



**STUDENTS' PERCEPTION OF SELF-DIRECTED ENGLISH
LEARNING USING MOBILE PHONE AT SMKN 3
MALANG DURING PANDEMIC**



SKRIPSI

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ABSTRACT

Anissatus Sadiyah. 2022. *Students' Perception of Using Mobile Phone for Self-Directed Learning Outside Classroom During Pandemic Era.* Skripsi. English Education Departement, Faculty of Teacher training and Education, University of Islam Malang. Advisor I: Dzuriyyatun Ni'mah, S.S., M.P.d.; Advisor II: Fitri Awaliyatush Sholihah, S.Pd., M.Pd.

Key Word: Mobile phone, perception, Self-directed learning

Mobile phones are one of the ICT tools available nowadays that can assist students in studying English. Students have access to a variety of English resources and information every day with the features, applications, and internet connection. The limited amount of time given for English instruction in the classroom can often make it difficult for students to learn the English language. Therefore, the important facility to support students' learning is learning media, and mobile phone can be a learning media or tool for students. Mobile phones offer a variety of activities for English language learners. After learning English in a classroom, students can monitor their own learning activities independently with the help of mobile phone media. Additionally, students can assess their progress in learning English alone or with friends.

The objective of the study is to describe students' perception of using mobile phone for their self-directed English learning outside of classroom. For research design, the present study is used qualitative method. The instrument used to collect data is questionnaire and interview. The participants are one class of eleventh grade of SMKN 3 Malang. The total number of participants is 34 students of *tata kecantikan*, which selected to participate in this study, and 5 students are chosen randomly to be interviewed.

The finding indicated that students perception of self-directed English learning using mobile phone in terms of personalization is to support the students to learn English anytime and anywhere, the authenticity facilitated the students to access the authentic learning media, lastly for connectivity mobile phone can improve students' relationship with others while learning English.

Regarding the study's findings, it is directed at next researchers to expand the current study. Future researchers may examine how students' perception of using a mobile phone for self-directed English learning outside of the classroom by utilizing various study design and skills or components, in particula

CHAPTER I

INTRODUCTION

This chapter elaborates the background of the study, research problem, objective of the study, significances of the study, scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

Technology plays a significant part in today's educational environment to obtain any knowledge. Students can simply gain additional knowledge with the use of technology. In truth, technological advancement undoubtedly affects the academic environment (Bonyadi, 2018). One of the most well liked things in education nowadays is technology, which can enhance students' skills and understanding. Situational technology now offers numerous opportunities to design educational frameworks that are more complicated, adaptable, and effective.

Technology has power to influence many aspects, educational aspect in particular. In educational aspect is common to hear about ICT, ICT is Information and Communication Technology. Existence and development of ICT help students in language learning especially English, so ICT as a part of technology and language learning is interdependence. ICT have many advantages, such as for students it is helpful when looking for any sources with or without teacher's mentoring and also flexible because they can access them everywhere. For teacher, it can help to manage their learning activity. Support of internet makes the ICT

enables the students to get learning references appropriately and maximally. Students to encourage their English language learning process, particularly both the existence of ICT and internet (Aminah, 2018), can authentically apply many kinds of method. The ICT and the internet give benefit to the networking system and some of several electronics such as mobile phone, television, radio, computer, etc. Thus, the use of ICT and internet that have good support are able to make English language learning activity more easily and valuable, the students can improve their English through the electronic devices, but the students need the specific devices to solve any issues in their learning English.

There are many devices that can be used as an electronic telecommunication, but in Indonesia most Indonesian students use mobile phone as their main communication tool. Many students that cannot be separated from this electronic tool can prove it. Mobile phone is one of many ICT's device, the primary reason mobile phone being the number one frequently used is because this device is very easy to carry and it can help students to study English easily even in a long distance. For that reason, mobile phone can be used as mobile learning to help students as a media. Through mobile phone, the students are able to install many kinds of application to learn English as they want. In short, mobile phone can be a mobile-assisted device in learning English.

According to the explanation above, a research conducted by Mohammadi, Ghorbani, and Hamidi (2011) revealed that mobile learning has many benefits. Specifically, those are comprised independent learning, retrieving information conveniently every day and everywhere, cooperating in learning, getting many

sources from other professors and places, and bridging new materials to the prior one. It means, the students are able to choose sources which they want to study English individually in informal situation or cooperate with classmates in social outside the classroom; and the result, students can achieve their target learning that still not achievable. Mobile learning contributes to a better result in learning because students are easily to encourage their ability, knowledge and get the learning experience. In short, learning English using mobile phone can help students to manage their learning time so it can trigger the students to be responsible in managing their own English learning time.

There are many activities in using mobile phone which can support learning English, such as writing notes, listening English music, recording voices, recording videos, watching video about English, using dictionary application, playing games with English language, sending messages, etc. From this case, it can be concluded that mobile phone give benefits for students as vocabulary tool. Students are able to install online or offline dictionary in order to help them memorize about English vocabulary and the students can also learn about how to pronounce words it can encourage their speaking skill. Furthermore, listening music or conversation through mobile phone can increase listening skill.

To continue, the students get used to read something through mobile phone as digital sources via social media platform for example WhatsApp, Line, Instagram, Twitter, etc. From this case, reading and writing skills also can be developed through mobile phone learning. To improve students' grammar, the students can

send messages and get feedback from teacher or classmates for individual corrections.

Related to the explanation above, a research done by Humaira (2018) focused on investigating students attitudes towards SDL in learning English out of classroom. The purpose of this study is to elaborate about how students engage in SDL outside of classroom. This study shows that the students can identify their learning needs by detecting some skills that they wanted to learn in their free time. In addition, the students are free to choose the learning materials, they used technology devices such as hand-phone and laptop to access knowledge through the available applications. They used many different learning strategies, but because of the problems that they might face in the learning process, they had difficulties in choosing the right strategies. The result can be seen from their answers that were constantly repeated. The students were not able to evaluate themselves. Moreover, they said that they needed teacher's feedback on their learning because they did not know whether they improved or not. Overall, it can be concluded that senior high school students in Indonesia can take SDL but they need to learn how to do self-assessment.

Some research cases in using mobile phone for learning English language learning can be reported by Lai and Zheng (2017) which take students foreign language courses as a participant for the research about self-directed use of mobile devices for language learning beyond the classroom. It found three aspects of language learning in informal context with mobile devices, which are personalization, authenticity, and connectivity. The participants reported most

positively on the use mobile devices for personalization. However the participants showed less positively on the use of mobile devices to engage in authentic language learning experience and to enhance connection with others in the target language. The capabilities of the devices, the learners' cultural knowledge and habitual usage of the gadgets, their perception of the tempo-spatial circumstances and the task all had a role in how they chose which technical tools to utilize for which dimensions. The results indicate that students' use of mobile devices needs to be supported to be more varied and these factors need to be taken into consideration when creating educational interventions that support mobile learning outside of the classroom and mobile learning activities.

The next is study from Ahmad (2020) aims to examine students' perception, views and opinions about the usage of mobile phones in an educational setting in a higher education institution located in Jamaica. In this study 145 students selected as the participants, the questionnaire with 14 questions is the instrument. The results indicated an overall positive student perception toward cell phones usage as a learning tool and integrating cell phones into learning activities. Students were keen on its usage as a social connectivity and collaborative tool, which they can use for flexible and personalized learning activities

The differences among the previous study with the present study is the participants, in the previous study participants are students foreign language learning but in this study participants focused on vocational high school students who are required to speak English during vocational learning.

Based on the background above, the researcher carried out this study to identify the students' perception of using mobile phone in English language learning in pandemic era by tenth grade students of SMKN 3 Malang. Therefore, this study was aimed to know students' perception regarding the benefits and challenges of using mobile phones for self-directed English learning during the pandemic. Accordingly, the researcher administers the study under the title "*Students' Perception of Self-directed English Learning Using Mobile Phone at SMKN 3 Malang during Pandemic.*"

1.2 Research Problem

Based on the research background, the research problem of this study is formulated as follow:

How are the students' perceptions of using mobile phone as their media for self-directed English learning during pandemic?

1.3 Objective of the Study

From the research problem above, this research objective is formulated as follow:

To investigate the students' perception of using mobile phone as the media for their self-directed English learning during pandemic.

1.4 Significance of the Study

The results of this study are expected to be useful information for others such as can be additional knowledge or information about the students' perception of using mobile phone in English language learning out of classroom. Hopefully, this study would give information about self-directed learning using mobile phone and

can help to improve teaching quality and technique in teaching process to assist students who study independently out of classroom. For the students, the mobile phone can be learning source for students to study English in today's era. Lastly, this research can help for future researchers as a reference for their study, especially for the same topic.

1.5 Scope and Limitation of the Study

The researcher focused on describing the students' perceptions of using mobile phone for English language learning out of classroom of the eleventh grade students at SMKN 3 Malang.

For the limitation of this study, the researcher did not have much time to conduct research in the class so could not conduct doing interviews with all students.

1.6 Definition of Key Terms

The definition of key terms is provided to avoid ambiguity and misunderstanding. There are some terms used in this study which needed to be defined

1. **Perception** is combination of knowledge and idea has gained as a result of having an experience in relation to a topic. In this study, the perception is shown in the response of the questionnaire which have three categories that are personalization, authenticity, and connectivity given to the students wwho use mobile phone outside of classroom for their self-directed learning English.

2. **Self-Directed Learning** is learning English out of classroom individually using mobile phone as the learning media by eleventh grade students of SMKN 3 Malang.
3. **Mobile phone** is a portable device that can give many information about anything especially for learning English used by eleventh grade students of SMKN 3 Malang



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is about conclusion and suggestion based on the finding and discussion in the present study.

5.1 Conclusion

This study examined the use of mobile phone for self-directed learning outside of classroom of one class of eleventh grade students at SMKN 3 Malang. In detail, the use of mobile phone is categorized into three aspects, such as personalization, authenticity, and connectivity. Those are identified to know the students' perception of using mobile phone for self-directed learning outside of classroom. The result from the personalization aspect, mobile phone as a tool which can be used by the students to learn English anytime and anywhere. So, the mobile phone can facilitated the students flexibly. From the authenticity aspect students agree that the existence of mobile phone is very helpful to access the authentic learning media. In terms of connectivity, students agree that mobile phone can improve their relationship with each other while learning English.

5.2 Suggestions

In this part, the present study provides several suggestions concerning with educational field for future researchers, teachers, and English students.

5.2.1 Suggestion for Future Researcher

Future researchers who want to investigate students' perceptions of utilizing mobile phones for self-directed learning related to academic aspects at various levels are advised to look at this study. Hopefully, this study will be useful to those who require additional sources to conduct better research. Future researchers can also change the research questions, include more participants, and use various methods to gather data.

5.2.2 Suggestion for Teachers

Teachers are advised to employ a variety of strategies or methods to accomplish the teaching goal for students' progress in the learning process in order to increase the teaching quality of their English courses. In order to make learning English for students interesting and enjoyable, teachers should develop excellent teaching activities. Therefore, using mobile phone media to obtain a variety of English teaching resources is recommended to give the feature and connectivity.

5.2.3 Suggestion for Students

There are many different types of learning methods and media, and they are all crucial in the learning process. So the current study is about using learning media to learn English. The usage of mobile phones for English learning activities outside of the classroom is advised for the students. It is hoped that the media would help students locate learning resources and aid them in comprehending the complexities of every part of English. Additionally, the media enables students to practice their English at any time.

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