The Use Of Mobile Phone Features By EFL Students In A Private University In Jakarta

by Cahya Komara

The Use Of Mobile Phone Features By EFL Students In A Private University In Jakarta

Dinda Ismu Asyifa

(dindadia_271@yahoo.com)

University of Muhammadiyah Prof. Dr. HAMKA
Jakarta, Indonesia

Silih Warni

(silihwarni@uhamka.ac.id)

University of Muhammadiyah Prof. Dr. HAMKA
Jakarta, Indonesia

Cahya Komara

(cahya.komara@uhamka.ac.id)

University of Muhammadiyah Prof. Dr. HAMKA
Jakarta, Indonesia

The study investigated features of mobile phone that EFL students potentially use as one as explores their perception toward mobile phone features. Located in one private university in Jakarta (English major and non-English major), this research focused to answer two main questions; 1) what are the features of mobile phone that EFL students' mostly use to support their English learning? and 2) what are EFL students' perceptions towards the use of mobile phones features in English learning context? To be able to answer the questions, the quantitative survey method was used by involving 200 students as respondents using Google form questionnaire online. After the data was collected, the researcher calculated and analyzed using IBM SPSS 24 to find mean and percentage. The result of questionnaire showed that students truly use mobile phone features for learning English with the most features that they used were MP3 Players for listening to English music. Next features used by students were Internet Browser, Educational Application, Video Recorder-Application, Game, Camera-Social Media Application, SMS, E-mail, Audio Recorder, and the last is Video Recorder. Meanwhile, from perception questionnaire, the students clearly stated that they enjoyed learning English by using mobile phone features. They strengthened mobile phone features can help them in self-learning than traditional learning.

Key words: mobile technology, EFL teachers

Penelitian ini menginvestigasi fitur fitur ponsel yang berpotensi digunakan oleh mahasiswa yang menggunakan bahasa Inggris sebagai bahasa asing sebagai eksplorasi persepsi mereka terhadap fitur fitur di ponsel. Berlokasi di satu universitas swasta di Jakarta (prodi bahasa Inggris dan bukan bahasa Inggris), penelitian ini berfokus untuk menjawab dua pertanyaan utama: 1) fitur-fitur ponsel apa yang kebanyakan digunakan mahasiswa untuk mendukun pembelajaran bahasa Inggris mereka? 2) apa persepsi mahasiswa terhadap penggunaan fitur-fitur ponsel dalam konteks pembelajaran bahasa Inggris? Untuk menjawab pertanyaan, metode survey quantitative digunakan dengan melibatkan 200 mahasiswa sebagai respondent menggunakan kusionair online Google. Setelah data dikumpulkan, peneliti menghitung dan menganalisis menggunakan IBM SPSS 24 untuk menemukan rata-rata dan persentase. Hasil dari kuesioner menunjukkan bahwa mahasiswa benar benar menggunakan fitur dalam ponsel untuk belajar bahasa Inggris dengan sebagian besar fitur yang mereka gunakan adalah MP3 player untuk mendengarkan music bahasa Inggris. Fitur selanjutnya yang digunakan mahasiswa adalah internet browser, aplikasi pendidikan, perekam video, game, camera-sosial media, SMS, e-mail, perekam suara, dan terakhir adalah audio recorder. Sementara itu, dari kuesioner persepsi, para siswa dengan jelas menyatakan bahwa mereka menikmati belajar bahasa Inggris dengan menggunakan fitur ponsel. Mereka memperkuat fitur ponsel yang dapat membantu mereka belajar mandiri daripada belajar tradisional.

INTRODUCTION

In English as a Foreign Language (EFL) learning context, the mobile phone features usage nowadays have grown so fast (Lu, 2008; Muhammed, 2014), and it is used by teachers and students in various activities. Toland and Mills (2016), for instance, proved the impact of video features or known by "mobile-video" as excellent self-reflection tool that successfully gained EFL students' speaking skill in presentation. Most of EFL students consider that video feature on the phone can improve their presentation quality, which requires good speaking. Meanwhile, Nalliveettil (2016) highlighted another feature of mobile phone which is audio record. It is potential to be utilized for EFL students when learning English pronunciation. Another previous study about mobile phones features benefits come from Ababneh (2017) who conceded in his research that students often used mobile phone for self-learning activities, such as listening English song using Mp3 player or writing English text using SMS or application chatting features. The result of his study has shown that most students enjoyed using mobile phone features for their self-learning. In brief, the features of mobile phone provide excellency and opportunity to be implemented in another context of EFL study.

Furthermore, using mobile phone and its features are more effective and efficient for both EFL teachers and students. The main reason is because teachers and students can use it everywhere compared with laptop or personal computer which are not easily mobile. In fact, the features in mobile phone are already available and more practice than laptop or personal computer which sometimes need to be downloaded or installed first. This statement is supported by Lu (2008) who found students in Taiwan that prefer to choose mobile phone than PC for English learning because it is always available for them without log in requirement. Next from Ogunduyile (2013) who

argued that teachers believed teaching by using mobile phone is very flexible. Teachers can ask the students to answer pronunciation task, and the students can send it using SMS or voice record existed in mobile phone features. The students also can access the internet to find information for task that teachers give. That is why many EFL students feel interest to learn English using mobile phone features because of its simplicity. With the beneficial features and reasons existed in mobile phone, both EFL teachers, and students may have same perception toward mobile phone features which can give advantage in learning English.

Despite its advantages, mobile phone features may also create some problems for EFL students. As Wang and Chen (2011) found in their research that the resolution of mobile phone camera in some types are low which can get effect to the quality of picture, for example when using camera to show English vocabulary object. Besides, Hashemi (2018) stated mobile phone limitation in term of the storage capacity. It can interrupt students to take video for example when practicing speaking because of the storage size that might be full to keep the video data. Last, on Klímová (2017), mobile phone features of web page to access internet could make short battery life. Imagine when students browse English materials on the internet then their phone battery turns low easily. Thus they cannot focus on learning activities; more of that, it can be a barrier for learning English. Therefore, even mobile phone has its own advantage features; however, it also has weaknesses for learning English.

In the context of university students, particularly in Indonesia, the use of mobile phone features to support English learning are still rarely explored. There is indeed strong tendency that mobile phone features are used by university students. The report from Central Agency on Statistics Indonesia or BPS has shown and declared that there is significant increase number of mobile phone users from 2012 which is only 47.99% from total citizen, and then it grows 59.59% users in 2017. This data clearly indicates that university students are among 59.59% users, which mean mobile phone features are potential to be used by university students including for improving English competency. With the benefits and lacks of mobile phone features in learning English, it is very important to find out what are the features of mobile phone that used in EFL university students and their perception toward mobile phone features usage.

Preliminary data has been done to confirm the issue of mobile phone features for promoting English learning in the case of a private university in Jakarta. The researcher found that 14 from 15 EFL students have mobile phone. Six of them already have mobile phone after they graduate from senior high school. Most of them usually use it approximately ten hours or more for a day. It showed that EFL students in university level truly used mobile phone (see table 1.1 below).

Table 1.1 Preliminary Data

Gender	Σ	Description
Female	**11**	• Ten female students have phone, one do not have mobile phone. • Five female students have mobile phone after they graduate from senior high school, six does not.

		• ±10 hours per day using mobile phone.
Male	**4**	• Four male students have mobile phone. • One male student have mobile phone after they graduate from senior high school, three does not. • ±5hours per day using mobile phone.

(data were taken from 1ˢᵗ – 7ᵗʰ March 2019)

As previously mentioned, even though mobile phone has bee used by EFL students in university level, and it is common for them to use it every day. However, it is still not clear enough what they do with the features inside mobile phone, especially in the English learning context. This issue need finding, and it creates open investigation. Thus, the use of mobile phone features for supporting learning English can be discovered more

METHODS

The method of this research was descriptive quantitative by applying a survey design. This study involved 200 EFL students of a private university in Jakarta, Indonesia from English major and non-English major as participants. Google form was used as main instrument to get quantitative data that could reveal students' perception toward mobile phone. The questionnaire adapted from two experts, namely O'Bannon (2017) and AlTameemy (2017). The link of questionnaire was shared once in a day for a week. After the whole of data from the questionnaire has been collected, it was then analyzed using IBM SPSS 24. The researcher then interpret and discuss the final results.

FINDINGS

Table 1.1 The Frequency of Mobile Phone Features

Rank	Questions	Features	M	N
1.	How often do you listen to English music?	MP3 Players	4,11	200
2.	How often do you use educational application for learning English? (for example; Dictionary, Pronunciation, Duolingo, etc)	Application	3,58	200
3.	How often do you access internet for learning English?	Internet	3,55	200
4.	How often do you watch English video?	Video Recorder, Application	3,41	200

5.	How often do you play a game?	Game	3,18	200
6.	How often do you upload picture in social media by using English caption?	Camera, Application	2,87	200
7.	How often do you receive/send message in English?	SMS, Application	2,81	200
8.	How often do you receive/send E-mail in English?	E-Mail	2,54	200
9.	How often do you record audio to practice English?	Audio	2,32	200
10.	How often do you record video to practice English?	Video Recorder	2,19	200

From the table 1.1, it can be seen that there are five features that are mostly used by students; for the first, 75,0% of the students listen to English music by using MP3 Player (M= 4.11). Second, 55,5% of the students use educational application (M= 3.58). Third, 54,0% of the students access internet for learning English (M=3.55). On the fourth, 43,5% of the students watch English video (M=3.41), and on the fifth, 40,5% of the students play game (M=3.18). The last five features are 23% of the students use social media to practice English writing by writing an English caption (M=2.87), 18,5% of the students receive/send message by using English (M=2.81), 18% of the students receive/send Email by using English (M=2.54), 13,5% of the students record audio to practice English (M=2.32), and 9,5% of the students record video to practice English (M=2.19).

Table 1.2 EFL Students Perception Toward Using Mobile Phone Features

Questions	N	M
I enjoy learning English by using mobile phone features.	200	3,96
Mobile phone features contribute my self-learning.	200	4,03
Mobile phone features increase students' opportunity for learning more than traditional learning.	200	3,97
If lecturers allow students to use mobile phone in the class, they would be used the features for cheating.	200	2,59

Mobile phone features should be utilized in teaching and learning activities in classroom.	200	4,12

Most of the students (60,5%) agree that mobile phone contributes students self-learning (M=4,03). 54,5% of students agree that mobile phone features increase their learning opportunity than traditional learning (M=3,97). 50,5% of students agree that they enjoy learning English by using mobile phone features (M=3,96). 39,5% of students agree that mobile phone features should be utilized for teaching and learning activities in the classroom (M=4,12). Then, the lowest result which is 32,5% of the students resulting in neutral with the statement, if lecturers allow students to use mobile phones in the class, they will use the features for cheating (M=2,59).

DISCUSSION

The Use of Mobile Phone Features by EFL Students

Most of students (75,0%) listen to English music (M= 4.11). It is common for higher education students to use MP3 players for learning because students can listen to music in MP3 easier whenever and wherever they want. However, many songs can be saved in MP3 Players. So, students can change and choose their favourite song. Based on Levy (2009) the audio file can be stored, managed, and distributed by using MP3 player. Students can also keep their music in MP3 Players, and they can play the music whatever and whenever they want. In Israel (2013), students usually walk around campus with their earphones for the whole day, listening to their favorite music by using MP3 players. From this survey, students state that they usually listen to English music. It means that they usually practice English while listening to English outside the classroom. From this discussion, we can assume that MP3 Players can support students self-learning to learn English outside classroom.

In addition to MP3 Players, there are so many features that support students to learn English outside the classroom in students' daily life, such as when they play a game. 40,5% of the students state that they play game (M=3.18) without realizing that they learn vocabulary from the game they play. On Warni (2018), English learning can happen without students realize when they play game. It is because a game contains a lot of vocabulary in written or conversational form. 43,5% of students state that they also watch English video to practice their English skills outside

classroom (M=3.41). From Kurniawan (2018), students usually access video application, and they do it with pleasure. English video can be the model for students to practice English. On the result of this survey, for learning English in daily life with communication, only 18,5% of students state that they use English by sending or receiving text message in their daily life (M=2.81) and only 18,0% of students use English in Email (M=2.54). Most of the students state that they sometimes use English while texting in SMS and rarely use English while texting in Email. It happens because when students text by using English, they must check what they write and they should open dictionary when they do not know the vocabulary. Students also check their expressions used, whether it is right or not. On Lai (2018), communicating in English by texting takes time because student should arrange what they are going to write. Student should check again and catch their mistake before they send something. By using Email and SMS in students' daily life, they can learn vocabulary for their daily life.

Moreover, there are features that students can use in the classroom. For example, application and internet. 55,5% of the students use educational application for learning English (M= 3.58). Many educational applications and social media offered can increase students' English skill. On Akyina (2019) as cited in Bantley (2017), application can be used in the classroom for learning activities such as by making online discussion in classroom to enhance their writing ability. As stated from the result of survey, 54,0% of the students state that they use internet to learn English (M=3.55). To help students find the discussion, internet can provide the materials they learn. Akyina also states internet can be used in classroom to find the topic discussion. For the other activities in classroom, 23,0% of students state that they upload a picture to social media by using English caption (M=2.87). Stated on Kling (2010), camera can upload the picture to social media directly. We can utilize the features to increase students writing skill in classroom.

Not only for learning activities in the classroom, but mobile phone features can also be a good task for students to increase their English skill. Based on the result of the survey, the features also can be given for students as a task such as audio recorder and video recorder. Only 13,5% of the students state that they use audio recorder (M=2.32) and with the lowest score, only 9,5% of the students state they use video recorder to practice English (M=2.19). With many advantages of the audio recorder and video recorder, teachers should utilize these features to students for practicing their English ability, such as for speaking skill. Thus, students can use these features more often than before.

In conclusion, the feature of mobile phone that is always used by most of the students is MP3 player because they usually listen to music. Furthermore, MP3 Players can save many songs and students can play their favourite song wherever and whenever they want. So, students can also use MP3 Players to increase their English skill by listening to English song outside classroom in their daily life. Another feature that students can use outside classroom in their daily life is game because without students realize, they get many vocabularies from the game they play. Students also watch English video as their model. For communication in daily life, students also use English while they text in SMS and Email. It can increase students writing ability because before they send message, they should be careful with the vocabulary and the expression that they use.

Not only for outside classroom, but mobile phone also can be used inside classroom. Other features can also be used inside classroom are application and internet. By using application, students can practice their writing ability, and the internet can help them to find the topic. Mobile phone features are also used for students' task to increase their English ability more, for example, the activities by using video recorder and audio recorder. Based on the survey, these features have the lowest result. Teachers should take advantage of these features to make students practice their English skill.

Students Perceptions Toward Mobile Phone Features

60,5% of the students state they agree that mobile phone features can "contribute much to self-learning" (M=4,03) based on Lai (2018) mobile phone can extend time and space for learning, while students can extend material for learning by themselves, anytime and anywhere they can access it. Even when they wait for something or walking, they still can use mobile phone features to listen to music, watch movie, etc. Whereas 54,5% of students state that mobile phone features support learning activity than traditional learning that is bounded by time and place, it can also support their self-learning. It is shown in the statement, "Mobile phone features increases students' opportunity for learning more than traditional learning" (M=3,97). Based on Uzunboylu and Ozdamli (2011), traditional learning is a learning model whereabout teachers convey information to the students, but in this modern era, students can access the information for learning by themselves. So, students can get information by using the features of mobile phone.

By using mobile phone features in the classroom, students can enjoy learning. It is shown that 50,5% of students agree with the statement, "I enjoy learning English by using mobile phone features" (M=3,96). For learning English, students enjoy learning by using mobile phone features because it offers many benefits feature for learning inside or outside classroom. For instance in English learning context, students can use SMS for texting in English for their daily activities, access internet for learning English, practice their English skill by using video or audio recorder, etc (Begum, 2011; Gromik, 2012; Hayati, Jalilifar, & Mashhadi, 2011; Meurant & Ling, 2007; Toland & Mills, 2016). With so many advantages of mobile phone features, teachers can utilize it for teaching and learning activities in the classroom. On the survey, 39,5% of students state that they agree about the statement "Mobile phone features should be utilized in teaching and learning activities in classroom" (M=4,12). On O'Bannon (2017), students perceive that mobile phone can boost their creativity and increase their access to technology in the classroom.

In contrast, there is a statement that shows the lack of implementation of mobile phone features in the classroom. It shows the lowest percentage between the five statements in the questionnaire about perception of mobile phone features, it is "If lecturers allow students to use mobile phones in the class, they would use the features for cheating"(M=2,59) 32,5% of the students state that they are neutral. On Thomas (2014), even mobile phone features have a deficiency in the classroom, for example, when students are cheating during examinations, it can be controlled because teachers are the facilitator that should manage the class. Thus, teachers perceived that they

still need educational training for learning based on mobile phone in the classroom, so there is no barrier again, and they can manage the classroom well.

Based on the survey, students perceived that they enjoy learning by using mobile phone features. It increases students to learn whenever and wherever they want without being bound by time, such as traditional learning. Mobile phone should not be banned in the classroom because it has many potential features for teaching-learning activities. As long as teachers manage their class well, students can not abuse the features of mobile phone such as cheating during exam. Teachers should learn how to manage classroom in modern learning, so the students can not abuse technology. Mobile phone should not be banned in the classroom because it has many potential features for teaching-learning activities. As long as teachers manage their class well, student can not abuse the features of mobile phone like cheating during exam. Teachers should learn how to manage classroom well in modern learning, so the students can not abuse technology.

Conclusion

From the result, it proves that mobile phone is a device or media that is used not only for communication purposes but also for learning activity that can motivate students for learning whether inside or outside classroom. Students perceived that they enjoy using mobile phone features to learn English. It is because mobile phone features extend space and time for learning. Mobile phone features increase students self-learning because it is not bounded by place and time like traditional learning. So, students perceive that mobile phone features should be utilized in teaching and learning activities, but teachers should have training to manage the use of mobile phone features in classroom. So, there are no barriers and gap when students use mobile phone for learning activity. Students also said there is a lack tendency of mobile phone features that can be used for cheating. Teachers should be aware and need training to use mobile phone features in the classroom. Thus, mobile phone features are beneficial for helping EFL learners to learn English. In fact, mobile phone technology keeps changing and developing with many new features. So, other researchers can take advantages of this to do new research about new mobile phone whether or not mobile phone feature can affect or improve students' English skills and competence with the experimental design.

REFERENCES

Ababneh, S. (2017). Using mobile phones in learning English : the case of Jordan sana. *Journal of Education and Human Development*, 6(4), 120–128.

Akyina, K. O. (2019). Smartphones as partners in teaching and learning. *International Journal of Academic Research and Reflection*, 7(1), 37–50.

AlTameemy, F. (2017). Mobile phones for teaching and learning. *Journal of Educational Technology Systems*, 45(3), 436–451.

Begum, R. (2011). Prospect for cell phones as instructional tools in the EFL classroom : a case

ttudy of Jahangirnagar university , Bangladesh. *English Language Teaching*, *4*(1), 105–115.

Gromik, N. A. (2012). Computers & education cell phone video recording feature as a language learning tool : a case study. *Computers & Education*, *58*(1), 223–230.

Hashemi, M. (2018). Using mobile phones in language learning / teaching *Procedia Social and Sciences*, *30*(2011), 2477 - 248.

Hayati, A., Jalilifar, A., & Mashhadi, A. (2011). Using short message service (SMS) to teach English idioms to EFL students. *British Journal of Educational Technology*, *44*(1).

Israel, H. F. (2013). Language learning enhanced by music and song. *Literacy Information and Computer Education Journal (LICEJ)*, *2*(1), 1360–1366.

Klímová, B. (2017). Mobile phones and / or smartphones and their apps for teaching English as a foreign language. *Education and Information Technologies*, *23*(3), 1091-1099.

Kurniawan, M. (2018). The use of mobile phone in English language lesson : a shift from teacher-centred to student-centred through mobile learning. *SHS Web of Conferences*, *42*(00076).

Lai, C. (2018). Self-directed use of mobile devices for language learning beyond the classroom. *Cambridge University Press*, *30*(October 2017), 299–318.

Levy, M. (2009). Technologies in use for second language learning. *The Modern Language Journal*, *93*, 769–782.

Lu, M. (2008). Effectiveness of vocabulary learning via mobile phone. *Journal of Computer Assisted Learning*, *24*(6), 515–525.

Meurant, R. C., & Ling, M. A. A. (2007). Second survey of Korean college EFL student use of cell phones , electronic dictionaries , sms , email , computers and the internet to address l1 : l2 language use patterns and the associated language learning strategies used in accessing online resources. *International Conference on Convergence Information Technology*, 1–7.

Muhammed, A. A. (2014). The impact of mobiles on language learning on the part of English foreign language (EFL) university students. *Procedia - Social and Behavioral Sciences*, *136*, 104–108.

Nalliveettil, G. M. (2016). The impact of mobile phones on English language learning : perceptions of EFL undergraduates. *Journal of Language Teaching and Research*, *7*(2), 264–272.

O'Bannon, B. W., Waters, S., Lubke, J., Cady, J., & Rearden, K. (2017). Teachers and students poised to use mobile phones in the classroom. *Computers in the Schools*, *34*(3), 125–141.

Ogunduyile, A. (2013). Towards the integration of mobile phones in the teaching of English

language in secondary Schools in Akure, Nigeria. *Theory and Practice in Language Studies*, *3*(7), 1149–1153.

Thomas, K. M., O'Bannon, B. W., & Britt, V. G. (2014). Standing in the schoolhouse door: teacher perceptions of mobile phones in the classroom. *Journal of Research on Technology in Education*, *46*(4), 373–395.

Toland, S. H., & Mills, D. J. (2016). Enhancing Japanese students ' English- language presentation skills with mobile-video recordings. *Jaltcall Journal, 12*(3), 179–201.

Uzunboylu, H., & Ozdamli, F. (2011). Teacher perception for m-learning: Scale development and teachers' perceptions. *Journal of Computer Assisted Learning*, *27*(6), 544–556.

Wang, F., & Chen, X. (2011). Integrating cell phones into a Chinese high school EFL classroom : students' attitudes , technological readiness , and perceived learning integrating cell phones into a Chinese high school EFL. *Journal of Educational Technology Development and Exchange*, *4*(1),

Warni, S., Aziz, T. A., & Febriawan, D. (2018). The use of technology in English as a foreign languange learning ouside the classroom. *LLT Journal: A Journal on Language and Language Teaching*, *21*(2), 148–156.

The Use Of Mobile Phone Features By EFL Students In A Private University In Jakarta

20% SIMILARITY INDEX

18% INTERNET SOURCES

15% PUBLICATIONS

16% STUDENT PAPERS

PRIMARY SOURCES

1 ejurnal.ung.ac.id
   Internet Source   3%

2 jurnal.iainkediri.ac.id
   Internet Source   2%

3 link.springer.com
   Internet Source   1%

4 files.eric.ed.gov
   Internet Source   1%

5 markpegrum.com
   Internet Source   1%

6 Submitted to Massey University
   Student Paper   1%

7 ruomo.lib.uom.gr
   Internet Source   1%

8 journals.sagepub.com
   Internet Source   1%

9 Submitted to Fachhochschule
   Nordwestschweiz   1%

Mobile Devices in a Costa Rican Secondary
School", IGI Global, 2022
Publication

33	digilib.unimed.ac.id Internet Source	<1%
34	flex.flinders.edu.au Internet Source	<1%
35	Handbook of Mobile Teaching and Learning, 2015. Publication	<1%
36	Irom Gambhir Singh. "Integrating mobile phones in English Language Teaching: a study in Manipur University", Nepalese Linguistics, 2019 Publication	<1%