

**STUDENTS' PERCEPTION ON USING EDUCATIONAL  
APPLICATION ON SMARTPHONE  
IN LEARNING ENGLISH**

**THESIS**

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# THESIS

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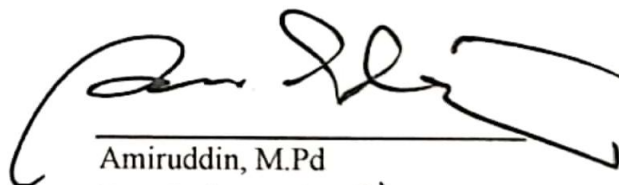
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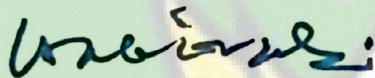
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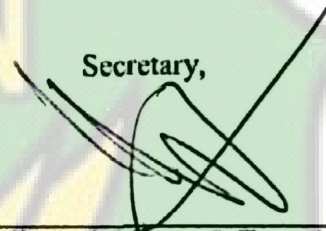
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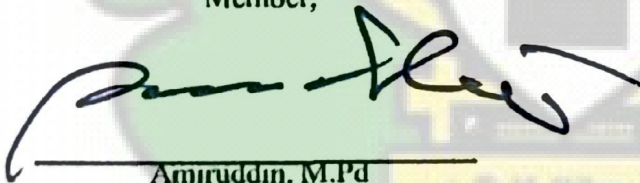
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## **SURAT PERNYATAAN KEASLIAN**

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### **Student's Perception on Using Educational Application on Smartphones in Learning English**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 Desember 2021

Saya yang membuat surat pernyataan,



Aulia Rahman

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Alhamdulillah, all praise be to Allah SWT, God the Almighty, the Most Exalted, the Compassionate and the Merciful, the King who owns the power over all the creatures, He always blesses and gives me health, strength, and passion for accomplishing this thesis entitled **“STUDENTS’ PERCEPTION ON USING EDUCATIONAL APPLICATION ON SMARTPHONE IN LEARNING ENGLISH”**. Peace and salutation may forever grant to the noble prophet Muhammad SAW, the great leader and good inspiration of world revolution, whom together with his family and companions have struggled wholeheartedly to guide his ummah to the right path.

First and foremost, my deepest gratitude and appreciation are addressed to my thesis supervisors Mr. Habiburrahim and Mr. Amiruddin, for their valuable guidance, advice, support, kindness, insightful comment, and immense knowledge in completing this thesis. My appreciation also goes to my academic supervisor, Mr. Lukmanul Hakim, who has guided me since the seventh semester in the Department of English Language Education. May Allah grant you all a special place in Jannah. Second, my recognition and thanks to all the study participants who are students of English department students at UIN Ar-Raniry for their cooperation during the data collection period.

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Finally, I realize that this thesis is still far from being perfect and needs constructive ideas to reduce its weakness. I hope this thesis is useful and gives a valuable contribution to both students and lecturers of the Department of English Language Education UIN Ar-Raniry Banda Aceh.

May Allah SWT always bless us.

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The Writer,

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## ABSTRACT

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This study was conducted to explore students' perceptions on the use of educational applications on smartphones in learning English. This research was completed by using a qualitative approach. The participants were six students majoring in English at UIN Ar-Raniry Banda Aceh from class 2018. Semi-structured interviews were used as a data collection technique to answer research questions. From the study results, it was found that there were four three important points of using educational applications on smartphones in learning English based on student opinions. The first point is that all have used educational applications on smartphones in learning English; the applications that are more likely to be used are Duolingo, Grammarly, Memrise, and Busuu. This is due to the convenience offered by the application when learning English. The second point is the benefits they feel; this is exactly why they use the app to improve students' English learning. Students assume that the application provides a wider range of material with different types, according to their needs, and its use is not limited by place and time. While the last point, obstacles or challenges in using the application; they are hampered in accessing or opening applications because the network is not good and requires an internet network, and some applications are no longer compatible with their smartphones.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter will explain things related to the introduction to the study. The systematic in this chapter consists of such as background of study, research questions, research aims, significance of the study, and terminology.

#### **A. Background of study**

Changes in technology develop many possibilities for learning and create new ways for English learning. Colleges and universities have evolved and responded to the Internet, email, chat, and instant messaging, course administration software, and much more during the previous two decades. Many reports revealed a stunning increase in college-age students using mobile technology, such as smartphones: from 1.2% in 2005 to 62.7% in 2010 (Smith & Caruso, 2010), particularly among students 18–29-years (Smith, 2010), mobile tablets will have surpassed desktop usage in 2015 (IDC, 2011), and A mobile device will be used by 80 percent of all persons who access the Internet (Ericsson, 2010). Consequently, mobile technology becomes a prominent thing in the future of education, particularly in its integration into teaching and learning.

Technology has become very influential for people in terms of simplifying what they do. It has a very useful service on not only our daily lives but also education. There is some evidence for the last ten years that students' knowledge and

skills can be enhanced by particular technologies (Appalachia Regional Comprehensive Center, 2013). Mobile phones constitute an enormous amount of this technology. Almost all people have mobile phones utilizing in different ways such as socialization, contacting parents, handling business activities. As a result, the popularity of mobile devices has changed the way we live, communicate, and learn.

Mobile phones have also become one of the most crucial means of teaching and learning English. Particularly with the help of the mobile applications that are operated in these mobile phones, language learning entered a new era. The technology developed in a comfortable form, i.e., the smartphone, can assist and enhance language learning and support teachers to adapt classroom activities, thereby enhancing the language learning process and supporting the curriculum. Technology acts a significant role as a medium to help teachers provide language learning facilities for students. Student collaboration can be enhanced through technology. Students work together to create assignments and learn from one another through reading their peers' work.

Nowadays, lots of applications for smartphones are being designed to learn English (Hockly, 2014). There are countless advantages of these applications. For example, Chen and Chung, (2008) state that mobile learning can surpass the limitations of time and place by enabling students to study whenever and wherever they want to. It has been established that M-learning has offered new opportunities

for both teachers and learners, as instructors in M-learning have more interactivity with learners and can create an active learning environment (Hutchison et al., 2012).

By utilizing technology, almost all college students have smartphones; with smartphones, the students can learn English with various learning applications that are already available to increase students' vocabulary. There are so many learning applications on smartphones in the current 4.0 era that students can download to learn and improve their English skills.

Considering these facts, this study investigates the students' perceptions and motivation toward the use of mobile applications in learning English. This research also attempts to add more to the literature about the use of mobile apps technology to aid the learning of English.

### **B. Research Questions**

1. What are the perceptions of English Department students of UIN Ar-Raniry about using mobile applications to learn English?
2. Does the use of mobile applications affect the interest of English Department students of UIN Ar-Raniry students to learn?

### **C. Research Aims**

1. To find out what the perceptions of English Department students of UIN Ar-Raniry about using mobile applications to learn English are.

2. To find out the use of mobile applications affects the interest of English Department students of UIN Ar-Raniry to learn.

#### **D. Significance of the Study**

The present study is significant to the process of teaching and learning English by understanding how English Department students of UIN Ar-Raniry perceive the functional mobile application. For the teachers, they can understand how mobile applications can affect the interest of students in teaching English in the classroom. For the students, they will be more interested in using mobile applications that can help them in learning English. For the Faculty and Department, this research can be a resource and reference to the students in learning in English Department.

#### **E. Terminology**

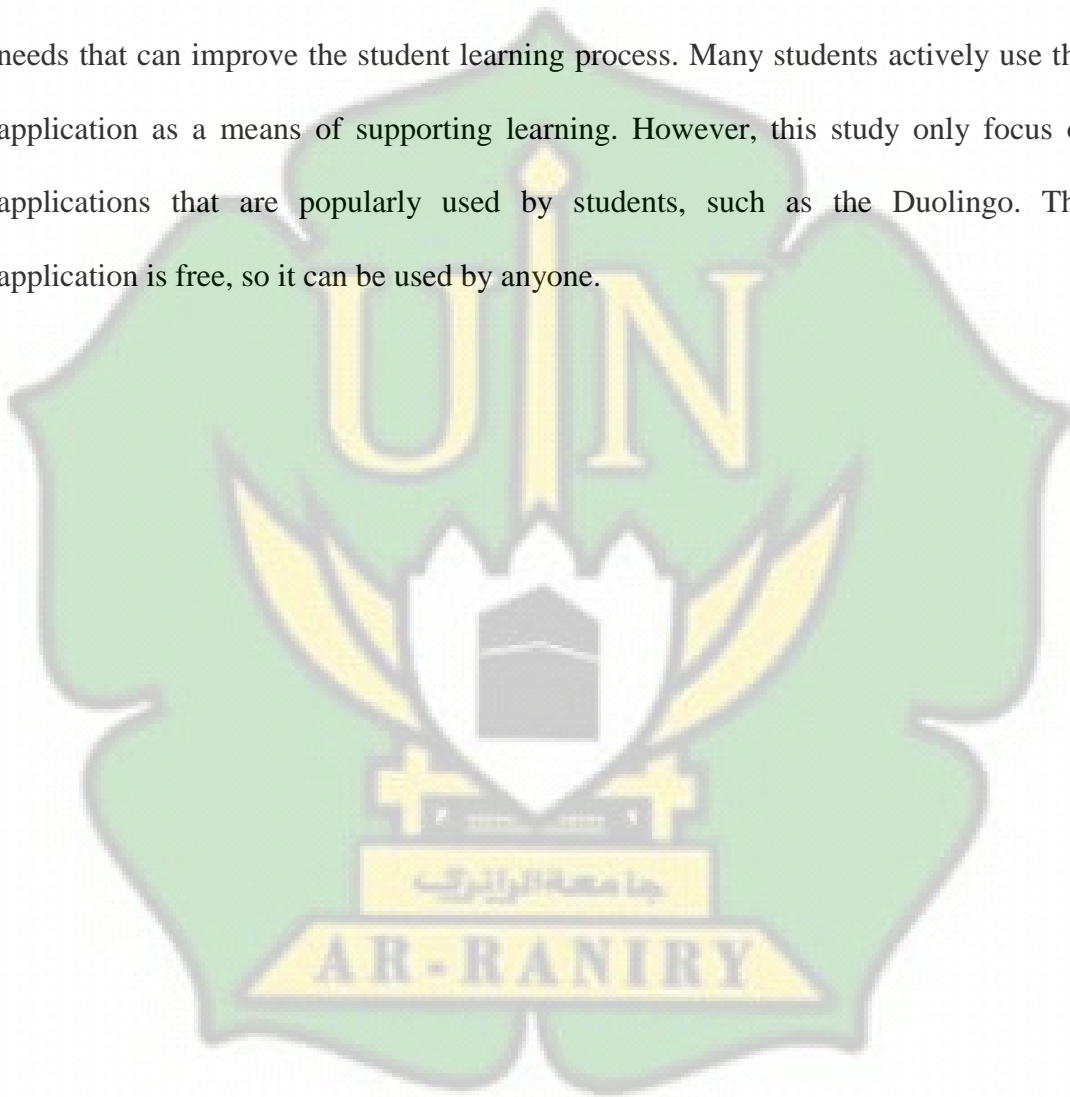
##### **1. Students' Perception**

In this study, students' perception is defined as English Department students of UIN Ar-Raniry recognition and interpretation of using mobile application. Perception allows them to take sensory information and make it into something meaningful.

##### **2. Educational application**

In this study, Educational application is defined as the mobile application that can be accessed through smartphones by English Department students of UIN Ar-Raniry. According to Pogue (2009), the latest smartphones can be dubbed as "app phones" as a differentiator from previously less-sophisticated smartphones. The term

"app," which is short for "application software," has since become very popular; in 2010, the term was listed as "Word of the Year" (American Dialect Society, 2010). When students are studying, mobile applications can be useful aids in accessing needs that can improve the student learning process. Many students actively use this application as a means of supporting learning. However, this study only focus on applications that are popularly used by students, such as the Duolingo. This application is free, so it can be used by anyone.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter will explain relevant literature review in the study. The systematic in this chapter consists of such as theory of perception, Smartphone as a learning resource, and Previous Study.

#### **A. Perception**

##### **1. Definition of Perception**

According to Cambridge dictionary, perception is a belief or opinion, often held by many people and based on how things seem. While as stated in the Oxford English Dictionary, “perception is the process of becoming aware or conscious of a thing or things in general; the state of being aware; consciousness; understanding.” Furthermore, Perception is a process that individuals can take to organize and interpret their sensory impressions to give meaning to their environment (Judge & Robbins, 2015). While some academics give various definitions of the term perception. The term perception appears from the Latin words perception meaning “receiving, collecting, and action of taking possession, apprehension with the mind or senses and perception is the first step in social cognition, commonly considered the first step in perception” (Derryberry and Tucker, 1994, as cited in Ukhti, 2018, p. 7). One of the most popular, most powerful metaphors for knowing attention is that it works as kin to a spotlight. Perception, according to Kondalkar (2007), is like beauty



in the eyes of the beholder. Individuals differ in how they perceive, interpret, and comprehend a particular event. His or her perceptions, interpretations, and understandings may differ from actual fact. The way one perceives the world is referred to as perception. It is a one-of-a-kind experience. One may only draw on what is known to oneself (McDonald, 2011). Erin and Maharani (2018) added that perception is a psychological process through the experience gained by the five senses, and individuals can process responses into positive or negative perceptions. The Responses are obtained through the stages of selection, interpretation, and reaction.

From the various definitions above, it can be concluded that perception is a complex observation process in receiving and interpreting information in the environment using the five senses. So if a person has a perception of an object by using his senses, it means that he knows, understands, and is aware of the object. The form of perception in a person is interpretation or interpretation, reaction or response, beliefs and expectations from the use of the internet to be applied in economic learning. So it can be concluded that the perception of teachers and students is a process of acceptance, interpretation of something received by the teacher or student in his brain through the senses which then the brain gives a response to an object and then interpreted according to the individual's ability to conclude as a reaction to object.

## **2. Perception Process**

Qiong (2017) divided the process of perception into three stages:

### **a. Selection**

The selection process is the initial stage that someone goes through before they observe something. The selection process begins with stimuli and progresses to the five sensory organs. However, the five sensory organs will not receive all of the information. Some data will be sent to them, while others will be refused. Someone cannot perceive all of the information that is accessible to him since doing so would result in information overload and disorder. Through a selective process, one perceives only a portion of the information from the environment (Qiong, 2017). External and internal factors, according to Dhingra and Dhingra (2011), influence the selection process. The location, intensity, size, contrast, character, repetition, motion, novelty, and familiarity of the stimuli all influence the selection process in the external factor. Meanwhile, the internal aspect of the selection process is influenced by an individual's motivation, learning, needs, age difference, hobbies, and personality. After the stimulus has been filtered via the selection process, the incoming data is arranged into a meaningful whole.

### **b. Organization**

The second level is organization. After gathering data from the environment, it must be organized in such a way that meaningful patterns emerge. At this

step of perception, the social and physical events or objects we experience will have shape, color, texture, size, and so on (Qiong, 2017). According to Hwang, Wang, and Pomplun (2011), elements such as shape and color, as well as the meaning and semantic relationships between them, influence object perception in the visual world. For example, if we see an apple, some individuals may describe it based on its color, while others may describe it based on its taste or shape. As a result, Perception has two qualities at this level. First, the organizing process provides structure to human perception. Second, the procedure demonstrates that human perception is stable (Qiong, 2017).

### **c. Interpretation**

The third stage is the process of interpretation. The process of assigning meaning to stimuli is referred to as interpretation. An interpretation will be developed when the stimulus has been classified into an organized and stable pattern. However, different persons, cultures, experiences, and backgrounds may interpret the same stimuli differently (Qiong, 2017). As a result, there is a wide range of perception. Someone interprets the meaning of anything depending on what he has perceived and organized. When observing anything, someone may use his subjective sentiments, ideas, and emotions to determine its meaning based on what they believe to be his own biases, which can occasionally distort the facts. Perception can be affected and biased, resulting in a mistaken interpretation of sensory information. It is referred to

as an illusion, which is a psychological word for mistaken perception. Meanwhile, Puri and Wojciulik (2008) discovered in their study that expectation affects perceptual processing not only of simple stimulus features but also of complex, real-world stimuli, and assumption of a particular exemplification enhances perception of that object but impedes perception of an object from a different realm.

### **3. Factors Affecting Perception**

Individual perception is influenced by three factors: the perceiver, the situation, and the object/target (Kondalkar, 2007; Robin and Judge, 2013). Each element is depicted in depth in the mentioned below.

#### **a. Perceiver**

- Perception is influenced by one's attitude, which can be positive or negative.
- A motive is nothing more than an unsatisfied urge. This has a significant impact on perception.
- An individual's interest is a personal liking for a specific thing.
- Perception is also influenced by experience. The same way that interest narrows one's perception, so does experience.
- Expectations can skew one's perspective of what they see and what they expect to see.

**b. The Predicament**

- A change in circumstances causes an inaccurate view of a person. One thing that effects perception is time. Time is tied to both a job and a social situation.

**c. A physical thing**

- It can be differentiated by its size, shade, form, and sound, as well as its movement.

**B. Smartphone as a learning resource**

According to Oxford dictionary, a smartphone is a mobile phone that also has some of the uses of a computer, for instance, the ability to use applications and the internet. In short, smartphones are devices that allow users to make phone calls while having features that were previously only available on PCs, Such as the ability to receive or send email and edit documents. Even in its development, this tool can also be used as a learning medium. The use of smartphone media as a learning resource is supported by the features possessed by these sophisticated devices, and these features are as follows (Putra, 2017):

- 1) Students can ask teachers through social media.
- 2) The teacher can provide consultation to students about the lesson.
- 3) Students are helped by easy information on the internet.
- 4) Teachers can save time when learning activities take place.
- 5) The gadget is very interactive.

In a context where smartphones can also be a medium, AECT (Association of Education Communication and Technology) in Arsyad (2014) defines media as all forms and channels used to convey messages and information. Aside from being a delivery system or introduction, the media is often replaced with the term mediator. With the term mediator, the media shows its function or role, namely regulating an effective relationship between the two main parties in the student learning process and the lesson's content.

The utilization of smartphones in learning English can be classified as a new way of learning. Mastery of language is part of human learning in general, closely related to personality, closely intertwined with a second language learning culture, involves distraction, creation of new linguistic systems, and learning of discourse and communicative functions of language (Brown, 1993).

### **1. Smartphone Learning Application Model**

In the era of globalization, science and technology are developing very rapidly. This progress can be seen in the development of computer technology which offers many of the conveniences found in the field of education through educational application.

Educational application consists of two words; there are educational and application. According to the Oxford dictionary, education is connected with education, providing education. Educational is also an adjective form from education,



which means teaching, training, and learning, mainly in schools or colleges, to enhance knowledge and develop skills. At the same time, application means a program designed to do a particular job, a piece of software. Educational application means a piece of software to provide education. For further details, Educational application includes the disciplined application of knowledge to enrich learning, instruction, or performance (Spector, 2015).

In general, when creating a smartphone application model, whether for learning or other purposes, there are some theories to consider. They are mobile learning theory (M-Learning) and mobile assisted language learning (MALL). Each theory's development will be detailed in detail below.

**a. Mobile Learning (M-Learning)**

In many industries, technological advancement is accelerating. In recent years, mobile technology has permeated mainstream society, influencing lifestyles. Mobile devices, according to Calimag et al. (2014), can facilitate human contact and access to information resources at any time and from any location. As mobile technology advances, new potential for improving students' learning experiences at all levels of education emerge. According to Tayebinik and Puteh (2012), mobile phones are popular in education due to their portability and widespread availability. Furthermore, mobile phones with advanced capabilities, known as smart phones, have become widely available in society. Mobile technologies have been employed in the teaching and learning process to allow students to obtain educational resources without having

to be physically present in the workplace. Researchers are interested in producing learning material for mobile phones, sometimes known as smartphones. Furthermore, according to Trifonova and Ronchetti (2003b), as mentioned in Trifonova, A. et al. (2004), mobile learning is an area that has recently piqued the interest of many learning researchers. The term "mobile learning" refers to the use of a mobile phone as a learning medium (m- learning).

There are some differing perspectives on what constitutes m-learning. Cabanban (2013) describes m-learning as a sort of e-learning that uses wireless communication devices to offer educational content and learning support materials. In the same way, Traxler (quoted in Cabanban, 2013) defines mobile learning as the employment of personalized, linked, and interactive handheld computers in the classroom. Mobile learning refers to the practice of distributing educational learning resources via mobile devices. According to Trifonova, A. et al. (2004), m-learning is defined as any type of studying, teaching, or learning that is delivered via a mobile device or in a mobile environment. Mobile learning involves use of such mobile phones, MP3 players, Personal Digital Assistants (PDAs) such as Pocket handheld computers, and Windows Mobile Computing platform devices such as the iPAQ (Dudeney and Hockly, 2007).

According to O'Malley et al. (2003), m-learning is defined as learning that takes place via wireless devices like mobile phones, digital assistants (Tablet pcs), or notebook computers. As m-learning is now a new bridge in completing educational

activities, it allows learners do the learning activities without regard for time constraints. M-Learning possesses various properties that aid learners. According to Miangah and Nezarat (2012), some features of m-learning include spontaneity, informality, personalization, and pervasiveness. Omnipresent is defined as exist or being present everywhere at once (Calimag, Miguel, and Conde, 2014). Miangah and Nezarat (2012) outline two major features of mobile devices: mobility and connection. Learners can move mobile devices and carry learning resources with them because they are portable. In terms of connectivity, building the mobile system must be capable of connecting and communicating with the learning website via the device's wireless network in order to access learning content wherever. Furthermore, Huang et al. (2012), as quoted in Viberg and Grounlund (2012), argue that mobile technologies offer numerous benefits. They are versatile, low-cost, tiny in size, and user-friendly. As a result, the researcher investigates how mobile technology can aid in language learning.

Elias has presented some mobile learning principles (2011). These Universal Instructional Design (UID) principles were created to combine the instructional design and operating system of educational resources in order to make them acceptable for a wide range of students. Elias (2010), as quoted in Elias (2011), extracted the eight UID concepts that are especially effective in online education (DE). The table below compares the most important recommendations derived from UID principles for online learning and suggestions for m-learning.

**Table 2.1 UID Recommendations for M-Learning Adapted from Elias (2011)**

<b>UID Principles</b>	<b>Online DE recommendations</b>	<b>M-learning recommendations</b>
<ul style="list-style-type: none"> <li>• Equitable use</li> </ul>	<ul style="list-style-type: none"> <li>• Put content online</li> <li>• Provide translation</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver content in the simplest possible format</li> <li>• Use cloud-computing file storage and sharing sites</li> </ul>
<ul style="list-style-type: none"> <li>• Flexible use</li> </ul>	<ul style="list-style-type: none"> <li>• Present content and accept assignments in multiple formats</li> <li>• Offer choice and additional information</li> </ul>	<ul style="list-style-type: none"> <li>• Package content in small chunks</li> <li>• Consider unconventional assignment options</li> <li>• Leave it to learners to illustrate and animate course</li> </ul>
<ul style="list-style-type: none"> <li>• Simple and Intuitive</li> </ul>	<ul style="list-style-type: none"> <li>• Simplify interface</li> <li>• Offer offline and text only options</li> </ul>	<ul style="list-style-type: none"> <li>• Keep code simple</li> <li>• Use open-source software</li> </ul>
<ul style="list-style-type: none"> <li>• Perceptible information</li> </ul>	<ul style="list-style-type: none"> <li>• Add captions, descriptors and transcriptions</li> </ul>	<ul style="list-style-type: none"> <li>• </li> </ul>
<ul style="list-style-type: none"> <li>• Tolerance for error</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to edit posts</li> <li>• Issue warnings using sound and text</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffold and support situated learning methods</li> </ul>
<ul style="list-style-type: none"> <li>• Low physical and technical effort</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate assistive technologies</li> <li>• Consider issues of physical effort</li> <li>• Check browser capabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Use available SMS readers and other mobile-specific assistive technologies</li> </ul>
<ul style="list-style-type: none"> <li>• Community of learners and support</li> </ul>	<ul style="list-style-type: none"> <li>• Include study groups and tools</li> <li>• Easy-to-find links to support services</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage multiple methods of communication</li> <li>• Group learners according to technological access</li> </ul>

and/or preferences

- Instructional Climate
  - Make contact and stay involved
  - Push regular reminder, quizzes and questions to students
  - Pull in learner-generated content
- 

The first principle is fair use, which means that the course material should be available to a wide range of learners and places. It is necessary to create information and tasks that may be accessible via a wide range of devices. Second, adaptable use implies that the model should accommodate a wide range of human abilities, preferences, schedules, connectivity levels, and manner of use options. It enables the gadgets provide the music, films, or images. The following principle is easy and effective, which indicates that superfluous complexities should be avoided and the design should be simple and straightforward. Following that, visible information implies that subtitles, descriptors, and transcriptions should be included. Tolerance for error is the fifth principle. It reduces the risks and negative repercussions of software failures. The third requirement is low physical and technical effort, which indicates that m-learning should be designed with minimal physical and physical effort connected to text input into devices. The formation of groups and support from appropriate instruments should therefore be facilitated for the range of learners and support. The final component is educational climate, which concentrates on the many forms of interaction between instructors and learners.

### **b. Mobile Assisted Language Learning (MALL)**

As the use of mobile devices to facilitate language learning grows in popularity, many educational institutions are developing learning models that incorporate communication technology. Previously, internet or technology usage was commonly referred to as CALL (Computer Assisted Language Learning). CALL, as defined by Warschauer (1996) in Marandi (2013), is a method of teaching and learning foreign languages in which computers and computer-based resources such as the internet are used to present, reinforce, and assess content to be learnt. Mobile gadgets make it easier to access the internet these days. To provide independent and effective learning, another acronym, MALL (Mobile Assisted Language Learning), has emerged. MALL and CALL have a lot in common (Stockwell & Hubbard, 2013). MALL is defined by Kukulska-Hulme and Shield (2008) as "access to a wireless device network that can communicate with such networks." As the use of mobile devices to enhance language learning grows more popular, so does MALL. They further distinguish MALL from CALL by utilizing personal, portable devices to enable new modes of learning that emphasize access and involvement in many circumstances. MALL also addresses the use of mobile technology in language learning (Miangah & Nezarat, 2012). They claim that MALL is an ideal answer to time and location-based language learning constraints.

In keeping with the concepts of mobile learning, Elias proposes certain MALL values (2011). To begin, MALL provides content in the simplest format



available (equitable use). Second, MALL offers a wide range of applications (package content in small chunks). Finally, MALL allows for error tolerance. It scaffolds and promotes situational learning methods. Finally, MALL offers an instructional climate in which students are reminded, quizzed, and asked questions on a regular basis.

Furthermore, because the majority of developed mobile media comprises software, it is vital to follow several principles linked to well-designed software while designing mobile language learning. Some qualities of well-designed software are suggested by Egbert and Hanson-Smith (1999). The first feature has to do with consistency. It means that the components on the device, such as color, layout, capitalization, and typefaces, must be constant from one display to the next. The second point to mention is effective utilization of space. It means that each part of material should appear on a single screen and that the different parts should be distinguishable by differences in color, style, or other treatments. The following feature is visibility, which indicates that the material on the display must be readable (the letter form must be visible) and understandable (the lines of text must be easy to scan in normal reading patterns). Contrast, repetition, alignment, and proximity are the fourth elements. It recognizes that various elements should be clearly contrasted with one another, whereas logos and navigation bar should be repeated to unify various types of panels in the same part. Furthermore, each screen element should be positioned either up or down. The second feature is simplicity of navigation and

escape, which entails that the software should reject nonsensical requests and also provide clear recovery directions if users get into problems. The last point is high quality playback, which indicates that the audio and video playback must be sufficiently high quality. By taking these factors into account while building mobile learning media, users are able to use the program as well.

There are several things to think about when it comes to incorporating mobile devices into language study. Stockwell and Hubbard (2013) suggested ten guiding principles for designing and implementing mobile language learning. These concepts are concerned with the basic lessons acquired from the use of technology in language learning. The first principle is that mobile activities, tasks, and applications should differentiate between the intuitive interfaces and constraints of mobile devices and the affordances and restrictions of the context in which the device will be utilized. Because the purpose is to learn a language, the affordances and constraints should be linked to second language learning concepts. Limiting multitasking and external distractions is the second concept. Many people struggle with multitasking, which can lead to increased stress, mistakes, and decreased productivity. As a result, mobile surroundings and activities must be efficiently conformed.

The third concept is to push while remaining mindful of one's surroundings. The push mechanism can assist learners in taking action, but learners must also consider when and how frequently they will be reminded. Striking for equity is the fourth principle. It is vital to understand whether the students have mobile devices,

what gadgets they have, how they connect, and how much money they spend. To keep the learning environment equitable, all of these variables must be considered. The following principle is to recognize and arrange for the diversity in language learners. Different types of students' learning styles should be considered when building mobile learning. Mobile learning should support a variety of learner patterns so that all students may learn easily. The sixth principle is to be cognizant of language learners' existing usage and norms of use for their devices. Students primarily used their mobile devices for personal benefit and social networking, rather than as instructional aids. As a result, the program should be more consistent in providing valuable tasks so that students will accept and use it effectively.

The third idea is to keep mobile language learning activities and assignments as short and as simple as feasible. The lessons should be created in smaller, logical portions so that learners may quickly access the task. Furthermore, the tasks should be related to the learning goals and objectives outlined in the curriculum. The eighth principle is to allow the language learning task to fit the technology and surroundings, and vice versa. The tasks should take into account the learners' mobility as well as the technology, the time allotment, the skills to be concerned with, the technology employed, and the place in which the tasks are performed (library, classroom, or students' residences). The ninth premise is that some, if not the majority, of learners require direction and training in order to effectively use mobile devices for language acquisition. Learning will confront certain difficulties when using mobile language.

The implementation of mobile language learning, on the other hand, is in the hands of mobile users. As a result, learners must be informed and trained to use it as effectively as feasible. The final principle is to acknowledge and accommodate multiple parties. When implementing mobile language learning, it is vital to involve other parties such as the principal and parents in order to give preparatory and motivational support for teachers as well as learners.

These ten principles can be used to build and construct a mobile application that is appropriate for the learner's needs and the context in which mobile assisted language learning is employed.

### **C. Previous Study**

In contrasting this research proposal, the researcher was considering some previous research findings to support the research proposal. Those researches are as follows:

Criollo et al. (2021), in their research about “Mobile Learning Technologies for Education: Benefits and Pending Issues”, concluded that the use of mobile technologies places the student at the center of the teaching-learning process. The teacher is only the mediator between content and knowledge. M-learning technology allows the inclusion of multiple learning models, thus managing to involve students in the construction of their learning. However, analysis based on the existing literature has revealed mixed results. This analysis revealed that, in the future, M-

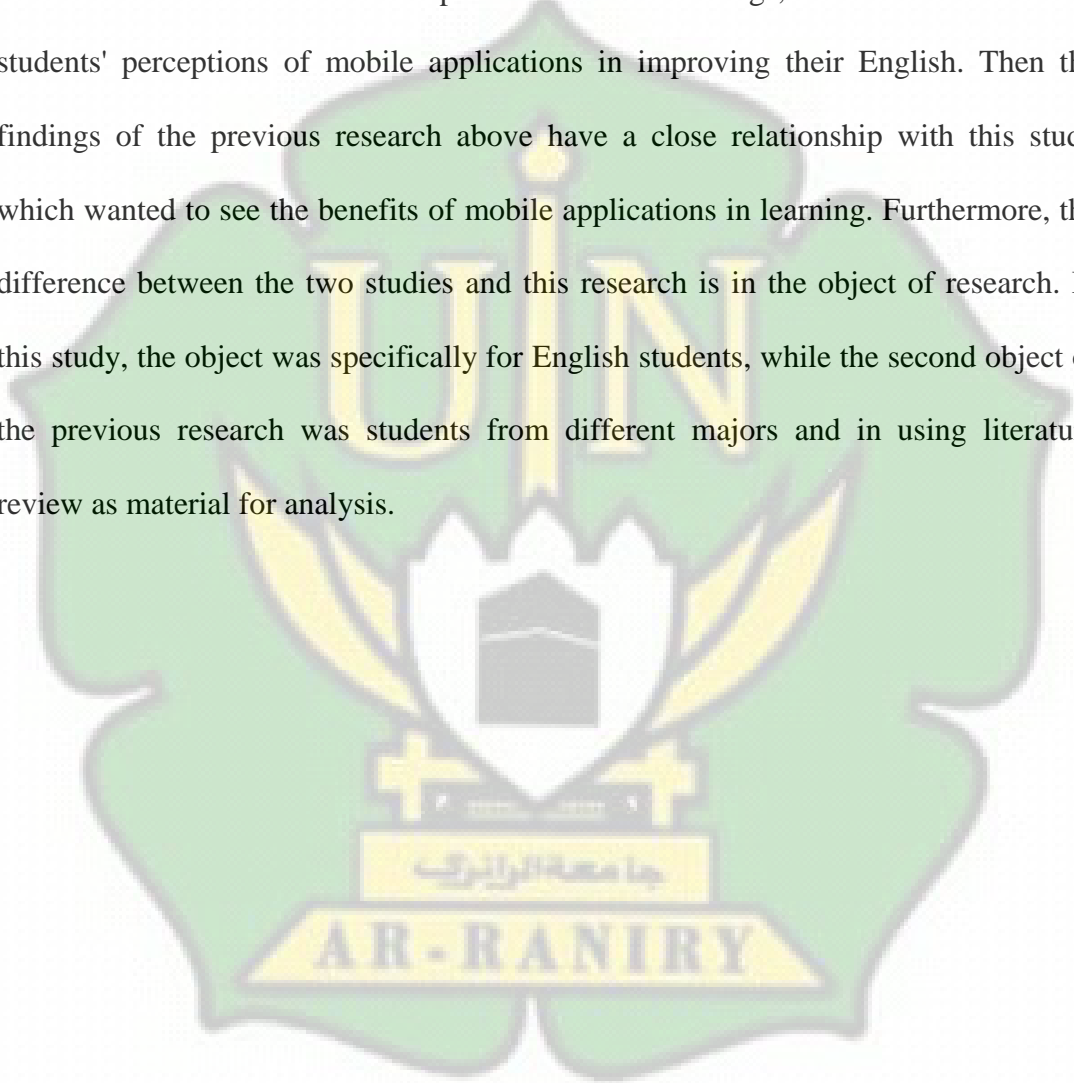
learning would no longer be an option: Mobile devices will become a necessity in a modern educational system. Today's generations of students have radically changed. They are no longer the people for whom educational systems were designed.

Furthermore, Ekinici and Ekinici (2017) conducted research entitled "Perceptions of EFL Learners about Using Mobile Applications for English Language Learning". They concluded that a substantial comparison of these mentioned apps might enlighten EFL learners by providing advantages and disadvantages of using them. It was found out that these applications had a positive impact on the learners' reading, writing, and listening skills. It was also revealed that these software packages help them improve their grammar and vocabulary knowledge.

As they were exposed to language input during the research, they could learn, remember and get used to the sounds, new words, and other language contents in the target language by improving their comprehension. When it comes to the negative sides of the process, it can be specified that they are mostly about the technical features of the applications. The lagging problems of the software loads, the micropayment needs for more content, and internet specifications were the most stated problems of the software. A few participants found this treatment tedious and time-consuming. It is not easy to find a way to teach and practice English that all participants can fancy. They have different backgrounds, interests, and learning styles. These participants may prefer learning through other means of education. However, the number of negative orientations was outnumbered by the positive ones,

which indicates that learning through mobile applications positively affects the participants' perceptions and motivation levels.

As a conclusion from the two previous research findings, it can be concluded that students' perceptions of mobile applications in improving their English. Then the findings of the previous research above have a close relationship with this study which wanted to see the benefits of mobile applications in learning. Furthermore, the difference between the two studies and this research is in the object of research. In this study, the object was specifically for English students, while the second object of the previous research was students from different majors and in using literature review as material for analysis.





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter will explain the research method that have been carried out in this research. The systematics in this chapter consist of such as research design, research site and participants, methods of data collection and methods of data analysis.

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

This study used a qualitative approach. According to Ary, Jacobs, and Sorensen (2010), “qualitative research focuses on understanding social phenomenon from the perspective of human participants in a natural setting”. They state further that qualitative research focuses on getting “a holistic picture and depth of understanding rather than a numeric analysis of data” as the result of research (Ary et al., 2010). In other words, qualitative research employs images and words to answer questions rather than employs numbers and measurement such as frequencies, means, and statistical tests. In addition, Creswell, J. W. (2012) stated that qualitative research was best used when the researcher did not know the exact variables to explore.

The researcher chose a qualitative method because it could answer the research question in this study. This method is expected to be able to explore and

investigate in depth. Furthermore, for a deep understanding of the problem, the researcher used an interview as an instrument to collect the data.

### **B. Research site and Participants**

This research conducted on students of the Department of English Language Education, Faculty of Tarbiyah, and Teacher Training, at UIN Ar-Raniry. Population refers to all potential participants; it came out as a whole group of people interested in (Schreiber & Asner-Self, 2011). The population of this study was students of English Education at the State Islamic University of Ar-Raniry. Sampling selection as respondents was selected randomly (random sampling technique). Therefore, the writer only took some of them, around 6 students, to be the participants to represent the data needed in this research with some considerations.

### **C. Methods of Data Collection**

Technique of Data Collection guides the writer systematically in collecting the data needed in this study. The writer used interview as data collection.

#### **1. Interview**

In this study, interviews was used by the writer as an instrument to collect the data from participants. According to Denzim and Lincoln (2009), the interview is a form of conversation, the art of asking questions, and hearing as well as a device for producing a situational understanding that came from special episodes and influenced

by the personal characteristics of the researcher. In this research, the writer used semi-structured interviews and create the type of questions in the form of open-ended and close-ended, because the interviewer is easier to control the interviewee and to avoid too many free answers out of bounds and opening up opportunities to give some opinions.

#### **D. Methods of Data Analysis**

After all the data has been collected by the writer, the next step is analyzing the data from participants. To analyze this type of data, this study adopted 3 stages of qualitative data analyses by Ary, Jacobs, and Sorensen (2010), they are:

##### **1. Familiarizing and organizing**

The researcher should read and reread the data in order to become familiar with the data. The researcher must fully understand the data. Therefore, it is recommended in this stage to make transcripts and take notes. After that is organizing the data by creating a complete list of data sources such as naming the files as by interview, by people, by question, etc.

##### **2. Coding and reducing**

This stage is the core of qualitative data analysis. In this stage, the researcher reads all the data and identifies its categories and themes and their refinement with code. Wiersma (2000, as cited in Ary et al., 2010) explains coding is like sorting stuffs for rummage sale: You sort stuffs into categories- clothing, books, furniture, etc. Then, you can subdivide clothing categories into children's clothing, teenagers'

clothing, and adults' clothing. Each of clothing categories can be further subdivided; for example, the children's clothing can be subdivided into infants' and toddlers' clothes; each of these categories can be further categorized as boys' and girls' clothes. It is suggested to use many codes in the beginning of coding stage as it can be reduced later. The code itself can be the information that is expected to find, unexpected information to find, and interesting or unusual information. The codes help the researcher to categorize the data.

### 3. Interpreting and representing

Interpreting and representing are the last stages of qualitative data analysis. Interpretation means telling the meaning, telling the story, explaining, and developing plausible explanations. Meanwhile, representation means reporting visual data such as graphs, pictures, tables in descriptive detail. Finally, in this study, the researcher explained all the data descriptively.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter focused on the data analysis to answer the research questions and draw out some points and discussions. It starts by displaying the findings and ends with a discussion.

#### A. Research Findings

This study was conducted to determine students' perceptions of the use of educational applications on smartphones in learning English. Here, students from the 18th generation majoring in English education were selected as research participants. There were 6 students of PBI UIN A-Raniry as participants who were willing to act as resource persons to share their feelings and ways of using educational applications to learn English. The data obtained from interviews will be discussed in this chapter.

#### 1. The perceptions on using mobile applications

##### a. The installed apps

Based on the interview, Duolingo is chosen as most installed educational apps to improve their English, followed by Grammarly, and Memrise. There are also new educational apps like Busuu. Students choose Duolingo because it provides many English topics for learning as a student stated:

*“I have installed duolingo as my learning apps, in the Duolingo application, I can learn to understand the English language with various topics available there.” (Student 6)*

While listening to the content presented in Busuu, students can also practice their speaking and pronunciation, as stated by:

*“Usually I look for a rather light English topic, I listen to every spoken vocabulary, and then I try to imitate the vocabulary conveyed in the app like Busuu.” (Student 1)*

Whereas in Memrise, the application offers users a variety of thousands of learning videos, memory games, and also features to speak to native speakers, as stated:

*“In Memrise, I can choose how various materials are presented, through videos, memory games, and you can respond to every sentence spoken by the application.” (Student 5)*

In addition, students who complete their assignments by using the help of the applications they have downloaded, as stated below:

*“Apps like Grammarly help me study and also help me complete my assignments. For example, in Grammarly there is a grammar checking feature so that we can know whether the grammar in our writing is correct or not.” (Student 3)*

Adding to the statement above, the participants also admitted that they chose to use one of these applications to learn English based on the lecturer's suggestion. As stated by the following students:

*“Actually, my writing lecturer advised me to use a study application that could help me check my writing results. I use the Grammarly application*



*which according to my lecturer can help me in checking grammar mistakes in my writing.” (Student 4)*

Other students also practice communicating using better vocabulary using the app as it stated:

*“I am interested in installing Duolingo because this application provides daily reports on my learning progress and the material that can be saved offline.” (Student 2)*

To sum up, most of the English Department students of UIN Ar-Raniry learn their English using Duolingo, Grammarly, and Memrize applications because generally they can access many English resources in the form of videos and topics to improve their English.

#### **b. The benefit in using the app**

Regarding to the analyzed data from the interview session, educational application helps interviewees in facilitating all of their English skill and knowledge. However the writer highlighted the most facilitated skill which mentioned by the interviewees, they are listening, vocabulary, and pronunciation. The following paragraph will discuss how the skills are improved while learning English using educational apps. Educational apps plays important part on students’ vocabulary development. Student said that the apps facilitate them to learn new vocabulary from video and photo. As a student said:

*“My Vocabulary has increased a lot from watching the videos available from the application.” (Student 3)*

In addition, students seemed interested in knowing different vocabulary based on the accent used. They did not find this while studying on campus. By knowing these many differences students can use words in their daily lives that match the accent they like and it becomes more experience that makes them confident to use English as *students say*:

*“In class, the language is usually more formal, while in learning applications, such as Grammarly, we learn to be able to listen to the words based on the accent so that we are more aware of how to pronounce them.” (Student 5)*

Furthermore:

*“Can know more about what vocabulary is suitable for everyday use or in formal activities.” (Student 2)*

### **c. Difficulty in using the application**

When the writer asked the interviewees about their difficulties in using the application to learn English. 3 of 6 interviewees mentioned that their phone signal sometimes isn't good when they open the app, as expressed by a student:

*“The problem I feel is that the internet network is a bit slow, so if you want to open the application, it takes a long time.” (Student 4)*

In addition to signal problems, a student has health-related usage problems. One student said that his eyesight was getting worse during his inclination to use an

app on his cellphone and his feelings changed when his app was slow to respond due to poor signal, he said:

*"If there is a problem, maybe my minus eye will increase, then if there is take times to open it can affect my mood."* (Student 2)

## **2. Mobile applications affect the interest of students**

The author also conducted interviews with students to find out the effect of the application on their interests. Based on the analysis from the interview result, most of interviewees thought that learning English using educational app was fun, comfortable, easy, and entertaining. The interviewee said that educational app provides various English content for learning. As stated by a student:

*"The reason for using additional applications such as educational applications for learning English is because it is easier to find information related to needs, and there is a lot of content that discusses grammar and English material."*(Student 6)

Aside from learning from a variety of sources, students can also focus on a certain subject that they want or enjoy, as one student stated:

*"The application provides many sources for learning English so you can focus on many or one skill, for example, if you want to learn to write, download an application that provides grammar checking features such as Grammarly, if you want to focus on listening, you can look for applications that provide video content such as Memrise."*(Student 5)

Because the application provides an uncomplicated display, students enjoy using it. They can enjoy the content as entertainment and also a way to practice or learn English because of the appearance, as students say:

*"It feels like learning using the application doesn't even feel like we are learning, because we choose what we want ourselves, so we like the content being discussed, so we learn English too."* (Student 3)

In addition:

*"It's fun, because we can learn from the things we like. For example, I like the video type compared to text, so I watch English videos provided in the application so learning is fun."* (Student 1)

A student also stated that felt more at ease studying English with the app because it lowered the anxiety when interacting in English, it stated:

*"The positives that I feel are the comfort in speaking English because if you look at or talk English directly with others, you are more apprehensive, yes, and you also have limited time and space if you want to learn with other people."* (Student 4)

In addition, students also considered that the application was easy to use and very close to them so they wanted to use it as a medium for learning English. As the quote from this interview states:

*"Because technology is developing rapidly and you can't update new information quickly on your smartphone, so why not use a smartphone to learn English through the available applications"* (Student 2)

Furthermore:

*“We always use smart devices every day, if we don't use them as well as possible it will be in vain, so please use these smart devices to help us learn by downloading applications that suit our needs.” (Student 6)*

## **B. Discussion**

The purpose of this study is to investigate the use of educational applications for the purpose of learning English from the perspective of students. According to the findings of this research, students use educational applications on their smartphones to help them study without being bond by time. It is supported by Chen and Chung, (2008) who stated that mobile learning can surpass the limitations of time and place by enabling students to study whenever and wherever they want to

Further, students have positive perception of the use of educational for learning English. They choose Grammarly, Duolingo, and Memrize as the most educational applications for learning English. Those applications are chosen because their popularity also affords an endless supply of English input to them. This perception is similar to what has been explained by some researchers (Ekinci and Ekinci (2017) who expressed that educational applications provides them English exposure which enables students to keep practicing their English skills.

The English exposure on educational applications comes in an environment where the students are practicing with material from native speakers, reading some articles, and watching English videos. Because students may practice their language in a meaningful way, the activities may have a favorable impact on their language

development. Based on Kozhevnikova (2019), Language exposure is becoming one of the criteria determining successful language teaching and acquisition. English is recognized as a foreign language in Indonesia, and kids only use and learn English in school. As a result, they do not communicate in English on a daily basis (Lauder, 2008). As a result, the amount of target language is so small that their teacher is the only source of spoken language. As a result of the widespread availability of educational apps for smartphones, students are increasingly utilizing all available methods and sources to acquire and learn the target language.

Furthermore, students' replies to the interview in this study show that they are at ease and relaxed while studying English via educational apps. Students can use educational applications to access English information in a variety of formats, including text, audio, videos, and even games. These varied contents are conveniently accessible via any device. As a result, educational applications are extremely adaptable and may be utilized by anyone with a wide range of needs, abilities, and interests (Anwas et al., 2020). Furthermore, because educational apps allow virtual engagement, they alleviate students' anxiety due to the delightful experiences provided by the apps (Makodamayanti et al., 2020). As a result, students gain confidence in their ability to learn and practice English at any time and in any place.

Another thing should be noted, the students agreed that the educational application features encouraged them to practice English not only in the classroom but also outside of it. An important conclusion is that educational applications can be



used to enhance the formal language learning process in schools by acting as informal language learners. Informal learning is defined as a process that occurs continuously throughout one's life in which one's information and abilities are acquired and accumulated by daily experience and exposure to one's surroundings (Combs & Ahmed, 1974; as cited in Mohmed Al-Sabaawi & Dahlan, 2018). Students can take control of their learning process outside of the classroom with the help of educational software. Learning to do so would allow the students to put into practice the things they have learned in class (Ahmed, 2020). A further point of contention raised by Mubarak (2016) is that a classroom environment is still preferred over other learning environments for the English language since smartphone applications do not provide an acceptable environment for formal language instruction and learning. For this reason, the author recommends using educational applications as an additional learning tool in the classroom. A learning tool such as an educational application could therefore aid EFL students in their English practice both inside and outside the classroom.

Potentially, Teachers may be able to use educational applications to assist students in their English language learning efforts in the future. In the opinion of Hakim, Kustijono and Wiwin (2019), educational applications can be employed as instructional materials. Educational applications such as Duolingo, Memrize, and Busuu, which serve as material tools, can be utilized to improve learning between teachers and their students, as well as between one another student, among other

things. Teachers can give questions based on the application and students can access them. As an engagement tool, teachers can use various English videos from Memrise and Busuu as authentic resources relevant to their lives that make students more involved in the lesson.

Moreover, the students in this study had difficulties while using educational applications. The students are experiencing difficulties with their internet connections, smartphone capabilities and their addiction. Saminathan (2020) stated that high bandwidth or strong internet connection required to access learning applications through this technology. Therefore, students are expected to be well informed about how to share student data on educational applications. Because students still believe that educational apps promise to help them learn English, students may still use educational apps for their help in class, but they should pay attention to the challenges and find strategies to minimize smartphone addiction in consideration of the effects on their health. Even so, it is undeniable that the use of educational applications can support students to develop and improve their English.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

In this chapter, the researcher presented the conclusion and recommendations following the finding of the study. This study aimed to investigate students' perception on using educational application on smartphone in learning English. The participants in this study included six English Department students of UIN Ar-Raniry.

#### **A. Conclusions**

Based on the findings, students have favorable attitudes on the use of educational applications to assist them in their English language learning. Their feedback indicated that the educational application provides an inexhaustible supply of English information, allowing them to continuously practice their English abilities, particularly listening skills, while also expanding their vocabulary and improving their grasp of pronunciation. Aside from that, because educational applications allow students to study English in a variety of methods, they can select the English content that interests them while also discovering things that their teachers do not teach in class. Students benefit from this arrangement because it creates a stress-free language environment in which they feel comfortable and inspired to continue their English learning outside of school. Students also shared their difficulties, such as difficulties connecting to the internet and limited smartphone capabilities.

## **B. Recommendations**

After conducting research and gathering information about how students perceive English learning through educational applications, the author would like to encourage other students to investigate and incorporate educational applications into their classrooms, particularly the applications mentioned above (Grammarly, Duolingo, and Memrize). Although students should be familiar with classroom norms before using educational applications in the classroom, they should also be more cautious when using educational programs on their smart phones, so that they are used not only for entertainment but also to further their learning. The following idea is directed towards teachers, who could consider allowing students to utilize educational applications in class while studying, making it easier for them to find content on their own. At the end of the research, the researcher would like to suggest additional research to investigate further the impact of educational applications on specific English language skills and how to minimize the potential challenges that arise from using educational applications to learn English in greater depth.

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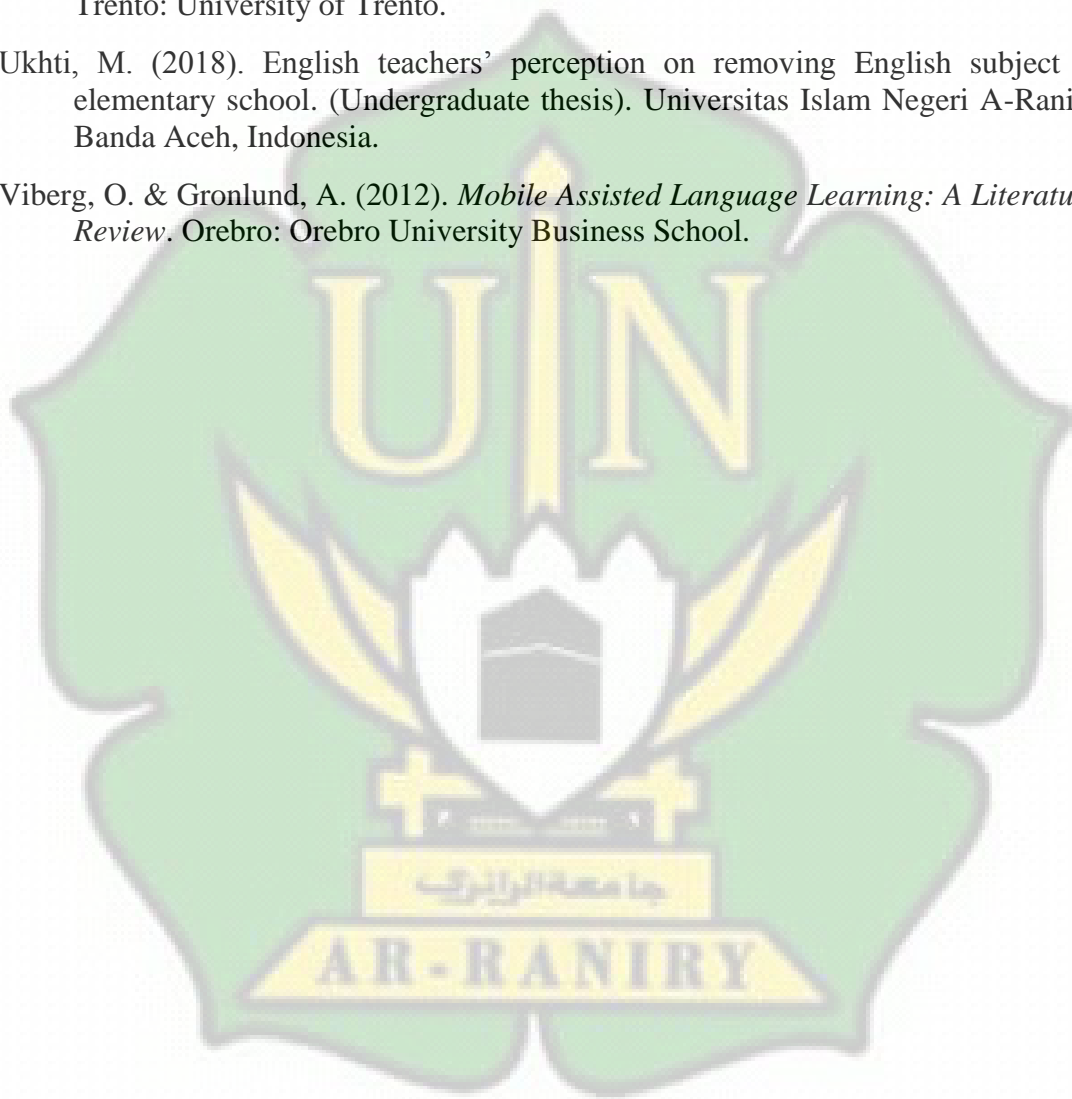
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Assalamu'alaikum Wr.Wb.  
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Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Students' Perception on Using Educational Application on Smartphone in Learning English*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 27 Juni 2022  
an. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 27 Juli 2022

Dr. M. Chalis, M.Ag.