

**THE ROLE OF SMARTPHONES IN LEARNING ENGLISH AS EFL  
FOR STUDENTS OF DEPARTMENT OF ENGLISH LANGUAGE  
EDUCATION (UNIVERSITAS ISLAM NEGERI AR-RANIRY  
BANDA ACEH)**

**THESIS**

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**FAKULTAS TARBIYAH DAN KEGURUAN  
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THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
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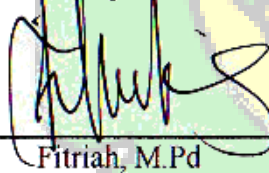
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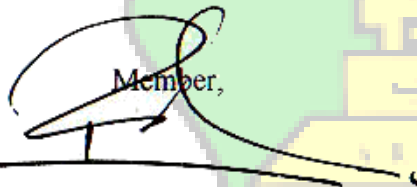
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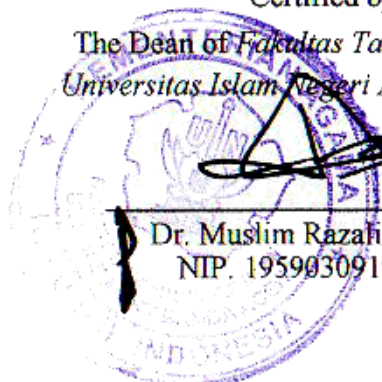


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**SURAT PERNYATAAN KEASLIAN**  
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**The Role of Smartphones in Learning English as EFL for student of  
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



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## ABSTRACT

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Keywords : Students; Role Smartphones; Learning English

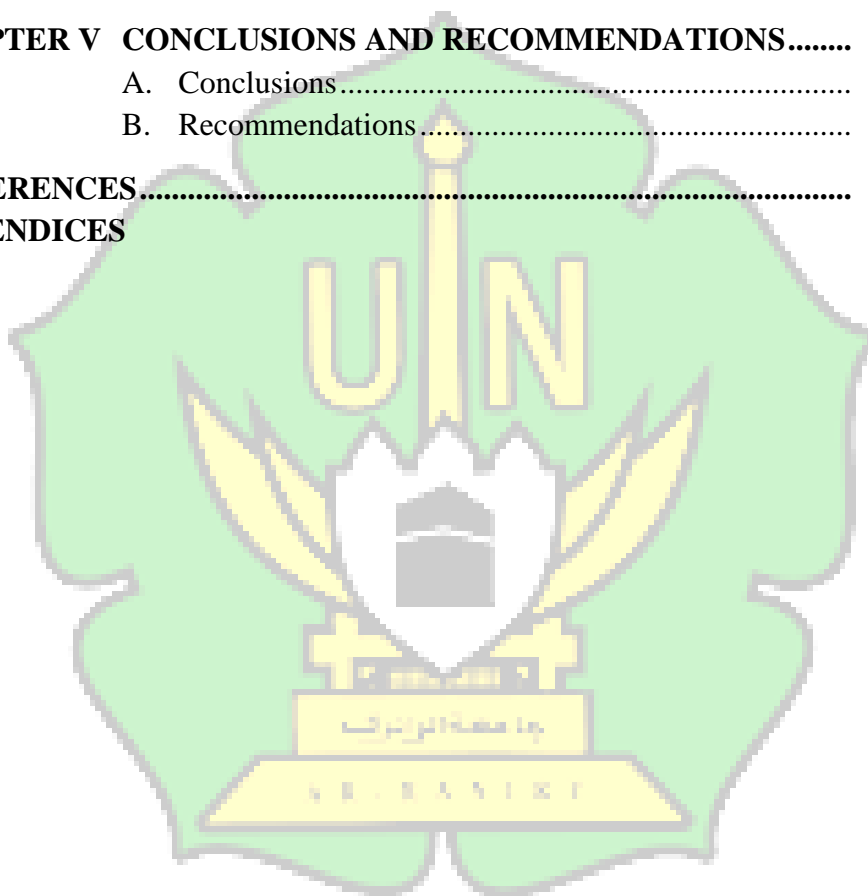
In the industrial era 4.0, technology and information are needed by most people in the world, especially for education. Smartphones are one of the most popular technologies for learning English. Therefore, the purpose of this study is to examine the role of smartphones in learning English. The data were obtained from 7 students of English Education (Universitas Islam Negeri Ar-Raniry Banda Aceh) through semi-structured interviews. In this study, qualitative research is used as an approach to this research. The information gained from the interviews was transcribed and analyzed. In analyzing the data, three steps have been used: copy the data obtained by the interview, coding the data based on the interviewees' answers, and describe the data on the role of smartphones in learning English. The results showed that every student stated that they were highly helpful and easier in learning English. Smartphones have a big influence on improving students' English skills.

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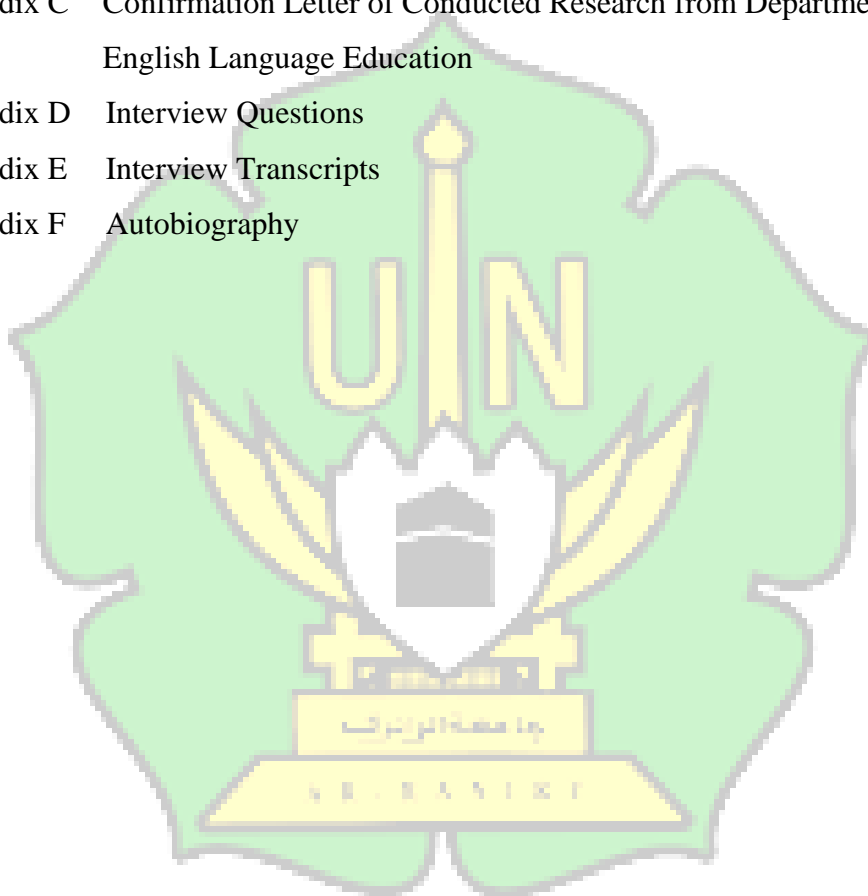


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## CHAPTER I

### INTRODUCTION

#### A. Backgrounds of the Study

In the industrial era 4.0, technology and information are needed by most people in the world, especially for education. Smartphones are one of the most widely used technologies as a medium of learning English. According to Norries, Hossain, and Soloway (2011), smartphones allow students to easily access and read the material on their smartphones. Moreover, they communicate with teachers or friends, especially in distance education.

The population of Indonesia reaches 250 million people. Indonesian smartphone users are also overgrowing. Based on a statement from the Ministry of Communication and Informatics Indonesia (2020), there will be 78 million smartphone users in Indonesia by 2020. Indonesia is the world's fourth-largest smartphone users after China, India and the United States (Statista.com). The Indonesian Ministry of National Education (2008) defined that smartphones are cell phones with functions such as personal computers with additional features such as touch screens and wireless internet access.

Smartphones are one of the results of technological innovations with sophisticated capabilities, and many students choose them. The use of smartphones for students is increasingly global. Learning English using smartphones is categorized as a new system for learning. Smartphones also

providemany applications that can develop students' knowledge,includingEnglish languageskills, if they maximize the functionality of the features or applications on the smartphone. Furthermore, applications and smartphone features can assist students in their learning process; for example, Wi-Fi, MP3 players, radio, camera, applications, etc.

Smartphone use has both advantages and disadvantages. One of the positive impacts of using a smartphone makes it easier to find information. Alia (2014) also stated that the positive effect of using smartphones for students is that it makes it easier for them to learn. However, apart from having a positive impact, smartphone use also has a negative effect. The negative impact of smartphone use can be through various applications such as social media, watching videos from the internet, playing games, and other applications whose use is not limited so that it disrupts the learning process and reduces students' interest in learning. However, if it is done continuously, it will have an impact on decreasing motivation in learning.

The use of smartphones in English Education students is easier to study anywhere and easier to find and add information. In addition, the convenience provided by smartphones can help them in the learning process, which results in easier absorption and search for the material needed. These were supported by the results of Kaheriyah and Mahmud (2017) research which shows that the intensity of smartphone use has a positive effect and significant towards learning motivation ( $p = 0.002$ ). Likewise, with the results of the study by Augusta (2018), which showed there is an effect of smartphone use on learning motivation ( $p =$

0.0037), namely by using a smartphone, students can easily find learning sources other than books, namely by accessing the internet to find information and knowledge.

The above phenomenon makes the researcher interested in researching the role of smartphones in learning English. Then, the researcher chose to study in the Department of English Language Education (Universitas Negeri Islam Ar-Raniry Banda Aceh). The researcher wants to analyze the role of using smartphones that students do when they learn English. Therefore, the researcher gives the title of her research, "*The Role of Smartphones in Learning English as EFL for Students of Department of English Language Education (Universitas Islam Negeri Ar-raniry Banda Aceh).*"

### **B. Research Questions**

The researcher intended to conduct this research to find out the answers to the following questions:

1. How does the use of smartphones help the students in learning English?
2. What are the perceptions of the students about the role of smartphones based on their experiences in learning English?

### **C. Research Aims**

The following are the study's objectives, based on the research questions above:

1. To find out how the use of smartphones help students in learning English.
2. To find out the perceptions of the students about the role of smartphones based on their experiences in learning English.

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

The researcher believed that this study would provide a theoretical and practical benefit to students who have participated in this community. In theoretical, using smartphones can be considered a language learning strategy for learning English. In practice, the research findings could help students understand how to appropriately utilize smartphones in English learning and be aware of the positive and negative effects of smartphones to improve their English abilities while avoiding negative effects. Furthermore, the researcher also hopes that this research will be helpful for students in learning English, especially students of the Department of English Language Education (Universitas Islam Negeri Ar-Raniry Banda Aceh).

#### **E. Terminologies**

In terminology, several terms must be defined in this study to avoid misunderstandings. The terms are:

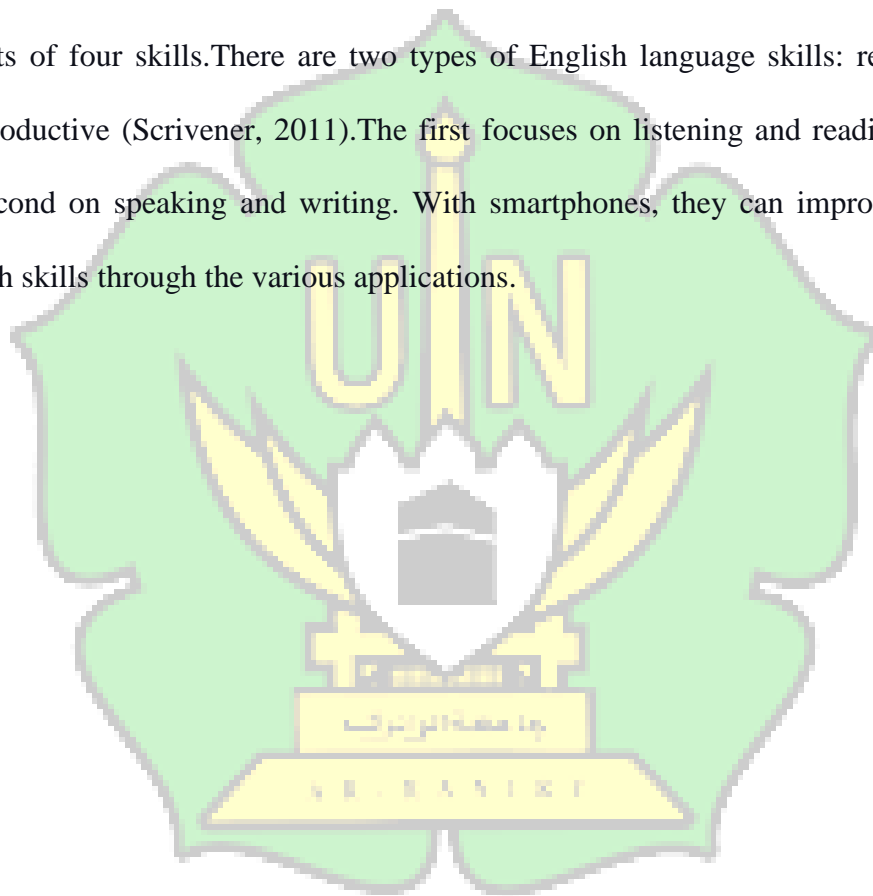
##### ***1. Smartphones***

In our country, the use of smartphones is commonly used, especially in education. Smartphones can perform many functions like a computer, usually have a touch screen, internet access is required, and an operating system that can run downloaded apps. Fawareh and Jusoh (2017) stated that having a smartphone is like having a small computer in your pocket. Smartphones are also handy for students who want to learn quickly. For example, students can access and read material. In addition, they can study anywhere and anytime and choose whatever material they need.

## ***2. Learning English***

As we all know, the international language is English which is widely spoken all over the world. Many people around the world speak it as their first language (Harmer, 2007). Generally, the use of English is to facilitate communication, to promote understanding between languages, etc.

Learning English is learning about one international language, which consists of four skills. There are two types of English language skills: receptive and productive (Scrivener, 2011). The first focuses on listening and reading, and the second on speaking and writing. With smartphones, they can improve their English skills through the various applications.



## CHAPTER II

### LITERATURE REVIEW

#### A. Smartphones

##### 1. *Definition of Smartphone*

In the industrial era 4.0, technology and information are needed by most people in the world. Smartphones are developing technology, especially education field in both developed and developing countries. The meaning of the word smartphone, namely a smart phone, has the capabilities of a computer-supported by a sophisticated operating system. According to Fawareh and Jusoh (2017), having a smartphone is equivalent to carrying a small computer in your pocket. A smartphone, as a mobile device, enables users to stay connected via phone and internet data at the same time, different from smartphones of regular phones.

Smartphones use has had a significant impact on people's daily lives. Smartphones are used by Indonesians, including children, adolescents, adults, etc. According to Statista Portal data, the number of Indonesian smartphone users has increased from 11.7 million in 2011 to 62.69 million in 2017. This data demonstrates that smartphone usage is continuing to grow, primarily in Indonesia (statista.com, 2017).

According to Liao (2010), a smartphone is an efficient communication device and has a function by developments in communication and has a



minimalist shape so that it is easy to carry everywhere. Liao defines the use of smartphones based on three functions, namely:

1. **Versatility** or intelligence function, namely several applications that can be used as several applications to find information usually accessed through Internet applications, google or opera mini, built-in applications (such as calculator), and downloadable applications (such as Indonesian and English dictionaries).
2. **Essentiality** is the function of communication via telephone, short message, and social networks and the function of storing data both in internal and external memory.
3. **Entertainment** has a function as entertainment media that is commonly accessed through game applications, music players, video players, and cameras.

The existence of this smartphone is indeed able to provide various benefits and conveniences for its users, especially for students, where the smartphone's capabilities are not limited to phone and SMS functions but can also be used as a learning tool (Daeng, Mewengkang & Kalesaran, 2017). The use of smartphones to search for learning information can help students and motivate them to learn English. Supported by previous research, Augusta (2018) obtained research results that the use of smartphones in students influences their learning motivation. In addition to accessing new knowledge more quickly, the use of smartphones by students is mostly used for communication via social media, playing games, this

will affect student learning motivation which has an impact on decreasing learning achievement.

According to Barker et al (2005) stated the impact of smartphone technology for learning is portability, collaboration and motivation.

### **1. Portability**

Mobile phone portability allows students to learn practically anytime and anywhere in obtaining or taking course information through their mobile phones as they are carried from class to class or anywhere.

### **2. Collaboration**

Social networks such as Facebook and Twitter that are accessed on student smartphones allow students to form groups to distribute and add to their knowledge together, and share information easily, and this can lead to more successful collaborative learning.

### **3. Motivation**

When mobile phones are used, they are included in large classes, it seems that students are more involved in the learning process. The use of smartphones in learning increases students' willingness to learn. They take the initiative in using the device as a learning tool.

The use of a smartphone is very dependent on the user if it is used for positive things it will have a good impact, on the contrary, if it is used for negative things it will have a bad impact on the user. Applications on smartphones that are

generally used by students as a communication function are social networks including Facebook, Twitter, Path, Instagram, WhatsApp, Line, etc. They can use the application to discuss assignments and share information and learn. But in reality, there are still students who use social networking applications for the wrong things. For example, to share answers during exams, send photos or videos that contain pornographic elements, even this application is often used to demonize others.

## **2. Types of smartphones**

Technology that continues to develop produces many innovations, as evidenced by the many types of smartphones. Moreover, the types of smartphones can be distinguished based on the operating system, how the smartphone operating system works, among others:

1. Install applications on the device
2. Set the app icon layout
3. Manage telephone access
4. Manage cellular and wireless network connectivity

The first smartphone was released in 1993 and was given the name IBM Simon. However, the new operating system was released in 1996 by Palm Inc. and was named Palm OS. Although the Palm OS is no longer used, since its release, other operating systems have emerged that support the development of mobile phones to date. According Gupta and Nisha (2015), there are some names of the most popular operating systems used by smartphone companies:

### 1. Apple iOS

It is only owned and developed by Apple Inc. Apart from the Apple brand, there are no other smartphones that can use this operating system.

### 2. Android

The Android operating system is most widely used by various smartphone brands, including Samsung, Asus, Xiaomi, Lenovo, etc. In Indonesia, Android is more popular than other operating systems. Android is a Linux-based operating system developed by Android and later purchased by Google in 2005. The Android logo is a green robot which means that a smartphone with the Android operating system can modify its performance according to your wishes.

### 3. Blackberry OS

BlackBerry OS was developed by Research in Motion (RIM) to support BlackBerry devices which are also products from RIM. BlackBerry OS uses a Java-based programming language and is the first operating system to launch push email.

### 4. Windows Phone

Windows phone is a Windows Mobile replacement operating system developed by the Microsoft Company.

## **3. The role of smartphones in education**

Along with the development of increasingly advanced technology, there are many alternative media that students can use in learning. The technology that

is currently in great demand by the public is mobile learning using smartphones. Learning media can be created on mobile devices that are portable, such as smartphones and tablets (Squire, 2009).

In addition, M-Learning is learning where students can access materials and applications related to learning. This will increase students' access to learning materials, make learning pervasive, and can encourage student motivation. The characteristics of using smartphones as learning media or called mobile learning are that they have a high level of flexibility (Wirawan & Ratyana, 2011). As a complement to existing learning, mobile learning allows users to access materials, directions, and information related to learning anytime and anywhere. Mobile learning is an alternative for developing learning media that can be used as a learning supplement so as to train students to learn independently (Arief, 2014).

M-Learning can also be accessed with a smartphone. With the smartphone, students can easily find the information they need quickly. The following is the use of smartphones as learning media:

1. E-learning

E-learning is fun learning, and students can learn even outside the classroom. By exploring websites or applications, learning will be more fun because videos about the subject matter accompany it.

2. E-book

Students can read books using smartphones easily without having to bring books. Reading books will be more fun because they can study anywhere and anytime.

### 3. Search site

Search sites on the internet are beneficial for students in finding information or material about learning. Students' knowledge will develop when they use smartphones well. It will improve their intellectual.

### 4. Social media for learning

Students use many social media. For example, Youtube, Google, Instagram, Tiktok, Duo lingo, etc. Social media is helpful for students in finding the learning materials they want to learn.

## **4. The advantages and disadvantages of smartphone**

Smartphone use has both positive and negative consequences. One of the positive effects is easy to find information needed to trigger students to use it. According to Barakati (2013), using smartphones in students is easier to study anywhere, easier to find, and add information. The convenience obtained through the use of smartphones in finding this information will affect student learning motivation, where according to Augusta (2018), the use of smartphones in students influences their learning motivation.

The sophistication of smartphone technology is highly convenient for humans, especially students, for learning activities. Here, According to Kogoya (2015), are some of the benefits of smartphones for students or humans in daily life:

### 1. Communication

Smartphones are short and long-distance communication tools. It is an oral or written communication tool that can store messages practically. Smartphones are effective and efficient when used in life, especially for students.

### 2. To improve social relations

Apart from being a communication tool, Smartphones can also improve social relations. Humans can still stay in touch with relatives who are far away. With these smartphones, you can also add friends from around the world.

### 3. To increase knowledge

Smartphones can also be used to increase students' knowledge about technological advances in the era of globalization. Smartphone features that have been provided are certainly very easy. Students can use this to find out the learning materials they need.

### 4. Entertainment

One of the additional benefits of Smartphone features is entertainment. As previously stated, smartphones have many entertainment features, and this can be a medium to help students or teachers unwind from boredom. Smartphones now have exclusive features such as Mp3, videos, cameras, games, television, radio, chat rooms, and applications.

According to Barakati (2013), smartphones provide many advantages for English Language Education students, such as being easier to use for learning

anywhere, easier to find, and add information. The convenience of this smartphone can help them in the learning process, which impacts finding the material they need. Apart from providing convenience for humans, on the other hand, smartphones also have negative impacts on society or students, namely:

### 1. For health

For health in general, smartphones will emit greater radiation than ordinary cell phones because smartphones work in sending and receiving signals, especially if the user activates cellular data. Radiation can damage the brain and eyes. Using smartphones can harm the health of its users. It affects the concentration level of students in learning and can make their academic achievement decrease.

### 2. Crime

Crime is rampant in people's lives because they want to buy the latest smartphone, so there is often an evil desire from other people to seek personal gain by tricking and tricking the community, for example, fraud in selling reconditioned or fake smartphones.

### 3. Addiction

Smartphones can make students addicted and cannot get away from their smartphones. It was starting from waking up to going back to sleep. Smartphones were the first thing they were looking for, and this created a new trend. Nomophobia is the fear that arises because someone has to part with their smartphone, as reported by [psychologytoday.com](http://psychologytoday.com). These fears arose because of the addictive nature of the students.



#### 4. Lack of social interaction in real life

The number of social media makes students more focused on their smartphones. Smartphones cause less social interaction in life. They interact more through social media, which often interferes with relationships with friends, family, and academic achievement by neglecting to play with their smartphones.

According to the above description, it can be concluded that student smartphone use can have both positive and negative impacts. It is influenced by how students use smartphone applications, such as the internet and browsers, to find information to support learning activities. By easily obtaining this information, students are encouraged to participate in the learning process. . Students who cannot control the use of smartphones will have an impact on decreasing learning motivation and disrupting their health.

### **B. Learning English**

#### ***1. Definition of Learning English***

As we all know, the international language is English which is widely spoken all over the world. Many people around the world speak it as their first language (Harmer, 2007). People use it for international communication. Many people learn English using smartphones because they are considered more effective. According to a study entitled "Students' Perceptions on The Use of Smartphones for Language Learning" researched by (Hidayati, 2019). The questionnaire, which included 20 statements, was designed to assess students' attitudes toward the use of smartphones for language learning. A four-point Likert

Scale is used, with the options being strongly agree, agree, disagree, and strongly disagree.

An analysis of the quantitative survey findings was presented, with a focus on students' use of smartphones and how they used them for language learning. Hence, the result can be concluded that smartphone use for language learning is perceived as an effective learning tool in improving the language learning process. This research can help students improve their English skills.

Learning English is studying the four skills of one of the most widely spoken languages in the world. Listening, speaking, reading and writing are skills. All the skills that people all over the world must have if they want to learn English.

### 1. Listening

Listening is one of the skills available in English. According to Raharjo (2007), listening is the foundation of all aspects of language and cognitive development. In addition, listening is an essential part of English learning and communication. It is an activity that involves listening to the speaker, but the audience must listen to the speaker in order to gain the necessary knowledge or information. The goals of effective listening is to avoid misunderstandings between the speaker and the audience.

### 2. Speaking

There are four skills in English: listening, reading, writing, and speaking. Speaking is human self-expression through conversation.

Speaking is a skill that only more than one person needs as a speaker and listener (James, 2004). This skill is needed if you want to learn English.

### 3. Reading

One of the English skills is reading. According to Harrison (2004), the importance of reading is related to the development of knowledge and thinking ability. In conclusion, reading is important for students to develop their knowledge and way of thinking in relation to the development of their moral, emotional, and verbal intelligence.

### 4. Writing

Writing is required in order to convey information. Sudaryanto (2001) defined that writing ability as a person's ability to express his or her mind and feelings in a written language, using graphic symbols to understand the message contained within. According to the statement, writing is a skill that allows a writer to express his ideas in the form of statements, paragraphs, and sentences that are easy for readers to understand.

## ***2. Learning media on smartphones***

Learning media serves as a conduit for messages or information required in the learning process, assisting students in their comprehension of the material. According to Asra (2007), the word media in "learning media" literally means an intermediary, whereas the term learning is defined as a condition imposed on someone to engage in a learning activity. Based on the preceding explanation, it is possible to conclude that learning media are all forms of

intermediaries in learning. Learning media can stimulate students' interest in learning to achieve learning objectives.

Smartphones are a great learning medium for learning. Students can choose the type of media available on their smartphones to learn English. The grouping of the types of learning media is also expressed by Asyhar (2011) that are visual media is type of media used only rely on the sense of sight, for example, media such as e-books, journals, pictures, etc. Audio media, which includes tape recorders, music, and radio, is a type of media that can only be accessed through hearing. Audio-visual media is a combination of audio and visual that uses hearing and sight, for example, movies, videos, news, etc.

Based on the preceding explanation, it is possible to conclude that each type of media has different forms and ways of learning. Students can choose to use media that suits their learning style. Many applications or smartphone features provide media for learning English.

### ***3.English as foreign language***

The international language is English which is widely spoken all over the world. Many people around the world speak it as their first language (Harmer, 2007).English is not the mother tongue of every country. It can be a second language or a foreign language in certain countries. For example, a foreign language is Indonesian people learning English in Indonesia.

In general, there are many possible reasons to learn a foreign language. Some people want to learn English because they believe it will help

them advance in their careers in fields such as business, higher education, and social networking, etc. If they know two languages in addition to their mother tongue, they will be able to find a better job (Boyadzhieva, 2014).



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In order to answer all the research questions in this study, the researchers adopted qualitative research methods. Astalin (2003) stated that qualitative research is a systematic scientific investigation that provides a factual explanation, primarily narrative, of a social or cultural phenomenon and perceptions of people or groups to inform the researcher's understanding of it. According to the definition, the researcher believed that qualitative research is one method that can answer all of the research questions in this research. It has the potential to provide a clear understanding of the role of smartphones in learning English as EFL for students of Department of English Language Education (Universitas Islam Negeri Ar-raniry)

#### B. Research Location

In this proposal, Universitas Islam Negeri Ar-Raniry Banda Aceh (Ar-Raniry State Islamic University) took place as a research location. It is located in Kopelma Darussalam, Banda Aceh, and is one of the largest universities in Aceh. On October 5th, 1963, it was founded. The university, UIN Ar-Raniry Banda Aceh, was named after an Ulama (Shaykh Nuruddin Ar-Raniry) who advised

Sultan Iskandar Tsani (Iskandar II) of the Sultanate of Aceh, who arrived from Gujarat, India.

### **C. Research participants**

The study participants were the Department of English Language Education students at Universitas Islam Negeri Banda Aceh. To get the information, the researcher took seven students of the Department of English Language Education Batch 2017. The researcher obtained the data by purposive sampling. Purposive sampling is a technique for selecting informants based on specific criteria (Sugiyono, 2013). The researcher chose Batch 2017 because they have much experience in using smartphones in the Department of English Language Education, especially those who have used smartphones to learn English for more than five years and participants from different units in batch 2017.

### **D. Methods of Data Collection**

To get the information from the participants, the researcher used the interview in collecting the data. In qualitative research, various data collection methods such as observation, textual or visual analysis, and interviews are used (Creswell, 2005). To collect data for this study, the researcher conducted face-to-face and semi-structured interviews. Semi structured interviews use a combination of closed and open-ended questions in conversation with one participant simultaneously, often accompanied by follow-up questions (Adams, 2015). Therefore, the researcher prepared a list of questions to be interviewed, but the

researcher also can ask for other follow-up questions related to questions that have been prepared.

The researcher chose this type of interview because it could clearly understand the role of smartphones in learning English as EFL for students. Furthermore, the semi-structured interview guide provided the interviewer with a clear set of instructions and can provide reliable comparable qualitative data. The participants were given several questions related to the research question, and during the interview process, the information was recorded by phone.

#### **E. Methods of Data Analysis**

The analysis procedure is the process of checking the acquired data to obtain the final research results. In this qualitative study, the data were analyzed according to the steps taken by Creswell (2007). In data analysis, the researcher perform data transcription, which is commonly referred to as the transcription process. Creswell (2008) emphasized that transcription is the process of converting text data from audio-tape recordings.

After the interviews were done in the form of transcripts, the researcher processed the data, then filtered the important and needed data for this research, and grouped the data into groups based on the theme of the questions at the time of the interview. Furthermore, the researcher coded the data to make it easier to analyze. After each data is analyzed, the researcher analyzed the data related to the research objective by identifying patterns and making connections to each of these data. Moreover, the researcher interpreted the data and explained the findings. After the data is analyzed, it would be interpreted and discussed based



on the theme. When making judgments, the researcher can use the results of interviews as evidence.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Research Findings

Research results were explained based on research questions. The research questions were "How the use of smartphones helps the students in learning English?" and "What are the perceptions of the students about the role of smartphones based on their experiences in learning English?" The researcher interviewed seven students of the Department of English Education. In this part, the researcher described the research findings from the interview data. Semi-structured interviews were used to seek more in-depth information from these students. The researcher provided the results of interviews to answer research questions.

There were seven main questions and several supporting questions in the interview: all questions related to their use or perception in learning English using smartphones. The interview process took 10-20 minutes for each respondent. The data of this study are the results of interviews which were analyzed qualitatively. The students were student-1 (DI), student-2 (WM), student-3 (SW), student-4 (SD), student-5 (SS), student-6 (RM) and student-7 (SR). The researcher asked all participants the same questions to assess the use of smartphones to help PBI

students learn English and students' perceptions of the role of smartphones in learning English.

Coding investigations were carried out to extract information on participants' responses in analyzing the data. All responses are coded specific and categorized below according to the theme. After going through several processes, the researcher obtained several findings, which were organized into two points.

In detail, the data analysis was organized into two themes and coded based on what the research question needs to explain. The first themes were about the use of smartphones helps students in learning English, including the factors of students choosing smartphones to learn English, the process of learning English using smartphones, learning media used in learning English through smarphone. Second, students' perception about the role of smartphones in learning English, the benefits of smartphone features in learning English, the effect of smartphone features on English skills, and the problem of using smartphones in learning English.

### ***1. How the use of smartphones helps students in learning English***

The questions about the analysis of smartphones use to help students learn English are specifically explained in this section. The researcher would like to divide this theme into three sections, including students choose smartphones for learning English, the ways of students in learning English, and selection of medium.

## **a. Students choose smartphones for learning English**

### **a. 1. Portability**

Based on the results of interviews, all participants stated that they chose to use smartphones to learn English because it was easy to carry anywhere and anytime. S3 stated that with a small smartphone and fits in a pocket, it was easier to take anywhere and anytime. Other students, S4 also added that they chose a smartphones because it was one of the things needed today. They believed that using a smartphone in learning English can make it easier for them to learn.

### **a. 2. Instant Access**

Based on the students that smartphones have instant access, and they used that reason to choose smartphones as learning media. S2 argued that with one of the advantages of smartphones, namely instant access, it was easy to find learning materials or materials. It helps students in learning English anywhere and anytime. S3 and S4 agreed that it was easier for them to find materials on smartphones than in books.

According to the students, limited books only have one topic, and they did not get many references to learn English. Thus, instant access allowed students to search for materials from within and outside the country to learn more about the English language. Students believed that instant access could help them learn. They could search for anything about English so that it motivated them to learn English.

### **a. 3. Various Applications (Option)**

Based on the interview, students are inseparable from smartphones which are services needed to facilitate learning, such as journals, applications, and the web. As said by S6, this smartphone helped in learning English with extensive information and was not inferior to other media. The existing applications also supported their English learning using a smartphone so that learning was easier and more comfortable because they could choose the material according to what they need. S7 also stated that smartphones also improve their English skills with these various applications. So, 4 out of 7 students believed that smartphones have many options or materials to study and improve their English skills.

### **b. The ways learning English**

#### **b.1. Playing Social Media**

The students have various processes of learning English using smartphones according to their version. Based on the interview, students claimed that they learned English by playing social media and looking for materials related to what they need. According to the results of the interview, S5 stated that hearing the word learning made her a bit lazy, she often played twitter to increase her vocabulary by following foreigners or native speakers and replying to their comments using English. S1 also added that they were not only opening smartphones as a means of entertainment but also looking for interesting platforms about English.

### **b. 2. Watching Videos**

The researcher found other findings from students, one of the processes of learning English daily is watching videos. S3 and S6 added that they learned English by watching videos on YouTube because application contains any material or content about English. Therefore, 2 out of 7 students agreed that watching videos was something they did to improve their English skills. Thus, they believed that social media also has an important role in learning English because it has various content or materials that they could use to improve their English skills.

### **b. 3. Listening Podcast**

Furthermore, according to research data, students also used podcasts when learning English. S4 stated that listening to English podcasts and news aims to improve listening skills. Therefore, S2 added that listening to podcasts and songs improves listening skills and increases vocabulary. Therefore, 2 out of 7 students agreed that they chose to improve their listening skills by listening to podcasts.

## **c. Selection of medium in learning English**

### **c. 1. Audio-Visual**

From the study results, the researcher found media that students often used to learn English in smartphones. They used Audio-Visual media to improve their skills, as stated by S1 and S6, with the same perception that they prefer audio-visual media such as watching videos, movies on Youtube, Instagram, or other applications. They also mentioned that it was easier to learn with this medium.

### **c. 2. Audio**

For audio media, the researcher found that 3 out of 7 students used it. Usually, students could use this media on their smartphones. S4 stated that she preferred audio media because she used to listen podcasts. In addition, this media can improve listening skills and increase vocabulary.

### **c. 3. Visual**

Based on the results that used visual media, only one student used it. S3 stated that the visual media that is often used is reading comics, memes in English. According to him, with this media available on smartphones, it could make him even more enthusiastic about learning English.

## ***B. Students' perception about the role of smartphones in learning English***

The researcher divided this theme into three parts. Those are the benefit of smartphone features in learning, the advantages of smartphone features on English skills, and the problem of using smartphones in learning English.

### **a. Benefits of smartphone features**

#### **a. 1. Portability**

Based on the the participants, there were responses regarding the benefits of using smartphone features in learning English. All participants shared the same opinion about benefits such as portability and instant access provided by smartphones. As stated by S2 that smartphone features like to be carried everywhere and anywhere. The student also added that the smartphone feature makes it highly easy to learn English. The S7 supported that with smartphone portability and instant access, finding something or material to study was faster

than books because it is difficult. They believed that smartphone features are a way to improve their English skills.

### **a. 2. Various Applications**

In addition, the variety of applications and choices on smartphones significantly affects students' English learning. They could choose whatever they want and need. S3 confirmed that he could download apps or web with smartphone features he wants to learn. The researcher also found that smartphone features can also store a lot of subject matter. Therefore, students do not have to bother bringing a lot of stuff or media to learn English.

### **b. The advantages of smartphone features on English skills**

#### **b. 1. Improve skills**

Based on the interview and the findings showed the similarity of the answers of the participants. From 6 out of 7 students agreed that this smartphone feature helped them to improve their skills. S1 stated that the influence of smartphone features had an impact mainly on improving English language skills. She also added that learning English was easier than other sources, such as books, because there is only one reference source. S4 supports S1's statement, "Personally feel there is a pretty big improvement if it is made up maybe 30% then and 80% now." In addition, the researcher found that S4 also became more confident in speaking in front of people after experiencing increased skills. They agreed that smartphones have a big influence on improving English skills.



## **b. 2. Make lazy**

In addition, the researcher found unique data where one of the students (S2) was sometimes lazy to study because of the easy to use smartphone feature because it could search quickly and without bothering to do it, for example translating something or using an application. However, it was extremely different from the S5 which stated that this smartphone feature could increase her motivation to learn English. From the statements above, it can be said that almost all students affirmed that smartphone features have a positive influence on their English skills, especially in improving their English skills.

## **c. The problems of using smartphones in learning English**

### **c. 1. Quota/Internet data packages**

Based on interviews with students, the researcher found obstacles in using smartphones in English. There are 5 out of 7 students admitted that the data package is a significant obstacle to learning English using a smartphone. As said by S3, "Internet data packages are also the biggest obstacle to learning English, especially for me." S2 and S7 supported that internet data packages were an obstacle that prevents them from learning to use smartphones. S1 also added that learning by using smartphone consumes a lot of data packages. So, they agreed that internet data packages were a problem they had to face while learning English using smartphone.

### **c. 2. Internet Network**

Furthermore, some students admitted that the internet could hinder them for learning English. Thus, S6 stated that an internet network was needed to learn English through smartphones so that if the area where students live has a slow internet network, it would hinder learning English. In addition, S4 claimed that the internet was one thing that makes it impossible to learn to use a smartphone. However, she added that there was nothing bad that prevented her from learning English using smartphones. On the contrary, she found the many benefits of Smartphones to learn English rather than barriers.

### **c. 3. Lack of Material**

The researcher also gained unique data, namely 2 out of 7 students stated that the problem in learning English is not understanding the material. S3 and S7 expressed that learning to use a smartphone has issues, namely when studying or receiving unclear material, so they cannot ask experts about the material more deeply. S3 added rarely was there an app that corrects or checks for errors. It was the obstacle they experience in learning English using smartphones.

## **B. Discussion**

This section analyzed based on the research results. The researcher asked two research questions that were answered using the results of interviews. The first research question is, "How does the use of smartphones help students in learning English?" and "What are the perceptions of PBI students about the role of smartphones in learning English?". Based on the data was analyzed, it can be

concluded that various factors can influence students to choose a smartphone as a medium for learning English.

In this study, all interviewed students stated that they chose a smartphone because it was flexible or easy to carry anywhere and anytime. Barker (2005) stated that the portability of mobile phones allows students to learn practically anytime and anywhere in obtaining or carrying from class to class. Smartphones also have advantages, one of which is instant access. Therefore, many students stated that they chose smartphones as a learning medium because of these factors. Smartphones allow access anytime and anywhere, such as cellular calls, audio/video recordings, social networking applications, mobile dictionaries (Barrs, 2011).

Furthermore, smartphones can also be used as an aid to learning English. Smartphones have various applications or webs for learning English, thereby expanding their information in learning. The era of increasingly advanced technology is growing rapidly, many types of technology continue to be updated. One of the renewable technologies is smartphones, the proliferation of smartphones has resulted in an increase in the use of applications for various aspects of life, including communication, productivity, learning, and entertainment (Bano, Kearney, Schuck, & Aubusson, 2018). In this case, students understand what media is suitable to improve their English skills. The existence of a smartphone makes it easier for them to learn English.

The researcher found several PBI students who use smartphones to learn English by playing while learning. According to Mara Krechevsky (2017) that play is a strategy for learning at any age. Students believed and preferred to play while learning because they gained much knowledge indirectly, such as playing social media, watching movies, listening to songs or podcasts, reading comics, etc. It was also found that the uniqueness of the research results from this study was that students felt more comfortable or easier to learn English by playing social media. S5 stated that taking formal lessons or using certain applications to learn English makes them quickly feel stressed and bored.

In addition, the existence of social media such as, Youtube, Tiktok, Instagram, and interesting content for learning English, make students more interested in learning English. Iter (2015) revealed that a rapidly increasing interest in the need to use technology in language learning. The utilization of social media in the educational process is becoming more commonplace, as classrooms, location, or time no longer limit learning.

Apart from that, with a wide variety of smartphone applications, students could choose how they learn English and improve their English skills. From the research findings, the students used YouTube as material to learn English. The student assumed that YouTube has various kinds of content or material about English. According to Mujianto (2019) that using YouTube as a teaching medium played a significant positive role in increasing student interest in learning.

In this study, the media used by students to improve their English skills by using smartphones. From the research results, most students use Audio-Visual to learn English. Usually, they watch videos on Youtube with various content such as movies, talk shows, etc. By using this media, they understand and master the material faster. Purnahningsing (2017) added that this media make learning English more effective, interactive, and interesting. Students will be more optimal in delivering the material and easier to understand.

In addition, some students used audio media to improve their skills, especially listening skills. They usually practice by listening to songs or podcasts. Students believed that using this media is easy to help them learn. Ratminingsih (2016) proved that song is an effective technique to improve students' English listening skills. From the results of the study, the researcher found students who used visual strategies to learn English. It can be concluded that PBI students mostly use audio-visual media to learn English using smartphones. According to Ibrahim (2010), every child has their interests and needs. With diverse personalities, students can determine the strategy or learning media that suits them.

Subsequently, we moved to students' perceptions about the role of smartphones in learning English. In this study, there were three themes found by the researcher. Those were the benefit of features in learning English, the effect of smartphone features on English skills, and the problem of using a smartphone in learning English.

Acquired from the result, Smartphones have highly diverse features and make it extremely easy for students to learn English. The utilization of smartphone features stated by (González et al., 2015) can positively contribute to participants accessing learning materials or as learning media. According to Rogozin (2012), using smartphones as a learning medium provides deeper learning opportunities for students because by using smartphones, the students can develop learning by searching for information from the internet. By using smartphones, the students can dynamically build their competence.

As mentioned earlier, smartphones can store multiple applications for different purposes. Learners can determine which one best suits their needs and download it. There are various applications to develop different language skills (grammar, vocabulary, listening, speaking, reading and writing). Rosell-Aguliar (2014) pointed out that a combination of applications covering various skills will help language learners participate in learning anytime, anywhere.

Therefore, applications promote language learning everywhere and make learners more automated and allow them to access such information. The students' statements were highly helpful and added motivation with the smartphone feature. Supported by a statement, Augusta (2018) confirmed that smartphones in students influence their learning motivation. Therefore, the smartphone feature is extremely useful to support English skills.

Many students assumed that they got a significant change in their English skills based on the research findings. They realized that the effect of using

available smartphone features can make changes to their skills. This result supported Miangah and Nezaret's (2012) findings, who proposed using mobile phones to learn English as a foreign language improves skills such as listening, vocabulary, phonetics, grammar, and reading comprehension. Smartphones as a medium for disseminating up-to-date information through social networking sites. In just a few minutes, students can search for information or study materials from around the world. This is extremely beneficial to students in terms of increasing their interest in learning.

Moreover, the interviews showed that students were motivated by the presence of smartphones features that made it easier for them to learn. Supported by previous research, Augusta (2018) obtained research results that the use of smartphones in students influence their learning motivation. It was also found that a different statement from one of the students about smartphone features sometimes made him lazy to practice or learn English because it was too accessible. Supported by previous research by Rahma (2015), her research showed that smartphone is one of the factors that can reduce the level of student learning activities. With the ease with which smartphones have a negative influence on some students. Therefore, it could cause students to be lazy to learn to decrease their interest in learning.

In addition, the benefits or advantages provided by smartphones are to make it easier for students to learn English. The researcher also found findings of the obstacles or problems experienced by students when learning English on smartphones. Information from students that the data package is the biggest

obstacle to learning to use a smartphone because it is one of the most needed to learn through a smartphone. Using a smartphone consumed much internet data, especially when watching videos.

The second obstacle that students often experience is the difficulty of finding an internet network. Each student's place of residence is different, so it is sometimes difficult to find a good network to learn English. It could have an impact on decreasing students' interest in learning English. Other applications can also be an obstacle for students. They were distracted while studying with notifications from Instagram, WhatsApp, Twitter, TikTok, etc. This could make them not focus on learning and ignore the application. As a result, understanding the principles and factors that influenced the use of digital technology was essential, such as Facebook, Instagram, and Whatsapp in learning, is important to avoid inappropriate use that can negatively impact students (Putrawangsa & Uswatun, 2018).

According to the data results, the researcher found obstacles in using smartphones because sometimes students did not understand the material obtained. They were confused that they could not ask whom about the unclear material. Students argued that rarely applications that can check or there are questions and answers to clarify the explanation of the material. However, students found a solution to this problem.

They took notes and ask experts such as lecturers or friends who are more knowledgeable about it. Juhji (2020) stated that educators are one of the essential



components in increasing student potential. Here, the role of the lecturer or teacher is also crucial for students to solve the problem of misunderstanding in the material studied by students independently.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusions

This study aims to determine the role of smartphones in learning English. Here, the researcher concluded the data collected in the previous chapters. Based on the results, the use of smartphones strongly supported students of Department of English Languages Education in learning English. All of the students used smartphones as a medium to learn English. They also improved their English skills efficiently, such as playing social media, watching movies, and listening to podcasts using smartphones.

According to research findings, it was easier for the students to learn English because of the many benefits of smartphones, such as their various features. Smartphones also have a practical portability impact and can be used to study anywhere and anytime. Its features could help students improve their English skills, such as portability, instant access, various applications, etc. According to the findings that smartphones have a motivational impact, it motivated them to learn because of its portability. They were motivated because smartphone learning can be simpler, faster, more practical, effective, and enjoyable. Most students are lazy to find information or learn manually. They

preferred to learn practically and instantly. Therefore, the existence of technology such as smartphones is highly needed for education because it could help to improve the quality of students.

## **B. Recommendations**

Based on the result findings, the researcher would like to recommend the other researcher and students at the Department of English Language Education (Universitas Islam Negeri Ar-Raniry Banda Aceh). The researcher expected that the study's findings would help make future research recommendations. For further researchers, the results of this study were expected to be considered in further research. Researchers who plan to conduct research focus on further deepening research on the role of smartphones in learning English so that they can maximize the use of smartphones in learning for students.

For students, this research could be used as a solution and helped students find out what advantages smartphones have provided to facilitate and encourage them to learn English. So that if they face difficulties in learning English, they could handle it well. The researcher also advised students not only to use smartphones as a communication tool or to keep up with technological developments. On the other hand, smartphones could be used to learn and improve English skills of student.

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**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
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Nomor : B-9450/Un.08/FTK.1/TL.00/05/2021

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Program Studi Bahasa Inggris Fakultas Tarbiyah UIN Ar - Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MUTIA NURUL MAKHFIRAH / 170203146**

Semester/Jurusan : VIII / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Rama Setia, Gampoeng Deah Baro, Kecamatan Meuraxa, Banda Aceh

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 ***The Role of Smartphones in Learning English as EFL for Students of Department of English Language Education (Universitas Negeri Islam Ar-Raniry)***

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

Banda Aceh, 31 Mei 2021

an. Dekan

Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 05 Juli 2021

Dr. M. Chalis, M.Ag.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
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**SURAT KETERANGAN**

Nomor: B-272/Un.08/PBI/TL.00/06/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-9450/Un.08/FTK.I/TL.00/05/2021 tanggal 31 Mei 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Mutia Nurul Makhfirah  
NIM : 170203146  
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

***The Role of Smartphone in Learning English as EFL for Students of Department of English Language Education (Universitas Negeri Islam Ar-Raniry)***

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 24 Juni 2021  
Ketua Prodi Pendidikan Bahasa Inggris,

  
**T. Zulfikar**

## INTERVIEW QUESTIONS

1. Do you use a smartphone to learn English?
2. When do you use smartphones as a medium for learning English?
3. Why do you choose to use smartphones to learn English?
4. How do you use your smartphone for learning English every day?
5. Do you determine how long it takes to learn English using smartphones in a day? (Maybe 1-2 hours)
6. What learning media do you use in learning English through smartphone?
7. What are applications do you use to learn English?
8. When do you often use to learn English using a smartphone?
9. What are the benefits of smartphone features in learning English?
10. How do smartphone features affect English language skills?
11. Do you feel more motivated in learning English using a smartphone?
12. Is there an increase in English skills by using smartphone?
13. What obstacles do you get when learning English using smartphones?
14. What are your solutions when the problems you experience occur in learning English?

## INTERVIEW GUIDELINE

### Student 1

Interviewee: DI

Date: 30<sup>th</sup> May 2021

Place: Fakultas Tarbiyah B, Universitas Islam Negeri Ar-Raniry

Q: Apakah Kamu menggunakan smartphone dalam belajar Bahasa Inggris?

A: Iya saya menggunakannya untuk belajar Bahasa Inggris.

Q: Sejak kapan kamu menggunakan smartphone untuk belajar Bahasa Inggris?

A: Kebetulan sudah dari SMP dikarenakan waktu SMP udah ada pelajaran Bahasa Inggris dan saya sudah punya smartphone pada waktu itu.

Q: Mengapa anda memilih menggunakan smartphones untuk belajar bahasa Inggris?

A: Selain dari bisa bawa kemana aja HP ini juga menyediakan banyak sekali aplikasi-aplikasi terus tinggal langsung belajar gitu misalnya belajar bahasa Inggrisnya tidak memerlukan waktu yang lama untuk membuka aplikasi-aplikasi dan ketika kita ingin belajar bahasa Inggris.

Q: Bagaimana Anda menggunakan smartphones untuk learning English dalam sehari-hari?

A: Kalau saya pribadi tipenya belajar sambil mencari hiburan tetapi karena smartphone ini selalu di tangan atau saya gunakan otomatis secara tidak langsung saya ada belajar Bahasa Inggris. Misalnya lagi buka-buka media sosial terus menemukan salah satu platform yang menarik tentang bahasa Inggris atau video.

Q: Apakah anda menentukan berapa lama belajar bahasa Inggris menggunakan smartphones dalam sehari? (Mungkin 1-2 jam)

A: Iya saya tidak ada melakukan seperti time management. Lebih memilih jika kalau lagi mood atau sesuai dengan keadaan hati. Pasti setiap hari ada belajar Bahasa Inggris tetapi waktunya tidak ditentukan

Q: Kira-kira media belajar apa yang anda gunakan dalam belajar bahasa Inggris menggunakan smartphone?

A: Biasanya sih lebih ke audio visual dikarenakan saya suka menonton video di youtube, Instagram dll. Itu juga meningkatkan vocabulary saya karena saya menemukan kosakata yang baru setelah saya mendengar/menonton video.

Q: Aplikasi apa yang Anda gunakan untuk belajar bahasa Inggris?

A: Aplikasi yang saya gunakan biasanya Duolingo, TOEFL itu yang spesifik. Kalau yang general seperti Instagram, YouTube, Twitter. Saya juga sering menggunakan YouTube untuk belajar bahasa Inggris karena banyak sekali video-video yang bisa meningkatkan bahasa Inggris saya.

Q: Biasanya buka aplikasi untuk belajar bahasa Inggris kapan waktu yang tepat menurut kamu? (Mungkin free time/ada waktu khusus)

A: Lebih ke free time karena belajarnya itu kan lebih fokus terus lebih terserap ilmunya

Q: Apa manfaat fitur smartphone dalam belajar bahasa Inggris, menurut anda?

A: Manfaat ya pasti banyak sekali salah satunya mudah untuk digunakan, diakses juga terus bisa menyimpan banyak data, apapun yang kita inginkan untuk belajar bahasa Inggris kita bisa dapat di smartphone. Jadi segala macam hal itu bisa dilakukan di smartphone untuk belajar Bahasa Inggris.

Q: Seberapa pengaruhnya fitur smartphones terhadap kemampuan bahasa Inggris anda?

A: Sangat berpengaruh karena saya merasa ada sesuatu peningkatan dalam diri saya khususnya skill bahasa Inggris. Ya pastinya juga sangat memudahkan dari pada sumber lainnya misalnya buku karena hanya bisa satu referensi atau satu sumber. Dengan begitu smartphone sangat berpengaruh untuk meningkatkan skill saya.

Q: Apakah anda merasa lebih termotivasi dalam belajar bahasa Inggris menggunakan smartphone?

A: Pasti ya, karena HP itu kan lebih mudah daripada laptop karena dengan bisa dibawa kemana-mana, lebih mudah diakses dan pastinya membuat saya

lebih termotivasi karena di manapun dan kapanpun saya bisa belajar. Bukan hanya itu saja banyak dari dosen yang menyarankan untuk belajar Bahasa Inggris menggunakan smartphone.

Q: Apakah ada peningkatan dalam skill yang sedang anda tingkatkan dengan menggunakan smartphone sebagai media belajar?

A: Ada dong, ketika kita belajar bahasa Inggris kita akan mempunyai tujuan pastinya untuk meningkatkan skill. Nah, yang skill paling meningkat adalah kosakata/vocab karena sering membaca atau menonton video di YouTube dan menemukan kosakata yang baru gitu terus listening saya juga meningkat karena kan saya tadi menggunakan aplikasi tadi terus sering nonton YouTube gitu.

Q: Kendala apa yang anda dapatkan ketika belajar bahasa Inggris menggunakan smartphones?

A: Kendala dalam menggunakan Smartphone untuk belajar bahasa Inggris pertama itu adalah kuota atau paket data karena pastinya banyak menghabiskan Kuota. Terus juga kadang-kadang sering pecah fokus misal ada kita lagi belajar terus ada pesan masuk di WA atau Instagram nah itu yang sering terjadi pada saya.

Q: Apakah ada solusi dari anda sendiri ketika kendala yang anda alami terjadi dalam belajar bahasa Inggris?

A: Kalau menghemat kuota ya saya biasanya download dulu video atau e-book, setelah itu baru saya belajar jadi lebih hemat. Kalau mau belajar biasanya saya menggunakan mode pesawat terus fokus aja gitu untuk belajar bahasa Inggris atau menonton video YouTube, tetapi terkadang lihat juga pesan yang saya dapat jika itu penting atau tidak. Kalau tidak biasanya saya membiarkannya saja.

## Student 2

Interviewee : WM

Date of interview: 31<sup>st</sup>May 2021

Place of interview: Fakultas Tarbiyah B, Universitas Islam Negeri Ar-Raniry

Q: Apakah Kamu menggunakan smartphone dalam belajar Bahasa Inggris?

A: Pastilah saya menggunakan smartphone sebagai media untuk belajar Bahasa Inggris karena kita ketahui bahwa sekarang adalah zaman modern yang smartphone adalah kebutuhan dalam kehidupan sehari-hari khususnya di bidang pendidikan

Q: Sejak kapan kamu menggunakan smartphone untuk belajar Bahasa Inggris?

A: Sebenarnya kalau menggunakan Smartphone untuk belajar bahasa Inggris itu udah dari SMP dan sampai sekarang

Q: Mengapa anda memilih menggunakan smartphones untuk belajar bahasa Inggris?

A: Karena smartphone lebih memudahkan saya untuk mencari materi Bahasa Inggris contohnya ingin mentranslate atau menerjemahkan sesuatu, jadi saya langsung cari aja gitu menggunakan Smartphone tanpa harus membuka kamus atau manual buku. Intinya lebih membantu saya dalam belajar bahasa Inggris. Pastinya juga dapat dibawa kemanapun dan kapanpun.

Q: Bagaimana Anda menggunakan smartphones untuk learning English dalam sehari-hari?

A: Biasanya sih saya sering dengar in podcast bahasa Inggris di spotify secara tidak langsung itu menambah skill dalam listening dan juga vocabulary.

Q: Apakah anda menentukan berapa lama belajar bahasa Inggris menggunakan smartphones dalam sehari? (Mungkin 1-2 jam)

A: Kalau untuk ditentuin waktu atau time management nya sih tidak ada, Kalau saya suasana hati lagi enak untuk belajar bahasa Inggris ya saya akan belajar

Q: Kira-kira media belajar apa yang anda gunakan dalam belajar bahasa Inggris menggunakan smartphone?



A: Untuk belajar speaking biasanya saya sih lebih menonton video di YouTube atau Tiktok tentang bagaimana mereka berbicara atau mengucapkan sesuatu, nah saya praktekan di depan cermin atau bicara sendiri. Kalau listening sih lebih ke dengerin podcast pastinya juga memorizing ya karena kan kita menghafal vocab.

Q: Biasanya buka aplikasi untuk belajar bahasa inggris kapan waktu yang tepat menurut kamu? (Mungkin free time/ada waktu khusus)

A: Biasanya saya kalau membuka aplikasi lebih memilih *Free time* karena lebih fokus belajar bahasa Inggris biasanya malam hari setelah Isya sekitar jam 9 gitu.

Q: Apa manfaat fitur smartphone dalam belajar bahasa inggris, menurut anda?

A: Manfaat dari fitur smartphone yang sangat banyak salah satunya bisa untuk meningkatkan skill bahasa Inggris saya dan lebih memudahkan kita dalam belajar. Dengan memiliki ukuran lebih fleksibel bisa dibawa kemanapun dan kapanpun, lebih mudah mengakses informasi khususnya tentang bahasa Inggris. Pastinya sangat memudahkan saya dalam belajar bahasa Inggris karena sekarang serba teknologi dan ketika kita tidak menggunakannya itu akan ketinggalan zaman

Q: Seberapa pengaruhnya fitur smartphones terhadap kemampuan bahasa inggris anda?

A: Sangat berpengaruh ya terutama di bagian listening untuk meningkatkan skill listening harus mempunyai media seperti podcast atau video-video yang mengandung bahasa Inggris jadi dengan adanya smartphone sangat bermanfaat sih kita tidak perlu membawa radio atau semacamnya untuk belajar. Tetapi di sisi lain terkadang membuat saya malas karena dengan akses yang terlalu mudah, misal ketika ingin menerjemahkan sesuatu karena smartphone sekarang lebih mudah untuk men-translate atau Menerjemahkan kalimat dan lain sebagainya itu membuat saya malah malas untuk belajar atau praktek jadi langsung aja buka app terjemahan tanpa mau berusaha.

Q: Apakah anda merasa lebih termotivasi dalam belajar bahasa Inggris menggunakan smartphone?

A: Termotivasi Pasti, karena saya lebih mudah dalam mengakses atau mencari informasi dengan cepat menggunakan Smartphone. Dengan begitu dimanapun dan kapan pun saya dapat belajar dengan mudah. Apalagi mempunyai informasi atau materi yang sangat banyak.



Q: Apakah ada peningkatan dalam skill yang sedang anda tingkatkan dengan menggunakan smartphone sebagai media belajar?

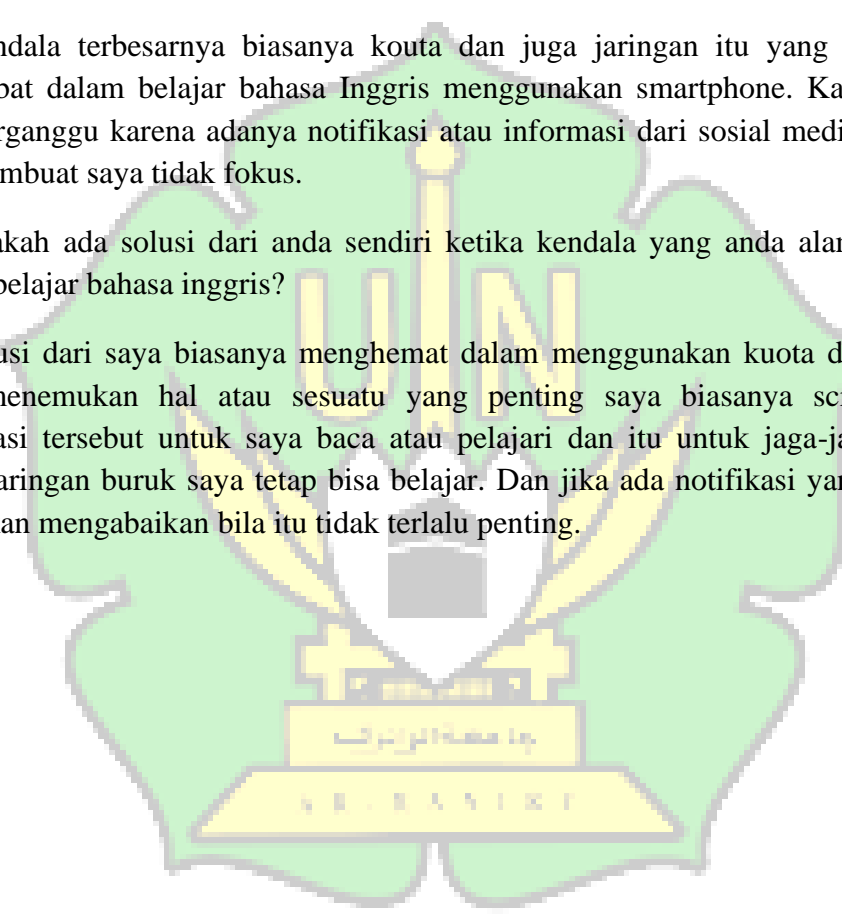
A: Pastinya ada sejak saya menggunakan smartphone dari SMP hingga kuliah peningkatan dalam bahasa Inggris. Yang paling meningkat listening sama speaking ya, karena itu sangat pengaruh sumber-sumber materi dari smartphone sendiri untuk meningkatkan skill bahasa Inggris saya.

Q: Kendala apa yang anda dapatkan ketika belajar bahasa inggris menggunakan smartphones?

A: Kendala terbesarnya biasanya kouta dan juga jaringan itu yang membuat terhambat dalam belajar bahasa Inggris menggunakan smartphone. Kadang ada juga terganggu karena adanya notifikasi atau informasi dari sosial media lainnya dan membuat saya tidak fokus.

Q: Apakah ada solusi dari anda sendiri ketika kendala yang anda alami terjadi dalam belajar bahasa inggris?

A: Solusi dari saya biasanya menghemat dalam menggunakan kuota dan ketika saya menemukan hal atau sesuatu yang penting saya biasanya screenshot informasi tersebut untuk saya baca atau pelajari dan itu untuk jaga-jaga misal kouta/jaringan buruk saya tetap bisa belajar. Dan jika ada notifikasi yang masuk saya akan mengabaikan bila itu tidak terlalu penting.



### Student 3

Interviewee: SW

Date: 31<sup>st</sup> May 2021

Place: Fakultas Tarbiyah A, Universitas Islam Negeri Ar-Raniry

Q: Apakah Kamu menggunakan smartphone dalam belajar Bahasa Inggris?

A: Tentu saja, saya menggunakan smartphone/hp dalam belajar inggris hampir setiap hari

Q: Sejak kapan kamu menggunakan smartphone untuk belajar Bahasa inggris?

A: Lebih tepatnya sejak SMA baru mulai menggunakan smartphone dalam belajar Bahasa inggris

Q: Mengapa anda memilih menggunakan smartphones untuk belajar bahasa inggris?

A: Alasannya ada beberapa seperti smartphone itu kecil jadi mudah dibawa kemana saja, yang kedua efektivitasnya karena mudah diakses dan juga punya banyak opsi bukan hanya satu saja. Kalau kita baca satu buku pasti tentang tema itu saja tetapi kalau di smartphone banyak pilihan/media yang kita pilih seperti youtube, e-book dan sebagainya.

Q: Bagaimana Anda menggunakan smartphones untuk learning English dalam sehari-hari?

A: Yang saya sampaikan tadi saya tidak sering atau tidak menggunakan aplikasi khusus belajar bahasa Inggris seperti duolingo, hello talk atau lain sebagainya, tetapi saya lebih mencari hiburan seperti Meme di Instagram atau menonton video YouTube dan membaca komik atau yang lainnya berbahasa Inggris.

Q: Apakah anda menentukan berapa lama belajar bahasa inggris menggunakan smartphones dalam sehari? (Mungkin 1-2 jam)

A: Itu tidak saya tentukan, Saya belajar bahasa Inggris selagi saya menggunakan smartphone dan membuka aplikasi atau sosial media yang berkaitan dengan bahasa Inggris secara tidak langsung saya belajar bahasa Inggris. Jadi Seberapa

lama saya menggunakan smartphone dalam sehari-hari segitu lah saya belajar bahasa Inggris

Q: Kira-kira media belajar apa yang anda gunakan dalam belajar bahasa inggris menggunakan smartphone?

A: Kalau media saya gunakan biasanya sering membaca komik, meme dll in English. Berarti lebih memorizing (menghafal) karena saya mendapatkan kosakata baru dan dicatat di buku kemudian dicari artinya

Q: Aplikasi apa yang Andagunakan untuk belajar bahasa inggris?

A: Secara spesifik tidak ada, tapi pernah dulu mendownload aplikasi “Stranger Talk” tapi tidak lama menggunakannya. Dulu saya mendownload aplikasi tersebut hanya untuk komunikasi dengan orang asing aja khususnya sih untuk praktik. Sekarang lebih menggunakan seperti Instagram dan Youtube.

Q: Biasanya buka aplikasi untuk belajar bahasa inggris kapan waktu yang tepat menurut kamu? (Mungkin free time/ada waktu khusus)

A: kalau waktu khusus tidak ada, tetapi kalau untuk listening, reading biasanya disaat siang/malam hari ketika ada waktu luang

Q: Apa manfaat fitur smartphone dalam belajar bahasa inggris, menurut anda?

A: Manfaatnya sangat banyak sekali salah satunya adalah mudah diakses dan kecil bisa dibawa kemana-mana dan juga pilihan sangat banyak kita bisa mendownload aplikasi membuka web untuk belajar Bahasa inggris. Tentunya sangat mempermudah saya untuk belajar.

Q: Seberapa pengaruhnya fitur smartphones terhadap kemampuan bahasa inggris anda?

A: Sangat berpengaruh untuk peningkatan skill saya dalam Bahasa inggris dan saya merasakan itu dengan adanya peningkatan serta membuat saya lebih termotivasi belajar Bahasa inggris

Q: Apakah anda merasa lebih termotivasi dalam belajar bahasa Inggris menggunakan smartphone?

A: Iya tentu, karena faktor mudah diakses jadi kita tidak harus selalu ke kelas atau baca buku yang membosankan. Misal kita bisa membaca komik atau novel yang berbahasa inggris atau menonton youtube yang secara tidak langsung kita belajar Bahasa inggris.

Q: Apakah ada peningkatan dalam skill yang sedang anda tingkatkan dengan menggunakan smartphone sebagai media belajar?

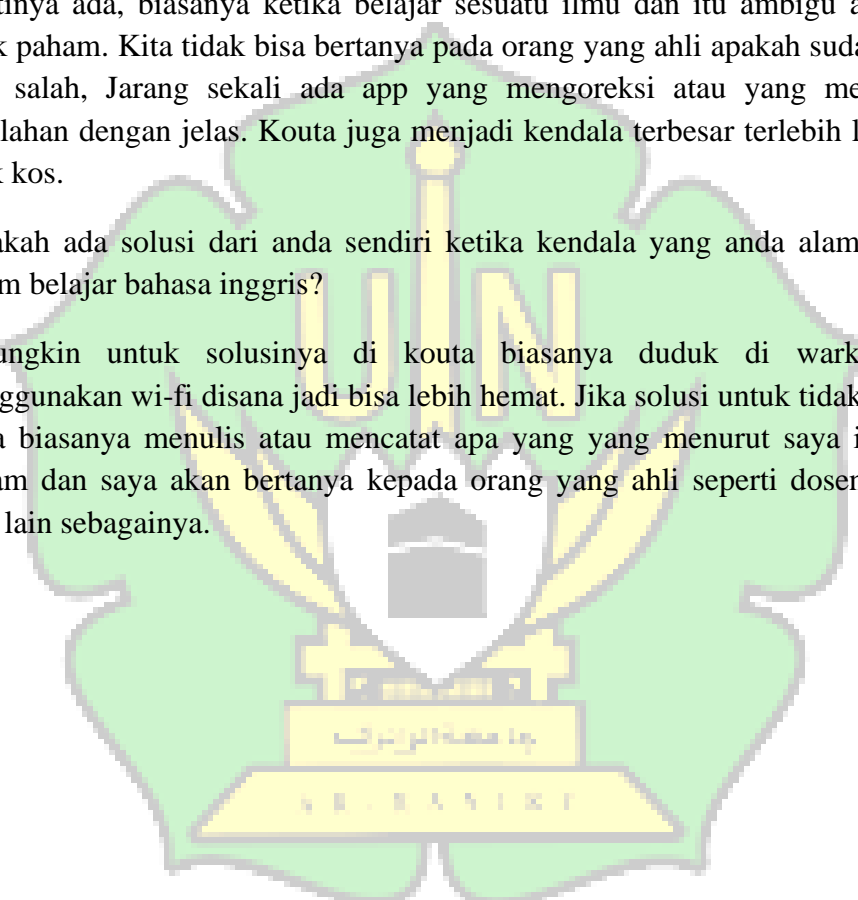
A: Pastinya ada, Dari hasil TOEFL saya yang meningkat terutama skill reading karena saya membaca komik Bahasa Inggris dan banyak mendapatkan vocab baru.

Q: Kendala apa yang anda dapatkan ketika belajar bahasa Inggris menggunakan smartphones?

A: Pastinya ada, biasanya ketika belajar sesuatu ilmu dan itu ambigu atau kita tidak paham. Kita tidak bisa bertanya pada orang yang ahli apakah sudah benar atau salah, Jarang sekali ada app yang mengoreksi atau yang memeriksa kesalahan dengan jelas. Kouta juga menjadi kendala terbesar terlebih lagi bagi anak kos.

Q: Apakah ada solusi dari anda sendiri ketika kendala yang anda alami terjadi dalam belajar bahasa Inggris?

A: Mungkin untuk solusinya di kouta biasanya duduk di warkop dan menggunakan wi-fi disana jadi bisa lebih hemat. Jika solusi untuk tidak paham, Saya biasanya menulis atau mencatat apa yang menurut saya itu tidak paham dan saya akan bertanya kepada orang yang ahli seperti dosen, teman atau lain sebagainya.



#### **Student 4**

Interviewee: SD

Date: 1<sup>st</sup> June 2021

Place: Fakultas, Universitas Islam Negeri Ar-Raniry

Q: Apakah Kamu menggunakan smartphone dalam belajar Bahasa Inggris?

A: Emang Setiap hari belajar bahasa Inggris menggunakan Smartphone

Q: Sejak kapan kamu menggunakan smartphone untuk belajar Bahasa Inggris?

A: Sejak mulai SMP mau SMA gitu mulai aktif untuk belajar bahasa Inggris

Q: Mengapa anda memilih menggunakan smartphones untuk belajar bahasa Inggris?

A: Saya memilih smartphone karena pertama selalu up to date pasti materi yang ada di smartphone berkembang dan mempunyai banyak versi sehingga lebih mudah menggunakan Smartphone untuk belajar bahasa Inggris. kalau versi buku lebih monoton jadi kita susah memilih referensi lain untuk belajar bahasa Inggris. Pastinya juga mudah untuk dibawa kemana-mana dan mudah diakses sehingga lebih nyaman belajar bahasa Inggris.

Q: Bagaimana Anda menggunakan smartphones untuk learning English dalam sehari-hari?

A: Biasanya saya lebih dengar podcast, berita versi bahasa Inggris dll saya emang mau meningkatkan skill listening saya. Saya juga sering baca e- buku, jurnal-jurnal bahasa Inggris.

Q: Apakah anda menentukan berapa lama belajar bahasa Inggris menggunakan smartphones dalam sehari? (Mungkin 1-2 jam)

A: Kebiasaan saya kurang lebih 1 jam Setiap harinya karena memang udah kebiasaan untuk mendengar podcast atau belajar lainnya.

Q: Kira-kira media apa yang anda gunakan dalam belajar bahasa Inggris menggunakan smartphone?

A: Kalau untuk media sih saya lebih suka dengar podcast jadi saya lebih ke audio dan kalau vocab biasanya saya selalu catat apa yang saya nggak ngerti di satu buku nanti aku cari artinya di kamus dari smartphone.

Q: Aplikasi apa yang anda gunakan untuk belajar bahasa inggris?

A: Aplikasi yang general atau yang umum ya untuk belajar bahasa Inggris biasanya aku pakai Instagram, Spotify dan juga YouTube. Dan yang sekarang aku pakai aplikasi spesifik untuk belajar bahasa Inggris yaitu Speaky. Speaky seperti aplikasi yang bisa kita gunakan untuk berkomunikasi dengan native speaker.

Q: Biasanya buka aplikasi untuk belajar bahasa inggris kapan waktu yang tepat menurut kamu? (Mungkin free time/ada waktu khusus)

A: Kalau versi saya lebih ke malam sebelum tidur, biasanya saya meluangkan waktu untuk mendengarkan podcast atau baca materi di instagram tentang bahasa inggris, menggunakan app Speaky untuk mengobrol dengan native speaker sekitar 1-2 orang.

Q: Apa manfaat fitur smartphone dalam belajar bahasa inggris, menurut anda?

A: Yang pasti itu lebih memudahkan karena ketika mencari materi langsung ke intinya kita tidak perlu lagi membuka halaman tinggal ketik materinya saja langsung ketemu. Saya tipikal orang yang kurang cepat untuk menangkap pelajaran jadi harus mengulang dengan adanya smartphone ini memang sangat membantu saya untuk mengulang materi pelajaran. Terus mudah diakses, bentuk yang fleksibel bisa bawa kemana saja intinya sangat sangat bermanfaat sih apalagi dengan aplikasi yang ada smartphone itu membuat saya lebih lagi belajar bahasa Inggris

Q: Seberapa pengaruhnya fitur smartphones terhadap kemampuan bahasa inggris anda?

A: Alhamdulillah, kalau saya pribadi merasakan memang ada peningkatan yang cukup besar kalau dipersenkan mungkin dulu 30% dan sekarang 80% .Dengan adanya progres dalam belajar bahasa Inggris ini membuat aku lebih pede untuk berdiri didepan orang berbicara menggunakan bahasa Inggris dll.

Q: Apakah anda merasa lebih termotivasi dalam belajar bahasa Inggris menggunakan smartphone?

A: Iya tentu sangat termotivasi, biasanya aku belajar di kelas menggunakan buku dan setelah belajar ya udah tapi kalau di smartphone saya bisa mengulang-

ulang kembali pelajaran dimanapun dan kapanpun bukan hanya itu saja saya juga bisa melihat pengalaman orang dalam belajar bahasa Inggris dan itu membuat saya termotivasi lagi untuk belajar bahasa Inggris.

Q: Apakah ada peningkatan dalam skill yang sedang anda tingkatkan dengan menggunakan smartphone sebagai media belajar?

A: Pastinya ada, yang lebih meningkat speaking skill karena mungkin saya sering menggunakan aplikasi Speaky untuk praktek berbicara. Kalau yang saya lagi tingkatkan lebih ke listening skill caranya dengan mendengarkan podcast.

Q: Kendala apa yang anda dapatkan ketika belajar bahasa inggris menggunakan smartphones?

A: Biasanya sih kuota atau jaringannya karena itu salah satu hal yang membuat kita tidak bisa belajar menggunakan smartphone. Kalau dari pribadi atau internal mungkin notifikasi dari sosial media misalnya WA, Instagram tapi kalau yang membuat aku benar-benar susah untuk belajar bahasa Inggris menggunakan smartphone belum ada sih, malah saya menemukan banyak sekali manfaat dari Smartphone untuk aku belajar bahasa Inggris daripada kendala negatifnya.

Q: Apakah ada solusi dari anda sendiri ketika kendala yang anda alami terjadi dalam belajar bahasa inggris?

A: Kalau aku sih menghemat data misalnya mengurangi penggunaan video YouTube karena itu akan menghabiskan kuota, jadi saya lebih ke podcast spotify, terus jika ingin menonton video di YouTube Saya biasanya memperkecilkan Kualitas videonya dapat memperhemat data.

## Student 5

Interviewee: SS

Date: 1<sup>st</sup> June 2021

Place: Fakultas Tarbiyah B, Universitas Islam Negeri Ar-Raniry Banda Aceh

Q: Apakah Kamu menggunakan smartphone dalam belajar Bahasa Inggris?

A: Tentu saya menggunakan smartphone sebagai media belajar bahasa Inggris contohnya paling kecil setting HP menggunakan bahasa Inggris secara tidak langsung kan itu sudah belajar.

Q: Sejak kapan kamu menggunakan smartphone untuk belajar Bahasa Inggris?

A: Kalau aku semenjak SMP kelas 2 itu udah punya HP Android dan udah mulai belajar Bahasa Inggris menggunakan smartphone

Q: Mengapa anda memilih menggunakan smartphones untuk belajar bahasa Inggris?

A: Saya memilih smartphone karena sangat dibutuhkan di era sekarang ini salah satunya seperti berkomunikasi sama orang lain. Pastinya karena smartphone bisa bawa kemanapun dan kapanpun, lebih mudah mengakses materi untuk belajar, mempunyai informasi yang sangat luas jadi tidak seperti buku yang hanya mempunyai 1 topik. Bukan hanya itu saja banyak sekali manfaat smartphone yang sangat berguna untuk belajar bahasa Inggris seperti mudah, praktis dan efisien menjadi salah satu media belajar.

Q: Bagaimana Anda menggunakan smartphones untuk learning English dalam sehari-hari?

A: Kalau saya sendiri tidak mau menganggap itu sebagai belajar karena kalau mendengar kata belajar biasanya agak malas ya tapi ibaratnya bermain sambil belajar. Misalnya saya sering main Twitter dan orang yang saya follow itu rata-rata orang Barat atau native speaker jadi otomatis aku menambah vocabulary dengan melihat Tweet atau membalas komentar mereka, Terus jika aku balas Tweet mereka dengan bahasa Inggris itu akan menambah skill writing pastinya saya juga memikirkan vocabulary bagaimana menyusun kalimat dengan sesuai grammar dan lain sebagainya.



Q: Apakah anda menentukan berapa lama belajar bahasa inggris menggunakan smartphones dalam sehari? (Mungkin 1-2 jam)

A: Ada dulu waktu kuliah saya selalu menyeting waktu 15-20 menit untuk belajar bahasa Inggris. Tetapi saya menggunakan smartphone hampir 24 jam otomatis secara tidak langsung saya belajar bahasa Inggris.

Q: Kira-kira media apa yang anda gunakan dalam belajar bahasa inggris menggunakan smartphone?

A: Kalau writing aku biasanya di sosial media mau komen sesuatu atau mau membalas pesan dari kawan itu biasanya aku menggunakan bahasa Inggris karena kalau kita tidak pernah atau jarang mencoba seperti itu itu akan sulit untuk meningkatkan skill writing. Kalau listening biasanya dengerin podcast atau lagu.

Q: Aplikasi apa yang anda gunakan untuk belajar bahasa inggris? Jelaskan mengapa?

A: Saya tipikal orang yang cepat menangkap atau mengingat vocabulary itu dari listening biasanya menggunakan aplikasi spotify atau joox untuk mendengar podcast atau lagu. Dulu juga pernah mencoba aplikasi duolingo untuk meningkatkan basic grammar, tetapi jujur kurang menarik. Aku lebih suka langsung mendengar dari native speaker.

Q: Biasanya buka aplikasi untuk belajar bahasa inggris kapan waktu yang tepat menurut kamu? (Mungkin free time/ada waktu khusus)

A: Kalau saya belajarnya itu tidak boleh terpaksa karena akan berdampak pada kenyamanan saat belajar. Jadi ketika ada free time itu pasti aku belajar walaupun itu pagi, siang atau malam.

Q: Apa manfaat fitur smartphone dalam belajar bahasa inggris, menurut anda?

A: Pastinya banyak sekali dan itu mempunyai dampak yang sangat luar biasa pada skill bahasa Inggris saya, terutama dalam bidang listening. Dengan banyak sekali fitur yang ada di Smartphone misalnya lebih mudah mengakses informasi yang ada di seluruh dunia, bentuk yang fleksibel dan dapat dibawa kemanapun dan dimana pun, aplikasi-Aplikasi yang mudah untuk di-download dan sangat bermanfaat. Dengan fitur Smartphone ini sangat memudahkan saya dalam belajar bahasa Inggris.

Q: Seberapa pengaruhnya fitur smartphones terhadap kemampuan bahasa inggris anda?

A: Pengaruhnya cukup besar dalam meningkatkan skill bahasa Inggris saya. Saya jarang buka buku untuk belajar jadi sebagian besar ilmu saya itu memang dari penggunaan smartphone.

Q: Apakah anda merasa lebih termotivasi dalam belajar Bahasa?

A: Kalau saya sangat termotivasi dengan adanya smartphone sebagai media belajar, karena ada juga dorongan dari dosen untuk belajar bahasa Inggris menggunakan smartphone agar lebih mudah. Selain itu dengan smartphone memiliki aplikasi yang memudahkan saya untuk belajar.

A: Apakah ada peningkatan dalam skill yang sedang anda tingkatkan dengan menggunakan smartphone sebagai media belajar?

Q: Dari dulu aku merasakan progres bahasa Inggris aku semakin meningkat dengan adanya penggunaan smartphone dalam belajar bahasa Inggris. Dari yang paling meningkat itu adalah skill listening karena sering dengar lagu, podcast dll. Reading juga meningkat karena salah satu skill yang paling aku suka dan biasanya aku sering mencari soal-soal TOEFL reading comprehension dan e-book di internet.

A: Kendala apa yang anda dapatkan ketika belajar bahasa Inggris menggunakan smartphones?

Q: Kalau kendalanya, karena aku lebih suka belajar bahasa Inggrisnya lewat sosial media salah satunya Twitter dibandingkan dengan aplikasi pembelajaran yang spesifik jadi grammar nya kurang bagus atau formal gitu.

A: Apakah ada solusi dari anda sendiri ketika kendala yang anda alami terjadi dalam belajar bahasa Inggris?

Q: Menurut saya formal atau tidak formal seperti grammar itu bahkan native speaker sendiri sering salah dalam menggunakannya tetapi saya sebagai mahasiswa pendidikan bahasa Inggris harus menggunakan bahasa yang formal ketika kuliah. Jadi biasanya saya itu mencoba untuk mempelajari grammar dan membandingkan dengan yang sering digunakan dengan social media jadi saya tahu mana yang salah dan benar.

## Student 6

Interviewee: RM

Date: 2<sup>nd</sup> June 2021

Place: Fakultas Tarbiyah B, Universitas Islam Negeri Ar-Raniry

Q: Apakah Kamu menggunakan smartphone dalam belajar Bahasa Inggris?

A: Ya, saya sering menggunakan Smartphone Dalam belajar bahasa Inggris sehari-hari karena seperti yang kita ketahui smartphone adalah salah satu teknologi yang kita butuhkan saat ini ini khususnya pada bidang pendidikan

Q: Sejak kapan kamu menggunakan smartphone untuk belajar Bahasa Inggris?

A: Kalau saya semenjak adanya Android mungkin sekitar SMA saya sudah mempunyai smartphone dan mulai belajar Bahasa Inggris

Q: Mengapa anda memilih menggunakan smartphones untuk belajar bahasa Inggris?

A: Karena menurut saya lebih fleksibel bisa dibawa kemanapun dan dipakai kapanpun, mau kita gunakan pas mau duduk tiduran itu bisa sehingga lebih mudah untuk belajar. Informasinya juga sangat luas dan tidak kalah dari pada laptop, komputer atau sebagainya. Aplikasi yang ada juga sangat mendukung ya dalam belajar bahasa Inggris menggunakan Smartphone sehingga untuk belajar itu lebih mudah dan nyaman.

Q: Bagaimana Anda menggunakan smartphones untuk learning English dalam sehari-hari?

A: Kalau saya lebih prefer ke penggunaan menonton Youtube karena setiap hari digunakan, YouTube itu kan bukan hanya hiburan aja yang bisa kita lihat tetapi banyak sekali konten atau materi tentang bahasa Inggris yang bisa kita pelajari. Misalnya ingin menonton pembicaraan debat presiden Amerika di CNN, Konten atau film yang mengandung bahasa Inggris. Saya biasanya mendengarkan dan menonton video tersebut menggunakan subtitle bahasa Inggris dan itu menambah vocab dan meningkatkan listening serta speaking saya.

Q: Apakah anda menentukan berapa lama belajar bahasa inggris menggunakan smartphones dalam sehari? (Mungkin 1-2 jam)

A: Kalau untuk belajar biasanya saya memang tidak menentukan jam per harinya. Terkadang mood atau perasaan hati, tiap hari itu berubah-ubah misal hari ini mau belajarnya cuma nonton 1 video atau cuma Scroll tiktok yang mengandung bahasa Inggris.

Q: Kira-kira media belajar apa yang anda gunakan dalam belajar bahasa inggris menggunakan smartphone?

A: Yang saya gunakan itu lebih ke audio visual ya karena saya sering menonton video, film, interview di YouTube. Saya tipikal orang yang mudah untuk memahami secara audio visual.

Q: Aplikasi apa yang Anda gunakan untuk belajar bahasa inggris?

A: Kalau untuk aplikasi khususnya tidak selalu difokuskan, tetapi saya lebih menggunakan Youtube dan channel atau siaran yang ada disana kalau aplikasi yang spesifiknya untuk belajar bahasa Inggris ada yaitu aplikasinya U-dictionary,

Q: Biasanya buka aplikasi untuk belajar bahasa inggris kapan waktu yang tepat menurut kamu? (Mungkin free time/ada waktu khusus)

A: Kalau saya itu orang yang lebih aktif di malam hari jadi untuk belajar bahasa Inggris biasanya memang malam hari adalah waktu yang tepat untuk belajar. Menurut saya juga di malam hari materi yang saya pelajari cepat masuk ke dalam otak saya. Mungkin sekitar jam 10 atau 11 gitu saya belajar bahasa Inggris

Q: Apa manfaat fitur smartphone dalam belajar bahasa inggris, menurut anda?

A: Manfaat dari fitur-fitur smartphone ini sangat banyak dan juga bermanfaat terutama pada belajar bahasa Inggris. Dengan adanya fitur smartphone memudahkan saya khususnya mahasiswa PBI. Semua fitur di Smartphone yang bisa digunakan untuk belajar itu pasti sangat bermanfaat. Salah satunya mudah mengakses materi dan sangat mudah dibawa untuk belajar Bahasa Inggris

Q: Seberapa pengaruhnya fitur smartphones terhadap kemampuan bahasa inggris anda?

A: Pastinya sangat berpengaruh pada skill Bahasa Inggris saya, Dari yang saya lihat saya lebih mudah belajar bahasa Inggris menggunakan smartphone

daripada buku karena saya sering menggunakan handphone hampir setiap hari saya membuka handphone jadi secara tidak langsung saya lebih sering belajar bahasa Inggris ketimbang buku.

Q: Apakah anda merasa lebih termotivasi dalam belajar bahasa Inggris menggunakan smartphone?

A: Tentunya sangat membuat saya lebih termotivasi belajar bahasa Inggris karena salah satunya mudah diakses sehingga saya ketika lagi tidak ada kerjaan dapat membuka smartphone untuk belajar bahasa Inggris jadi memang sangat memotivasi saya untuk belajar.

Q: Apakah ada peningkatan dalam skill yang sedang anda tingkatkan dengan menggunakan smartphone sebagai media belajar?

A: Iya tentu, yang paling meningkat listening dan tentunya speaking karena itu satu paket dan tidak bisa dipisahkan. Seperti saya sering mendengarkan interview berbahasa Inggris, Talk Show Jimmy kimmel dll dan praktik juga. Tapi dengan adanya smartphone memang saya merasakan ada perubahan dari pengaruh smartphones dalam belajar Bahasa Inggris

Q: Kendala apa yang anda dapatkan ketika belajar bahasa Inggris menggunakan smartphones?

A: Kendalanya sih biasanya jaringan atau pergi ke suatu daerah yang internetnya lelet dan kita terhambat untuk belajar bahasa Inggris. Kalau dari pribadi sih lebih terganggu karena adanya sosial media yang lain seperti Instagram kemudian saya menjadi lalai untuk belajar.

Q: Apakah ada solusi dari anda sendiri ketika kendala yang anda alami terjadi dalam belajar bahasa Inggris?

A: Kalau menurut saya sih solusinya harus introspeksi diri sendiri ya bahwa kalau tidak mulai dari diri kita sendiri untuk belajar itu tidak akan maju, dan juga kita tidak bisa hanya mengandalkan dosen atau guru yang mengajarkan kita karena itu tidak menambahkan wawasan kita secara luas tapi dengan adanya smartphone dan fitur-fiturnya itu sangat membantu kita dalam belajar bahasa Inggris.

## Student 7

Interviewee: RM

Date: 2<sup>nd</sup> June 2021

Place: Fakultas Tarbiyah B, Universitas Islam Negeri Ar-Raniry

Q: Apakah Kamu menggunakan smartphone dalam belajar Bahasa Inggris?

A: Saya menggunakan Smartphone untuk belajar bahasa Inggris dan salah satu media yang sangat memudahkan saya untuk bisa belajar bahasa Inggris dengan mudah.

Q: Sejak kapan kamu menggunakan smartphone untuk belajar Bahasa Inggris?

A: Saya belajar bahasa Inggris menggunakan Smartphone itu sejak SMA kelas 2, karena kan mau ujian nasional bahasa Inggris salah satu hal yang paling penting karena diujikan.

Q: Mengapa anda memilih menggunakan smartphones untuk belajar bahasa Inggris?

A: Pastinya karena lebih mudah daripada media yang lainnya untuk belajar bahasa Inggris, karena lebih mudah mencari materi untuk belajar dan mempunyai aplikasi yang bervariasi untuk meningkatkan skill bahasa Inggris saya. Terus gampang dibawa kemanapun dan kapanpun.

Q: Bagaimana Anda menggunakan smartphones untuk learning English dalam sehari-hari?

A: Kalau saya sendiri sih lebih sering membaca Webtoon. Untuk menambah vocab tapi menggunakan versi bahasa Inggris. Menurut saya dengan baca Webtoon memang mempunyai kosakata yang ringan atau baku tetapi itu sangat meningkatkan skill saya dalam bahasa Inggris terutama vocab. Euu...Basically, saya lebih suka belajar sekaligus mencari hiburan khususnya tentang bahasa Inggris yaa

Q: Apakah anda menentukan berapa lama belajar bahasa Inggris menggunakan smartphones dalam sehari? (Mungkin 1-2 jam)

A: Itu sih yang salahnya dari saya tidak mempunyai waktu khusus atau time management untuk belajar bahasa Inggris, tetapi sekurang-kurangnya setiap

hari memang ada belajar bahasa Inggris. Ya saya sih setiap hari harus membaca satu Webtoon versi bahasa Inggrisnya untuk meningkatkan ke bahasa Inggris saya tetapi waktunya saya tidak tentukan.

Q: Kira-kira media apa yang anda gunakan dalam belajar bahasa Inggris menggunakan smartphone?

A: Dengan smartphone ini saya dapat mendengar atau menonton Vlog/cerita dari native speaker Di di Youtube atau Spotify. Itu media yang sering saya gunakan untuk meningkatkan skill listening. Kalaupun ada vocab yang tidak tau biasanya dicatat dan dicari tau terjemahannya.

Q: Aplikasi apa yang Anda gunakan untuk belajar bahasa Inggris? Jelaskan mengapa?

A: Kalau saya belajar bahasa Inggris itu lebih menggunakan aplikasi yang tidak spesifik lebih suka yang general misalnya seperti YouTube, Instagram, Webtoon dan pinterest. Tetapi lebih sering menggunakan Webtoon Untuk belajar bahasa Inggris.

Q: Biasanya buka aplikasi untuk belajar bahasa Inggris kapan waktu yang tepat menurut kamu? (Mungkin free time/ada waktu khusus)

A: Kalau menurut saya sih malam hari karena lebih fokus untuk belajar

Q: Apa manfaat fitur smartphone dalam belajar bahasa Inggris, menurut anda?

A: Banyak sekali manfaat dari fitur smartphone salah satunya yang nyaman karena bisa dibawa kemanapun dan dimanapun, lebih mudah menjangkau sesuatu apa yang ingin kita cari. Jadi misalnya kita ingin mencari sesuatu atau bahan untuk belajar itu cepat, kalau kita mencari buku susah harus beli dulu cari ke perpustakaan dan lain sebagainya. Fitur Smartphone ini juga memiliki aplikasi yang sangat beragam itu walaupun dari game kita bisa belajar bahasa Inggris.

Q: Seberapa pengaruhnya fitur smartphones terhadap kemampuan bahasa Inggris anda?

A: Sangat berpengaruh karena mudah diakses dimanapun dan kapanpun untuk komunikasi atau belajar. Kalau dulu engga punya HP jadi susah sekarang dengan adanya smarphone mudah untuk misalnya buka aplikasi Youtube, Webtoon dll untuk meningkatkan skill bahasa Inggris.

Q: Apakah anda merasa lebih termotivasi dalam belajar bahasa Inggris menggunakan smartphone?

A: Iya lebih termotivasi karena memang sekarang kalau tidak menggunakan Smartphone agak susah ya untuk termasuk belajar. Kalau menurut saya sih motivasi yang paling kuat untuk meningkatkan belajar bahasa Inggris saya adalah smartphone karena bisa dibawa dengan mudah dan mudah akses. Apalagi ada dorongan dari dosen atau teman yang memberikan beberapa aplikasi yang menarik.

Q: Apakah ada peningkatan dalam skill yang sedang anda tingkatkan dengan menggunakan smartphone sebagai media belajar?

A: Tentunya ada peningkatan dalam skill bahasa Inggris saya terutama di bidang listening dan speaking, karena saya sering buka video-video di YouTube, Tiktok juga sangat bagus untuk meningkatkan skill bahasa Inggris.

Q: Kendala apa yang anda dapatkan ketika belajar bahasa Inggris menggunakan smartphones?

A: Kendalanya tuh biasanya sih paket data dan juga jaringan internet yang lelet. Menjadi salah satu hal yang paling dibutuhkan jika kita ingin belajar bahasa Inggris. Jika belajar di Smartphone tentang akademik mungkin khususnya seperti materi tentang grammar itu mungkin sedikit ada ketidakpahaman dan susah untuk bertanya karena di smartphone kan beda seperti guru atau dosen.

Q: Apakah ada solusi dari anda sendiri ketika kendala yang anda alami terjadi dalam belajar bahasa Inggris?

A: Solusinya sih biasanya download dulu videonya atau Webtoon dan segala macamnya biar ketika kita ingin belajar bahasa Inggris tuh kita nggak perlu menggunakan paket data lagi tinggal kita buka aja karena udah kita download. Nah kalau untuk masalah ketidakpahaman tuh biasanya saya tanya orang yang paham atau nanti di kuliah saya tanya sama dosen.