasa Inggris Anda akibat penggunaan smartphone. Juga bukan tes yang bisa Anda nilai tinggi atau rendah. Sebenarnya, kuesioner ini membantu kami membantu Anda dengan mengetahui tentang tanggapan Anda yang sebenarnya, kami akan dapat mengetahui bagaimana frekuensi mahasiswa baru di program sarjana di smartphone mereka menggunakan bahasa Inggris sebagai pembelajaran bahasa asing. Dengan demikian, kerja sama Anda tentu dapat membuat perbedaan besar. Terima kasih atas waktu Anda sebelumnya.

Petunjuk: Pernyataan 1-6 dalam Kontribusi Umum yang mencakup kegiatan pembelajaran bahasa yang dirancang secara formal untuk tujuan pembelajaran bahasa. Pernyataan 7-11 dalam hal Membaca & Menulis untuk bercirikan dalam kegiatan ekstensif dan informal. Untuk pernyataan 12-15 dalam istilah Listening & Speaking yang juga bercirikan aktivitas ekstensif dan informal, dan pernyataan 15-21 dalam istilah Adverse Effect. Bacalah semua pernyataan dan tebalkan pilihan yang menggambarkan diri Anda dengan menunjukkan apakah Anda (1) Tidak pernah (2) Jarang (3) Kadang-kadang (4) Sering (5) Selalu.

Kontribusi Umum:
1. Saya mengunduh dan menggunakan aplikasi belajar bahasa inggris di ponsel pintar saya
(1) Tidak Pernah (2) Jarang (3) Kadang-kadang (4) Selalu

2. Saya melakukan aktivitas di situs pembelajaran bahasa Inggris di ponsel pintar saya
(1) Tidak Pernah (2) Jarang (3) Kadang-kadang (4) Selalu

3. Saya melihat tutorial berbahasa inggris di ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

4. Saya melakukan aktivitas pembelajaran kosakata bahasa Inggris di ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

5. Saya melatih kemampuan mendengarkan di ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

6. Saya melatih kemampuan pelafalan bahasa inggris di ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

Membaca dan Menulis
7. Saya menulis blog bahasa inggris lewat ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

8. Saya memberikan masukan/komentar di situs bahasa inggris lewat ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

9. Saya membaca buku online (ebooks) di ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

10. Saya membaca konten bahasa inggris di forum internasional di ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

11. Saya membaca berita dan artikel berbahasa inggris di ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

Mendengarkan dan Berbicara
12. Saya melihat video berbahasa inggris di ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

13. Saya mendengarkan lagu berbahasa inggris di ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

14. Saya menonton serial, film, berita dengan terjemahan di ponsel pintar saya untuk meningkatkan kemampuan pendengaran saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

15. Saya berbicara kepada orang asing dengan berbahasa inggris di sosial media lewat ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

Dampak Buruk
16. Saya memiliki kesulitan untuk fokus di kelas bahasa inggris karena keberadaan ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

17. Saya tidak dapat meluangkan waktu untuk belajar bahasa inggris karena saya tidak bisa meninggalkan ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

18. Saya merasa terganggu saat di dalam kelas karena ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

19. Saya lebih suka bermalas-malasan dengan smartphone saya daripada belajar bahasa Inggris
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

20. Saya cepat lupa pada konten berbahasa inggris karena saya bisa mengakses konten tersebut dengan mudah lewat ponsel pintar saya
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

21. Daripada menggunakan kalimat saya sendiri, saya lebih suka menggunakan konten kalimat yang sudah siap pakai dari internet
(1) Tidak Pernah   (2) Jarang   (3) Kadang-kadang   (4) Selalu

Appendix 3. Consent Form

FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
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Jl. Kaliurang km 14,5 Yogyakarta 55584
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Tanggal   : 19 Oktober 2021

Nomor   : 3291/DPS/70/DURT/X/2021

Hal   : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Dekan Fakultas Psikologi dan Ilmu Sosial Budaya

Universitas Islam Indonesia

Di tempat.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa   : Millenia Canticca Sujito Putri

Nomor Induk Mahasiswa   : 18322011

Program Studi   : Pendidikan Bahasa Inggris

Pembimbing Skripsi   : Ista Maharsi, S.S., M.Hum

Judul Skripsi   :

"A Survey of EFL Undergraduate Students' Perception on Using Smartphone in Language Learning."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dosen Pembimbing Skripsi

Ista Maharsi, S.S., M.Hum

Appendix 4. Google Form for Questionnaires

Questionnaire of Undergraduate Students' Perception on Using Smartphone in Language Learning: A Survey Study

Assalamualaikum warahmatullahi wabarakatuh.

Perkenalkan saya Millenia Canticca Sujito Putri mahasiswa program studi Pendidikan Bahasa Inggris, Universitas Islam Indonesia. Saya sedang melakukan penelitian dalam rangka pengambilan data skripsi dengan judul "Undergraduate Students' Perception on Using Smartphone in Language Learning: A Survey Study. Oleh karena itu, saya memohon kesediaan teman-teman untuk menjadi participant dalam penelitian ini.

Adapun kriteria participant yang dibutuhkan sebagai berikut:
1. Mahasiswa baru (Maba) yang menggunakan smartphone
2. Menggunakan smartphone untuk belajar bahasa inggris sebagai bahasa asing di luar kelas
3. Bersifat sukarela
Apabila Anda memenuhi kriteria tersebut, silahkan isi kuisioner ini dengan sejujur-jujurnya sesuai dengan kondisi sebenarnya. Semua data dalam penelitian ini akan dijaga kerahasiaannya dan hanya akan digunakan untuk kepentingan penelitian saja. Terdapat reward yang akan diberikan kepada beberapa participant secara acak berupa gopay/pulsa bagi 3 orang yang beruntung.

Petunjuk pengisian kuisioner:
Participant dapat memberikan jawaban dengan memberikan tanda atau memilih salah satu

jawaban yang tersedia. Hanya satu jawaban saja yang dimungkinkan untuk setiap pertanyaan. Pada masing-masing pertanyaan terdapat lima alternative jawaban yang mengacu pada teknik skala Likert, yaitu:
Skala 1 Never= Tidak Pernah
Skala 2 Rarely= Jarang
Skala 3 Sometimes= Kadang-kadang
Skala 4 Often= Sering
Skala 5 Always= Selalu

Jika ada kendala atau pertanyaan mengenai penelitian ini, Anda bisa menghubungi saya melalui
Email: milleniacanticcasujitop@gmail.com
Whatsapp: 0895385623981
Wassalamualaikum warahmatullahi wabarakatuh.

Hormat saya,
Millenia Canticca Sujito Putri

Dosen Pembimbing
Ista Maharsi, S.S., M.Hum