

## THE EFFECTIVENESS OF USING SMARTPHONE IN LEARNING ENGLISH AT SMA NEGERI 3 BUKITTINGGI

### EFEKTIVITAS PENGGUNAAN SMARTPHONE DALAM BELAJAR BAHASA INGGRIS DI SMA NEGERI 3 BUKITTINGGI

Fadiah Lestari<sup>1</sup>, Eliza<sup>2</sup>, Darmawati<sup>3</sup>

<sup>1,2</sup>UIN Sjech M. Djamil Djambek Bukittinggi, Bukittinggi, Indonesia

<sup>3</sup>SMA Negeri 3 Bukittinggi, Bukittinggi, Indonesia

E-mail: [fadiahlestari29@gmail.com](mailto:fadiahlestari29@gmail.com)

#### Submitted

26 Desember 2022

#### Accepted

18 Januari 2023

#### Revised

28 Maret 2023

#### Published

30 April 2023

#### Kata Kunci:

Efektivitas;  
Smartphone;  
Pembelajaran Bahasa  
Inggris

#### Keyword:

Effectiveness;  
Smartphone;  
Learning English;

#### Abstrak

Artikel ini bertujuan untuk mengungkapkan efektivitas penggunaan Smartphone dalam belajar bahasa Inggris. Permasalahan penelitian adalah siswa kurang termotivasi dengan media pembelajaran yang lama, siswa merasa bosan dan kurang tertarik untuk belajar melalui ceramah, dan terakhir siswa terkadang malu untuk bertanya langsung kepada guru dan lebih memilih smartphone. Oleh karena itu, peneliti melakukan penelitian di SMAN 3 Bukittinggi untuk mengetahui apakah penggunaan smartphone efektif atau tidak untuk pembelajaran bahasa Inggris. Penelitian ini bersifat kuantitatif. Peneliti menggunakan simple random sampling untuk menentukan sampel karena menggunakan salah satu cara penarikan undian. Peneliti memilih salah satu dari lima kelas sebagai sampel. Sampel dalam penelitian ini adalah siswa kelas X E4 yang berjumlah 36 siswa. Teknik pengumpulan data dalam penelitian ini adalah dokumentasi berupa nilai siswa. Hasil penelitian menunjukkan bahwa penggunaan smartphone efektif dalam pembelajaran bahasa Inggris. Persentase siswa berkisar antara 61 – 80% dengan nilai rata-rata hitung 78,89 dengan kualitas penilaian yang efektif. Artinya data tersebut membuktikan bahwa penggunaan smartphone efektif dalam pembelajaran bahasa Inggris di kelas X E4 SMAN 3 Bukittinggi.

#### Abstract

This article aims to reveal the effectiveness of using Smartphones in learning English. The problem of the research was students were less motivated by the old learning media, students felt bored and less interested in learning through lectured. And lastly, students were sometimes embarrassed to asked directly to the teacher and prefer smartphones. Therefore, researcher was conducted a research at SMAN 3 Bukittinggi to found out whether the uses of smartphones was effective or not for learning English. This research was quantitative. The researcher used simple random sampling to determine the sample because it uses one way to pull out the lottery. The researcher was chose one of the five classes as the sample. The sample in this research were 36 students of class X E4. The data collection technique in this research was documentation in the form of student scores. The results showed that the use of smartphones was effective in learning English. The percentage of students was between 61 – 80% with the mean score calculated as 78,89 with an effective assessment quality. This means that the data proves that the use of smartphones is effective in learning English in class X E4 SMAN 3 Bukittinggi.

#### Citation :

Lestari, F., Eliza, & Darmawati. (2023). The Effectiveness of Using Smartphone In Learning English At SMA Negeri 3 Bukittinggi. *Jurnal Kiprah Pendidikan*, 2(2), 167-175. DOI: <http://dx.doi.org/10.33578/kpd.v2i2.143>.

## INTRODUCTION

Communication and information technology are two terms that describe a tool that can be used for both communication and information seeking. Unbeknownst to us, technology is advancing at such a rapid rate that it is influencing all facets of human existence. Since the internet is still being built and used, information technology cannot be isolated from it. The smartphone, which also has a beneficial impact including making learning activities for students who are seeking more knowledge easier, is a significant player in the field of technological education. As an illustration, to learn more about the topic. Smartphones have a potential of improving the teaching and learning processes as the tools are cheap compared to other ICTs which can be used for teaching and learning. (Machmud & Abdulah, 2017). At SMAN 3 Bukittinggi now the majority of students use smartphones in everyday life, besides being easy to carry anywhere because of their small size, smartphones also have affordable prices compared to other ICT tools that allow anyone to get and have a smartphone and are also very useful in the learning process English.

Even students are affected by smartphone and internet use in daily life. Additionally, people now learn English online instead of in traditional classrooms. (Lekawael, 2017). For this reason, students at SMAN 3 Bukittinggi have followed the shift in how to learn English because now they have used smartphones and access the internet to learn, besides that there are many applications and websites available and the material prepared by the teacher is in the form of text, audiovisual, video, photos, are easier to distribute or obtain by students via smartphones and it all aims to help students learn English in class. Mobile learning is one of the key areas of education that Jamaldeen et al. believe is still in development. They conducted testing on a mobile learning application, and they assert that the users' attitudes toward m-learning and perceptions of its utility were favorable. On the other hand, their findings imply that mobile phone learning will be effective and successful when used as a supplement to classroom English instruction. (Kacetl & Klímová, 2019). This expert said that smartphones are effectively used in learning and can increase students' knowledge. Technology makes learners study smoothly, but we should be considered using it as a support tool in learning. (Lam Kieu et al., 2021). and one teacher at SMAN 01 Lembah Melintang has considered all the possibilities that occur for the use of smartphones as a supporting tool in learning because learning using smartphones is in accordance with the teacher's direction to stay focused on learning even when using a smartphone. the teaching and learning process is running well and effectively through combines both synchronous learning models, namely zoom and asynchronous, namely YouTube. This is very useful for students and lecturers. (Roza, 2021a). Thus, from this expert theory, it is said that using the Youtube application is very effective in learning and teaching and it can all be accessed via smartphones.

Smartphone is a mobile phone that has the ability to with the use and function that resembles a computer. (David Wood, 2017). In other words, smartphones are small computers with phone functions. The demand for sophisticated tools that are easy to carry around has led to major advances in processing, memory, display, and operating systems off the cell phone line for the past few years. Smartphones are cell phones with computer-like features. Compared to a traditional mobile phone, this device gives users advanced communication and computing capabilities. It has high-quality cameras, internet access, and management tools. (David Wood, 2017). Communication is the primary function of a smartphone. People are overly dependent on being able to access the Internet through their smartphones on a daily basis. (Razzaq et al., 2018). Smartphones make it possible to communicate with people even if there is a distance between them. Smartphones have become widely

adopted by the youth. Smartphones are also used in education as students and teachers. Smartphones are used as educational tools, methods and mechanisms to disseminate information quickly and easily. From a student's point of view, there is no doubt that just gathering information at your fingertips will be of great help. Students are faced with different learning methods through the Internet. Anytime, anywhere access to a wide range of information in a short amount of time makes learning much easier. ICT in general ICT has positive aspects for learning. So smartphones can be used in the world of education, especially in learning English.

Learning is a process that happens in a participatory framework, not in a single person's mind. Instead, it involves the community or at the very least those who are participating in the learning context as a whole, distributed among coparticipants.(Toohey, 2017). Learning English is very important as it has become the international language. Language is for communication. It is used by most of the world's communities.(Brown, 2017). Many countries use English as a second language for Indonesian, although English is not considered a second language, English is a foreign language and in today's Indonesian curriculum, school teachers is also called the target language for which English must be considered. Therefore, it is expected that the students' English proficiency will improve. English is very important for those who want to improve themselves. In modern science and technology, everyone should have the ability to speak an international language, especially English. English is a difficult foreign language for Indonesian to master. So becoming a professional language teacher, especially one who teaches English as a foreign language, is not that easy. In addition, learners must learn English consciously, so English is taught in Indonesia from primary school to university according to different needs.

Based on preliminary research of class X E4 students at SMAN 3 Bukittinggi on November 8, 2022, the teacher had used smartphones in learning English because the problem was students were less motivated by the old learning media which made students were not enthusiastic about learning, secondly students were felt bored and less interested in learning through lectured, and lastly there were some students who were embarrassed to asked the teacher directly. Therefore, based on the explanation above, the researcher was conducted research on the effectiveness of using smartphones in learning English.

To support this research, the researcher found several previous studies related to this research. First, the research conducted by Achmad Rosadi with the title "The Effectiveness of The Use of The Smartphone In Supporting The Learning Activity Among The Students of SMK Muhammadiyah" The similarity of this research with the research that the author did is the same effectiveness of using a smartphone but the difference in this research is that researcher use smartphones not for learning English but in learning fashion or sewing skills. This research is qualitative research. To collect data, researcher conducted interviews, observations and documentation. Second, the research conducted by Juriana with the title "The Effectiveness of Using Smartphones In Learning English at The State of Senior High School Pangkalpinang." Then the sampling of this study was carried out using cluster random sampling while the authors used simple random sampling by choosing a lottery. The types of instruments in this study were questionnaires, and information interviews about the use of smartphones to support learning English.

## **METHOD**

Researcher used quantitative research. Quantitative research is an approach that tests

objective theories by examining relationships between variables. These variables can then usually be measured with instruments so that statistical techniques can be used to analyze the numbered data. (Creswell & Creswell, 2018). Therefore, this research was collected score data to analyze and describe the effectiveness of using smartphones in learning English.

The population was grade X students of SMAN 3 Bukittinggi. There were five classes in class X. The sample was determined by using simple random sampling by pulling out the lottery and the chosen one is X E4 which consists of 36 students because the teacher who teaches in this class has used smartphones in learning English which is the variable of this research. The instrument was the documentation. According to Sugiyono, documentation is a method of obtaining data and information in the form of books, archives, documents, written figures and images, and as reports and information that can support research. And in this research the documentation is in the form of student scores after using smartphones in learning English.

The data was collected through the daily score of class X E4 given by the teacher after using Smartphone in learning. Researcher asked the score of daily activities from the teacher, and the teacher gives the score of students in learning English after uses a smartphone in learning English. Documentation analysis adopted from Veni Roza's 2021 research includes researcher collecting students' English test scores after being scored by teacher, researcher analyzed students' English scores by compiling scores from lowest to highest. The researcher then enters the scores into a distribution table. Researcher determine the mean score, median, and modus. The student percentages were placed on the Assessment Quality Percentage Chart. The percentage meanings are then laid out on a rating scale table, and researcher draw conclusions based on the student's percentage of results when using smartphones in learning English. (Roza, 2021b).

## RESULT AND DISCUSSION

### Result

Researcher uses documentation to collect data, namely the English score of class X E4 students, obtained from the class English teacher X E4 there are 36 students.

**Table 1. The results of the grade X E4 students' English scores**

No	Student's name	Score
1.	Adri Nur Irfansyah	80
2.	Ahmad Gavi	75
3.	Aidil firansyah	80
4.	Alan maulana khalis hariri	70
5.	Aldryn kayla verdian	80
6.	Belva rioudatul jannah firdaus	85
7.	Bernadia abzari farsyat	60
8.	Davina aulia dwi hendrawan	85
9.	Devi yohana safitri	75
10.	Dewi nur hawidah	75
11.	Dhea mai delsan	90
12.	Fajri faldini akbar	75
13.	Farel putra alviano	70

14.	Fauzan lathif	85
15.	Febi aulia putri	70
16.	Gita veria putri	75
17.	Gracia martha nainggolan	85
18.	Habiburrahman	85
19.	Haftah illahi idris	85
20.	Mahdi amriz	80
21.	Maiyulis	80
22.	Marsellegiana	75
23.	Marsha anisa sumarna	80
24.	Mouzia syawalova merro	75
25.	Muhammad abul laitsi	85
26.	Muhammad alfadht	75
27.	Nanda gita aurelya	80
28.	Prita aura diva	80
29.	Putri aisyah	85
30.	Qeyla maziidatul khaira	85
31.	Rafi jolendra fitra latief	90
32.	Reva halditya prawita	80
33.	Rizka maulidya	80
34.	Siti rahmadini	60
35.	Srikandi duta al hakim	85
36.	Zaki lathiful qalbi	90

Researcher was collected data from English teacher. The researcher was then ranked the students' scores from lowest to highest.

**Table 2. Total student scores from lowest to highest**

Score	Frequency
60	2
70	3
75	8
80	10
85	10
90	3

The table shows the score of 36 students and the highest score with a score of 90 and the lowest with a score of 60.

$$R = (H - L) + 1 \quad B = 1 + (3,3). \text{ Log } n$$

$$R = (90 - 60) + 1 \quad B = 1 + (3,3). \text{ Log } 36$$

$$R = 30B = 1 + (3,3) \quad 1.55$$

$$= 6$$

$$I = \frac{R}{B} = \frac{31}{6} = 5,16$$

$$B = 6$$

It was calculated into the previously mentioned data interval. And calculated in the frequency distribution table:

**Table 3. Student English Statistics Data**

Score	F	X	Fx	Fk
-------	---	---	----	----

85 – 90	13	87,5	962,5	11
75 – 80	18	77,5	1.395	29
60 – 70	5	65	325	34
	36		2.682,5	

$$\text{Mean} = \frac{\sum fx}{n} = \frac{2.682,5}{36} = 78,89$$

The mean calculated above was 78,89. The mean is average from all of the scores. After that, the researcher determined the median and mode by using the formula:

$$\text{Median Letak me} = \frac{n}{2} = \frac{36}{2} = 17$$

After that, look at the fk column above whether there is a score that contains the number 17, and see that the number that contains the number 17 is number 29 which means that number 29 is where the median class is, so the median class is 75 – 80. fk here is the cumulative frequency before the median class and fk for the median class is 29 and before is 11 so the fk is 11. And fm is the frequency of the median class, pay attention to the frequency column then pay attention to the median class and then the fm value is 18.

$$\begin{aligned} \text{Me} &= \text{tb} + \frac{n/2 - \text{fk.p}}{\text{Fm}} \\ &= 74,5 + \frac{34/2 - 11}{18} \cdot 6 \\ &= 74,5 + \frac{17 - 11}{18} \cdot 6 \\ &= 74,5 + \frac{36}{18} = 74,5 + 2 = 76,5 \end{aligned}$$

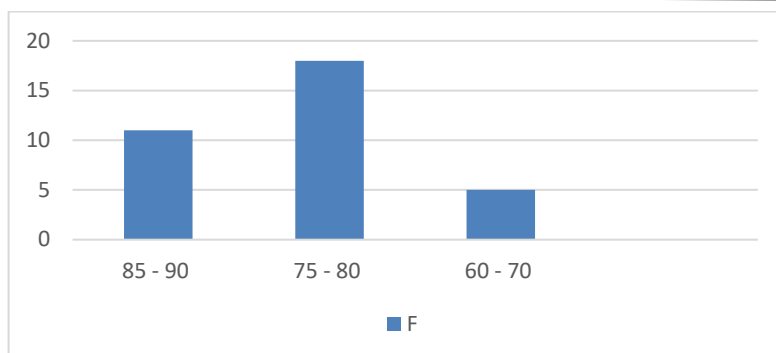
Median result is 76.5. The median is the middle value of the data.

$$\begin{aligned} \text{Modus mo} &= \text{tb} + \frac{(d1)}{d1 + d2} \cdot p \\ &= 74,5 + \frac{(7)}{7 + 13} \cdot 6 \\ &= 74,5 + \frac{42}{20} \\ &= 74,5 + 2,1 = 76,6 \end{aligned}$$

Modus from the calculated above was 76,6.

The percentage of students' English scores is arranged in the graph below:





Graph 1: Percentage of students' English scores

Based on the diagram above, eleven students score between 85 - 90. Then, eighteen students got scores between 75 - 80 and five students got scores between 60 - 70.

The average score of the percentage of students' English scores is then placed on the rating scale. As a result, researcher used rating scales to set the level of its effectiveness. The researcher finally interprets his research by using the following table:

**Table 4. Results Percentage of Students' English Scores**

Percentage of the rating scale	Percentage (mean)	Rating quality
81 – 100 %	78,89	Very effective
61 – 80 %		Effective
41 – 60 %		Sufficiently effective
21 – 40 %		Not effective
0 – 20 %		Not very effective

The table shows the average score percentage students is 78,89 (61-80%). obtained from students' English scores. The researcher was found that the students' English scores with score percentage from 78,89 effective. In short, judging from the students' English scores, the uses of smartphones was effective in learning English.

## Discussion

This study discusses the effectiveness of using smartphones in learning English. This section discusses research findings based on theory. And smartphones are also used by students at SMAN 3 Bukittinggi. According to Abdulah & Machmud Smartphones have the potential to improve the teaching and learning process as the tools are cheaper than other ICTs that can be used for teaching and learning. (Machmud & Abdulah, 2017). Therefore, the use of smartphones in addition to being able to improve the learning process is also very affordable and effectively used in learning English. Besides that Klimova and Kcetl also said that mobile phone learning will be effective and successful when used as a supplement to classroom English instruction. (Kacetl & Klímová, 2019). So it can be concluded that the research conducted by researchers to prove the theory of these experts is indeed true that the use of smartphones is effective in learning English. The teaching and learning process is running well and effectively through combines both synchronous learning models, namely zoom and asynchronous, namely YouTube. This is very useful for students and lecturers. (Roza, 2021a). Thus, this expert's theory also says that using the Youtube application is very effective in learning and teaching and it can all be accessed via smartphones.

Students face obstacles or problems before uses smartphones in learning English. First, students were less motivated or less enthusiastic about the old learning media, secondly students were less interested and bored with learning through lectured, and finally there were some students who are embarrassed to asked the teacher directly. Finally, after uses smartphones in learning English and judging from the students' English scores after using smartphones, Some students scored below the minimum integrity criterion (KKM), while others scored above the minimum integrity criterion (KKM).

Based on the results of data analysis, the researcher found: it's a percentage from that English score students were at a score of 78.89, where score is within range between 61%-80%. And from the quality percentage scale table, 61-80% is effective. Therefore, the use of smartphones is effective in learning English at SMAN 3 Bukittinggi.

## CONCLUSION

Based on findings and discussion, the mean score of the students' English score by using of the smartphone in learning English was 78.89. The rating scale showed that 78.89 in the 61-80 % range was effective. In conclusion, the use of smartphone effectively taught in learning English at class X E4 SMAN 3 Bukittinggi.

## REFERENCES

- Brown, H. D. (2017). H. Douglas Brown, Principles of Language Learning and Teaching (Prentice Hall Regents: New Jersey, 1994), p. 5. 1 1. 1-4.
- Creswell, W. J., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. In Journal of Chemical Information and Modeling (Vol. 53, Issue 9).
- David Wood. (2017). 91161-ID-penggunaan-smartphone-dalam-menunjang-ak. E-Journal "Acta Diurna," v1(1), 1-15.
- Kacatl, J., & Klímová, B. (2019). Use of smartphone applications in English language learning—A challenge for foreign language education. Education Sciences, 9(3), 1-9. <https://doi.org/10.3390/educsci9030179>
- Lam Kieu, V., Truc Anh, D., Bao Tran, P. D., Thanh Nga, V. T., & Phi Ho, P. V. (2021). The Effectiveness of Using Technology in Learning English. AsiaCALL Online Journal, 12(2), 24-40. <https://asiacall.info/acoj>
- Lekawael, R. F. J. (2017). the Impact of Smartphone and Internet Usage on English Language Learning. English Review: Journal of English Education, 5(2), 255-262. <https://doi.org/10.25134/erjee.v5i2.540>
- Machmud, K., & Abdulah, R. (2017). Using Smartphone-Integrated Model of Teaching to Overcome Students' Speaking Anxiety in Learning English as a Foreign Language. Journal of Arts and Humanities, 6(9), 01. <https://doi.org/10.18533/journal.v6i9.1249>
- Razzaq, A., Samiha, Y. T., & Anshari, M. (2018). Smartphone habits and behaviors in supporting



---

students self-efficacy. *International Journal of Emerging Technologies in Learning*, 13(2), 94–109. <https://doi.org/10.3991/ijet.v13i02.7685>

Roza, V. (2021a). Incorporating both Zoom and YouTube in Micro Teaching Class during the Covid-19 Pandemic: An Effectiveness Investigation. *Journal of Physics: Conference Series*, 1779(1). <https://doi.org/10.1088/1742-6596/1779/1/012033>

Roza, V. (2021b). THE EFFECTIVENESS OF INSIDE-OUTSIDE CIRCLE TECHNIQUE IN TEACHING SPEAKING IN 10 TH GRADE OF SMKN 1 BASO. 2(4), 101–112.

Toohey, K. (2017). Learning English at School: Identity, Social Relations and Classroom Practice. *Bilingual Education and Bilingualism* 20. In Undefined. [https://www.proquest.com/docview/62427465?accountid=13042&bdid=18212&\\_bd=xLZLpC30she9u3OEBE3IxmiULGk%3D](https://www.proquest.com/docview/62427465?accountid=13042&bdid=18212&_bd=xLZLpC30she9u3OEBE3IxmiULGk%3D)