

TEACHERS' AND STUDENTS' PERCEPTIONS OF THE USE OF SMARTPHONE IN THE ENGLISH CLASSROOM AT SMPN 18 MAKASSAR

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Abstract

This study aims to find out whether teachers and students have a positive or negative perception of the use of smartphones in the English classroom. This research applies the qualitative method. The participants in this research were 2 teachers and 10 students from class VII of SMPN 18 Makassar in the academic year 2022/2023. The participants were chosen by using a purposive sampling technique. The instrument used in this research was an interview and documentation. The results of this research indicate that the use of smartphones in learning English in the classroom receives a lot of positive than negative perceptions from teachers and students. The common positive perceptions mentioned by the teachers are increasing students' motivation, seeking additional information or material, and attracting students' attention. The negative perception that is commonly mentioned by teachers is the quota runs out, and students are addicted to games. Meanwhile, the common positive perceptions mentioned by the students are easy to find material or information, increased students' motivation, more fun in learning, and easy to share or communicate with teachers. The negative perception that is commonly mentioned by students is the quota running out, internet error, blurry eyes, and cheating habit.

Keywords — Teachers, students, perception, smartphone, English learning.

INTRODUCTION

Technological advances in this modern era are increasingly developing and making technology an important part of human life. This of course greatly affects the world of education, because using technology in daily life has become a necessity. One example of technology that is very popular today is the smartphone. The use of smartphones in Indonesia based on the Badan Pusat Statistik (BPS) 2022 report has increased from 2011 to 2021. In 2021, around 65.87% while in 2011 around 39.19% of Indonesia's population own smartphones. Of course, the increase in smartphone ownership in Indonesia is influenced by its function.

Smartphones can provide access to information connected to the internet, send and receive emails, access social media, take photos, play games, play and record audio or video (Bisen & Deshpande, 2016). Meanwhile, according to Ode & Joko (2017), Smartphones are one of the communication technologies that help humans to get information quickly. As a result, smartphone use grows along with communication technology.

Smartphones at this time have been used by all circles of society even today many students are using sophisticated smartphones. Fatimah & Mufti (2014) stated that smartphones are one of the interesting learning media because students can learn the material in different ways which will have a positive impact on students using cell phones/smartphones as a learning tool.

Smartphone applications can be used as a learning tool to improve knowledge, especially English language abilities. Not only applications, but smartphone features such as Wi-Fi and MP3 players can also aid in the learning process. These tools can help complete assignments and enhance listening, etc. (Breitinger, Tully-Doyle, & Hassenfeldt, 2020). However, with the growing number of smartphone users, problems also begin to arise as the negative impact of using smartphones.

According to Singh & Samah (2018), the negative impact of using smartphones can make students not focus in the classroom, they are sometimes distracted by checking messages, playing games, or social media. In addition, according to Ningsih, Yakub, & Arlizon (2017), smartphones have the potential to make students dependent on and addicted to the smartphone. The statement of positive and negative impacts above is supported by several previous research.

The research conducted by Hidayati (2019) on students using quantitative methods concludes that smartphones can help them in learning languages quickly and easily. While in Iqbal & Bhatti's (2020) research on teachers who use qualitative methods states that the majority of respondents expressed skepticism about utilizing smartphones as they believed that smartphones be a source of distraction, wasted time, lack of training, facilities, small screens, and keyboards are impediments to the use of smartphones in education.

Meanwhile, from the results of pre-observation at SMPN 18 Makassar, the researcher found that the school has allowed students to bring smartphones into the school environment but most teachers do not use smartphones in the learning process so students only use their smartphones to play games and social media. Not only that, the researcher found that students' motivation and interest levels in learning English were quite poor.

Based on the explanation above, the researcher is interested in carrying out a study with the title "Teachers and Students Perception on The Use of Smartphones in The English Classroom at SMPN 18 Makassar" to find out whether teachers and students have a positive or negative perception of the use of smartphone in the English Classroom.

The thing that distinguishes this research from previous research is that this research focuses on teachers' and students' perception, which is still very rarely studied, where these two things have an important role in the learning process. This research also uses a qualitative method to know and understand more deeply the respondents' perceptions of smartphone use.

LITERATURE REVIEW

1. Perception

Etymologically, the word perception is derived from the Latin perception, which also means to take or accept. According to Saleh (2018, p. 79), sensing is the first step in the perception process, commonly known as the sensory process, this process refers to how an individual receives stimuli through their senses. Cherry (2022) states that human perception is influenced by the five senses, which include hearing, tasting, touching, smelling, and seeing. Whereas, Rakhmat (1990, p. 64) defined perception as the experience of things, events, or relationships that are gained through inference and message interpretation.

Type of perception according to Irwanto (2002, p. 71) can be classified into two categories once the person interacts with the perceived objects, namely:

a. Positive perception

Positive perception is defined as all information and actions that are consistent with the object of perception and are continued to use it. It will continue with activeness, acceptance, and support of the perceived object.

b. Negative perception

Negative perception refers to all information and actions that are inconsistent with the perceived object. The perceived object will either be rejected and opposed, or it will continue to be passive.

2. Definition of media

A message's recipient receives it from the sender through a medium called media. There are many meanings that people give about the media. The Association of Educational Communications Technology (AECT) in Ramli (2012) claims that media are all channels and forms that people use to spread ideas or information. Kristanto (2016) defines learning media as anything that can transmit a message for the achievement of learning objectives. While Gagne, Briggs, and Wager (1990) stated that books, tape recorders, cassette players, video recorders, slides, films, television, computers, and other physical devices used to transmit the content of learning materials are examples of learning media.

3. Definition of smartphone

Smartphones often known as mobile phones, according to Marpaung (2018) are electronic communication devices that have the same fundamental capabilities as traditional fixed-line telephones but can be taken anywhere and do not require wires to be linked to the telephone network. A smartphone is a phone that combines cutting-edge technologies. This is a type of functionality offered by a Wireless Mobile Device (WMD), which can serve as a computer by offering features such as email, GPS, internet access, and Personal Digital Assistants (PDAs) (Backer, 2010). Additionally, smartphones are equipped with a camera, video, and MP3 players.

The National School Safety and Security Services observed that numerous schools were beginning to permit smartphones among their students, and by the middle of the 2000s, the role of smartphones in school was being rethought (Loveless, 2022). Due to a policy change, smartphones are allowed on campus as long as they are turned off during the day. However, educators were unable to prohibit students from using these devices. As the 2000s went on, even students in primary school regularly used smartphones and by 2007 educators acknowledged that smartphones could play a significant role in learning. The use of smartphones in the classroom has the potential to change how students are taught and learn, making for more personalized, self-paced, informal and formal instruction, distant learning or blended learning, contextually dynamic content, social and productive interaction, and mobility (Sharples, Taylor, & Vavoula, 2007).

Furthermore, smartphones offer a variety of features and applications that can help students advance their education, particularly their English language proficiency if they maximize the functionality of the smartphone's features and applications. Applications like

Google Translate, U-Dictionary, YouTube, and others make it easier for students to learn English. Not just the applications, but additional features of the smartphone can also aid students in their learning. For instance, a camera can be used to snap photographs of a certain subject, and an MP3 player can help them develop their listening skills.

METHODS

A qualitative research method was applied in this study. The choice of this method is expected to give a general summary of teachers' and students' perceptions on smartphone use in English classrooms. Purposive Sampling was used in this research which is a form of non-random sampling technique by determining certain criteria to produce a sample that logically might be regarded as representative of the population (Sugiyono P. D., 2001, p. 217). Furthermore, Lincoln & Guba (1985) recommend participants to the point of saturation or redundancy. The researcher can stop if the saturation point is reached. The term "saturated" refers to a situation where there is no new information obtained from the following informants because each informant offers the same information.

Based on the definition above, the participants in this research were teachers and students of class VII at SMPN 18 Makassar in the academic year 2022/2023. The criteria of the sample in this research were classes that actively applied smartphones in the teaching and learning process where class VII.1 consisted of 30 students and class VII.2 consisted of 30 students, but the researcher only took 2 teachers and 10 students as representatives of teachers and students at SMPN 18 Makassar. 2 teachers and 10 students were selected based on who has a smartphone, who used a smartphone as a learning medium, and the participants who can be interviewed to answer the problem in this research. The research instrument in this study was observation and documentation. To present data that is easy to understand, the technique of data analysis used in this research is the analysis interactive model from Miles & Huberman (1994) which is divided into three stages, namely data reduction, data display, and conclusion drawing/verification.

a. Data reduction

After the data has been collected, after the data is gathered, data reduction is used to select relevant and meaningful data, concentrating on data that helps with problem-solving, discovery, or addressing the researcher's questions, where the researcher wants to know what are the teachers' and students' perceptions on the use of smartphones in the English classroom.

While the researcher discards the data that is unrelated to the research problem to make analysis easier.

b. Data display

In this stage, the researcher identified the perception of the teacher and students in using smartphones in the English classroom which are written in narrative form.

c. Conclusion drawing/verification

At this final stage, the researcher interprets the data that has been analyzed so that the researcher can conclude what are the teachers' and students' perceptions on the use of smartphones in the English classroom.

RESULTS

1. Teachers' perception of the use of smartphone in the English classroom

In describing the findings, the researcher divides this point into five categories:

a. The benefits of using smartphones in teaching English in the classroom

The first category of the question shows that 2 out of 2 teachers benefit from using smartphones in teaching English in the classroom which means that teachers have a positive perception of using smartphones.

b. Students' motivation in learning English using smartphone in the classroom

The results of the second category of the question reveal that teachers have a positive perception where all the interviewed teachers thought smartphones were effective in increasing students' motivation while learning English in the classroom.

c. Obstacles while using smartphones in teaching English in the classroom

Meanwhile, according to the third category of the question, both teachers also have negative perceptions. They experience problems while using smartphones in teaching English in the classroom.

d. The negative impact felt while using a smartphone in teaching English in the classroom

The fourth category of the question demonstrates that all the interviewed teachers do not feel a negative impact while using smartphones in the process of learning English in the classroom.

e. The intention to continue using smartphones in teaching English in the classroom

The last category of the question shows that even though all the teachers interviewed experienced problems, they still have the intention to continue using smartphones in the process of teaching English in the classroom.

2. Students' perception of the use of smartphone in the English classroom

The same as the first research question, the researcher divides this point into five categories:

a. The benefits of using smartphones in learning English in the classroom

The first category of the question shows that all students feel the benefits of using smartphones in learning English in the classroom. This indicates that students have a positive perception.

b. Motivation in learning English using a smartphone in the classroom

Another positive perception from the results of interviews with 10 students for the second category of the question showed all students stated that smartphones were effective in increasing their motivation while learning English in the classroom.

c. Obstacles while using smartphones in learning English in the classroom

Students not only have positive perceptions but also have negative perceptions of smartphones where the third category of the question shows that 9 out of 10 students experience problems while using smartphones in learning English in the classroom. Whereas 1 out of 10 students stated that they did not experience any problems during the English learning process using smartphones in class.

d. The negative impact felt while using a smartphone in learning English in the classroom

The fourth category of the question shows that 8 out of 10 students have other negative perceptions of the smartphone. They feel the negative impact of using smartphones in the process of learning English in the classroom. Meanwhile, 2 out of 10 students said they did not feel a negative impact on using smartphones during the English learning process in the classroom.

e. The intention to continue using smartphones in learning English in the classroom

Even though students experience obstacles and negative impacts from using smartphones. However, the fifth category of the question shows that all students have the intention to continue using smartphones in the process of learning English in the classroom.

DISCUSSIONS

1. Teachers' perception of the use of smartphones in the English classroom

In analyzing the interview data, the researcher uses the theory from Irwanto (2002) which divides perception into two types, namely positive and negative.

a. The benefits of using smartphones in teaching English in the classroom

From the results of the interview data in this study, it was shown that teachers have a positive perception. The common benefits felt by the teachers can attract students' attention to learning.

This finding is in line with the opinion of Elfeky & Elbyaly (2016) who says smartphones have succeeded in increasing students' academic achievement. Maisari, Fahreza, & Kristanti (2019) also said the benefit that can be felt by teachers when using smartphones in the learning process is the ease of finding information or learning materials that are not contained in the material book.

b. Students' motivation in learning English using smartphones in the classroom

In this category question the teachers also have positive perceptions. All the interviewed teachers acknowledged that the use of smartphones could increase students' motivation in learning English in the classroom. Ta'amneh (2021) discovered that students were motivated to use their smartphones. Ta'amneh (2021) also stated that using smartphones and their learning applications may assist students and teachers in creating and improving the educational procedures that motivate students to study and learn more effectively.

c. Obstacles while using smartphones in teaching English in the classroom

Teachers have a negative perception where the researcher found that both teachers experienced problems during the teaching process in the classroom. The common obstacles experienced by teachers such as students addicted to games. This finding is supported by King & Potenza (2019) who state that one of the most diligent consumers of online digital entertainment is teenagers, particularly those who engage in online video games. The other obstacle is the quota runs out whereas the results of Bhuana & Apriliyanti's research (2021) also stated that owning a smartphone or laptop/computer but with erratic internet access is the main cause of the obstacle to the learning process.

d. The negative impact felt while using a smartphone in teaching English in the classroom

The teachers stated that they felt more positive impacts than negative impacts from using smartphones in class which means that teachers have a positive perception on the use of

smartphones. However, teachers certainly feel concerned about the negative impacts, such as radiation from smartphones.

Mustafid (2015) said Smartphone use can negatively impact users' health. The usage of smartphones continuously for extended periods of time can harm users' eyesight.

e. The intention to continue using smartphones in teaching English in the classroom

The teachers stated that smartphones were very useful for them in the process of teaching and learning English. Smartphones as tools and the internet can be used as learning resources that help teachers and students during the teaching and learning process (Nur, 2020).

2. Students' perception on the use of smartphones in the English classroom

As in the first researcher's question, the theory used by the researcher in analyzing and answering this second research question is from Irwanto (2002) who says that perception is divided into two types, namely positive and negative perception.

a. The benefits of using a smartphone in learning English in the classroom

Students have a positive perception on the use of smartphones for learning English in the classroom. The common benefit mentioned by students is being able to share or communicate with the teacher and students find it easier to find information or learning materials.

This is also by the statement from Jumrohtin (2022) which argues that mobile phones known as smartphones are useful for communicating, exchanging news, and getting information. Using a smartphone in the process of learning English in class can help students communicate with the teacher that unable to attend class. Smartphones can also be used as learning media. According to Ilham (2022), Students can easily and quickly get information about their assignments. Also, according to Pratiwi & Nuryanti (2018), smartphones are useful tools for students to look for material or information that they are unable to search for in a book.

b. Motivation in learning English using smartphones in the classroom

The results of this research indicate that the use of smartphones is effective in improving students' motivation in learning English in the classroom. The common reason for their increased motivation is easier for them to find learning materials through a smartphone. Supported by previous research Naz, Rasheed, & Rasheed (2019) students were shown to be motivated and willing to learn from internet sources using their Smartphones because

smartphones make it easier to quickly access resources, understand word meanings, and translate sentences.

Another reason why students' motivation increases is using smartphones in learning English in the classroom was considered more exciting compared to other media. This finding is in line with the opinion of Faradika (2020) who said many websites and apps may be accessed via smartphones which can be utilized to educate students.

c. Obstacles while using smartphones in learning English in the classroom

Based on the results of this research indicate that most students experience problems. The common obstacle often experienced by students is the quota running out and internet errors.

This finding is what Efriana (2021) said that a lack of facilities and a shortage of internet quotas are common issues when implementing online learning because students are unable to use the internet. Regarding internet problems, Asio, Gadia, Abarintos, Paguio, & Balce (2021) also said that one of the biggest obstacles to students utilizing smartphones for studying is unstable internet connections.

d. The negative impact felt while using a smartphone in learning English in the classroom

Most students feel negative impacts. The negative impacts often experienced by students in using smartphones to learn English are cheating and blurry eyes.

According to Jumrohtin (2022) using smartphones as learning tools leads to dishonesty in homework or exams through cheating, a preference for playing games, or using social media over paying attention to what is being learned. Tangirbergen (2022) also mentioned, utilizing mobile applications excessively can hurt one's eyesight. It can harm their eyesight because the screens produce rays (Green, 2019).

e. The intention to continue using smartphones in learning English in the classroom

Although most students experience problems and feel negative effects while using smartphones in learning English, the results of the interview indicate that most students have a positive perception where students have the intention to continue using smartphones in the process of learning English in the classroom. This is following the opinion of Nasution, Suhaili, & Alizamar (2017) who said that the need for the use of smartphones is one of the motives or drivers of students in making decisions to own and continue to use smartphones.

CONCLUSION

Based on the findings and discussions of the research, the researcher can conclude that the use of smartphones in the English classroom receives a lot of positive than negative perceptions from teachers and students. The positive perception is all interview teachers and students feel the benefits of using smartphones in teaching and learning English in the classroom. Besides that, all interview Teachers and students also admit that the use of smartphones as learning media can increase students' motivation to learn English in the classroom.

Meanwhile, the negative perception is most teachers and students experience obstacles while using smartphones in the English teaching and learning process in the classroom. for the negative impact of using smartphones, most students feel it in learning English in the classroom. Meanwhile, teachers said they did not feel the negative impact of using smartphones in teaching English in the classroom. Even though teachers and students experience obstacles and negative impacts from using smartphones, all interviewed teachers and students still have the desire or intention to use smartphones where they feel more advantages than disadvantages.

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