

## THE IMPACT OF SMARTPHONE AND INTERNET USAGE ON ENGLISH LANGUAGE LEARNING

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**Abstract:** English language skills here mean the development of the main parts or elements of the language which include speaking, listening, reading, and writing. English language subject has different educational tools that are likely suited with it. Smartphone and internet usage have actively influence daily life, even for children and adolescents. In learning activity, smartphone is a tool to help students connected to be online. A qualitative approach was pursued in this study. Then, the data collection technique used in this study is a survey by using questionnaires. As result, the research shows that most students spend much time to access the social network, some students access internet for dictionary and games, and only a few students access internet for education purposes. In short, the students rather to use smartphone for other thing than education. Therefore, English language learning should be focused on leading language teaching by using English resources from smartphone and internet, as media, which closed to students. By using smartphone and internet, it is expected that either teacher or students become more active and creative to explore their knowledge through media. Pedagogically, there is an urgent need for teachers to implement smartphone-based language learning in order to engage students to be critics with material and its content. So, it enables students to build and enhance a technology awareness of smartphone and internet usage on English language learning in classroom.

**Keywords:** *smartphone, internet, English language learning*

### INTRODUCTION

Most children and adolescents in Indonesia are now actively using internet. Internet is needed for them to study or just to communicate with families and their friends around the world. Internet does provide a powerful genuine resource for the learning of English. As Warschauer (2001) reveals that internet may be said to enhance English language learning in accordance to communicative language teaching principles on meaningful interaction. This shows that internet has essential effect to English learning which is to activate communicative skill. In this case, students' roles are required to be more dominant on English language learning process to catch knowledge from various resources.

Smartphone and internet usage have influence human daily life, even for children and adolescents. The way people learn English has also shifted from the traditional classroom to the internet. Many apps and website are available to learn and explore the language. With updating reason, teacher prepared materials (texts, audio-visual, video, pictures, etc.) to support students to learn English in classroom. So, many exercises are adopted as if they are authentic one in learning process.

Basically, English language skills consist of four main parts, including listening, reading, speaking, and writing. Each language skill requires different educational tools that are likely suited with it, since the use of several technical tools has a significant effect

on the learning process of each area of the language (Sharma, 2009).

*Listening*, as an input skill, is considered as a principal language skill. Through listening, people can acquire a large portion of their education, their information, their ideas, and their understanding of the world. Listening is defined as the process of identifying and understanding the speech of the speakers. It involves understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning (Saricoban, 1999). The listener should be capable of doing these four things at the same time. Therefore, listening plays a vital role in student's language development. Here, some tools that can be used as a media in teaching listening are WhatsApp, Apps and online sources on smartphones, podcasts, videos, etc.

*Reading* is the process of understanding a written text by learner. It is an important input skill which depends on the vocabulary and background knowledge of the learner in the second language (Constantinescu, 2007). During the reading process, the English language learner can improve his vocabulary and terms, acquire new information and ideas, and enhance his real-world knowledge. Learners can have access to a variety of different types of text on their phones, many of which are free or inexpensive. The learner can use an application for reading texts on Kindle. This app allows readers to highlight words, find the word definitions and make their own meaning. The apps like Quick Reads and Oxford Bookworms provides the learner's with short, accessible texts. To cultivate the habit of extensive reading among learners, teachers can encourage them to visit these websites and explore various e-books available and which also develops both reading and digital literacy skills.

*Speaking* is one of output or productive skill. Human communication can be taken place between the speaker

and the listener if only they understand each other. Both speaker and listener have a positive function to perform in simple terms. The speaker has to convert his message into spoken language, while the listener has to understand the language of the speaker. In this context, a smartphone is a blessing as it provides learners to get exposure to the language inside and outside the classroom. Learners can listen to conversations which will influence their acquaintance with the language. Speaking becomes a little easier with good exposure to the language he intends to learn.

*Writing* process can be very difficult for learners as they must do tasks like generating ideas, organization, and perfect use of grammar and vocabulary. Learners should be motivated to access various writing apps and use them while writing. These following apps assist learners to write an essay, formal letter or even a note for a friend:

1. Dictionary/Thesaurus
2. Note taking apps – helps the learner to capture ideas on the move and assist the learner to be a budding writer.
3. Brainstorming and outlining apps – help the learner to produce a coherent piece of writing which requires the learner to organize their ideas and thoughts.
4. Outlining apps – show down facilitates assessment. Other brainstorming techniques include the use of 'mind mapping' tools like MindNode.

Based on the explanation above, it is clear that smartphone and internet has important role in the teaching and learning of English. English language learning can be made more effective by the integration of Smartphones; this potential device also ensures Self-Assessed Language Learning (SALL). The Self Assessed Language Learning provides the learner with autonomy and encourages him/her to do things his/her way and reflect on the work critically and assume greater responsibility towards their own learning. Here, the role of the teacher is

to guide the learner to achieve the required objectives of the curriculum.

Furthermore, McLuhan (2012) states some advantages of online learning as follows:

- 1) Access – the internet offers the possibility to experience English without the need of travel. Even without the need of leaving home or bedroom.
- 2) Flexibility – the internet allows for students to learn language whenever they want and wherever they want.
- 3) Response – the internet offers the possibility of instant feedback to learners. This greatly enhances the learning experience.
- 4) Repeatability – the learner can encounter the language in a repetitive fashion until mastery is achieved.
- 5) Durability – the internet is 24/7. It never tires. It does not take coffee breaks.
- 6) Modality – the internet is a multi-modal learning tool. It stimulates in a rich sensory and cognitive and thus fertilizes language acquisition successfully.
- 7) Specificity – the internet allows the language learner choose in both what and with who will be learned. Learning can be tailored to the language learners' precise makeup and needs.

- 8) Cost – the internet is a business model which due to economies of scale can offer services for pennies. It also offers to widen access through a pay as you can dynamic.

In brief, internet allows students to share not only brief messages, but also create lengthy documents – thus facilitating collaborative writing (learning). Besides, learners can share graphics, sounds and video. Thus, the internet does help teacher in creating an environment where authentic and creative communication is integrated into all aspects of the course.

### METHOD

To address the problem above, it is needed to closely investigate phenomena of smartphone and internet usage that occurred in real context, such as English language learning process in classroom. This research did not intend to prove hypotheses or test a theory; rather it investigated phenomena in order to generate theory from data. Therefore, a qualitative approach was pursued in this study. Then, the data collection technique used in this study is a survey by using questionnaires. Besides, the literature review on the impact of smartphone and internet on English language learning were also conducted. The questionnaires were distributed to 35 students around 12 to 20 years old graded from primary to secondary schools in Ambon city.

Table 1. *Characteristics of the Subjects*

Characteristics	Categories	Total (N=35) (%)
Age (year)	12-14	11 (31.4)
	15-18	14 (40)
	18-20	10 (28.6)
Purpose of using smartphone and internet	Searching	10 (28.6)
	Learning	8 (22.8)
	Chatting	5 (14.3)
	Game	9 (25.7)
	Others	3 (8.6)
Time of using smartphone and internet per day (hours)	≤ 1	15 (42.8)
	2-3	12 (34.3)
	≥ 4	8(22.8)

## RESULTS AND DISCUSSION

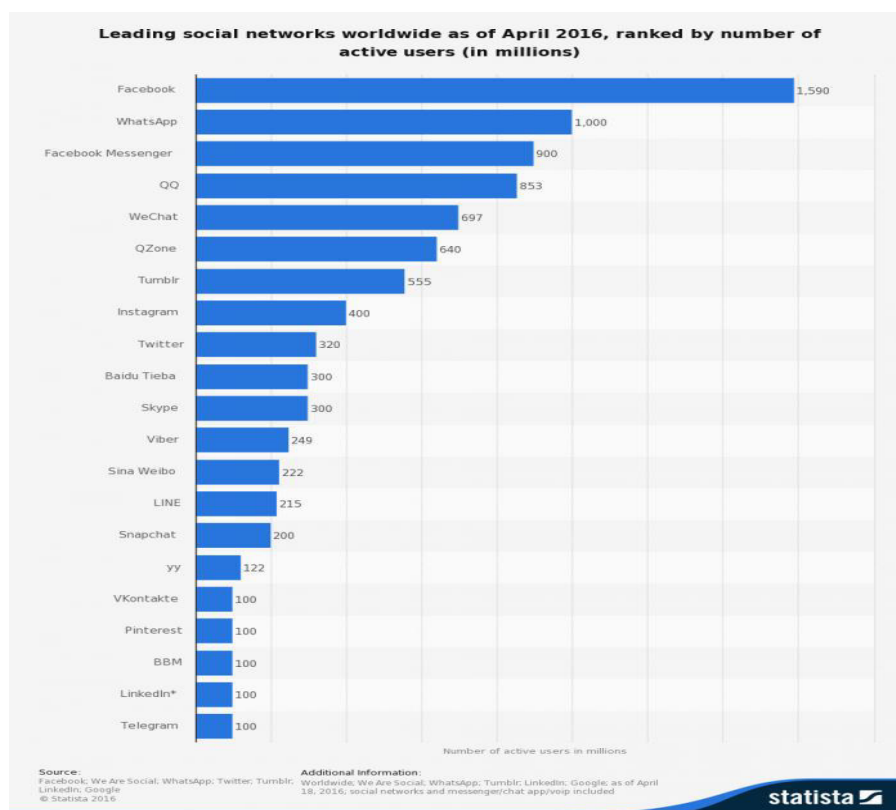
There are two main points highlighted in this section. First, general survey of Statista was described related to the smartphone application and internet in English language learning. Second, the questionnaire results to investigate what ways the students use smartphone and internet for personal and educational purposes and also the data on attitudes towards the use of smartphone and internet in English language learning.

### *General Survey of Statista*

The use of smartphone and internet has given positive impact on the development of social networks worldwide based on Statista survey results conducted on April 2016. Those results are described below.

The compilation of the most popular social networks reported by Statista gives a clear picture that Facebook has the greatest number of user in which over 1.590 million students actively use this social media. It holds 18% market share, 7% higher than its closest competitor, WhatsApp.

Figure 1. *Most popular social network*

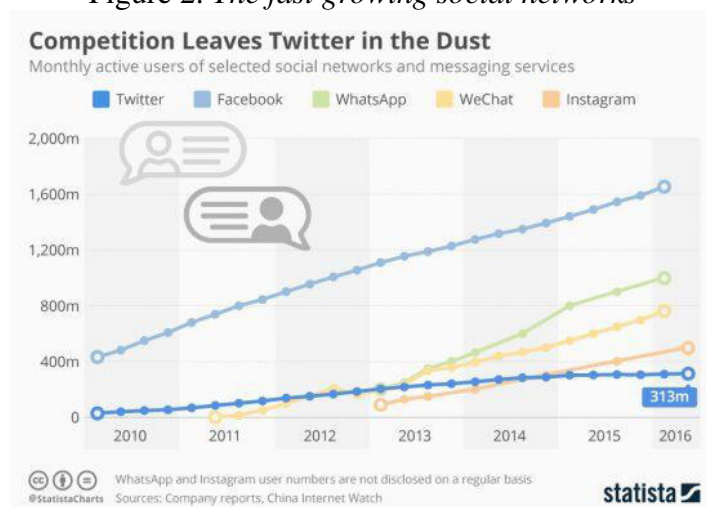


The figure above shows that there is predominantly APAC favored platforms, with QQ (9%), WeChat (8%) and Qzone (7%) all with over 600 million active students. We then see a cluster of predominantly western social media networks in Tumblr (6%), Instagram (4%), and Twitter (4%).

Next, the following figure shows the popularity comparison between Facebook,

WhatsApp, Twitter, Instagram, and WeChat. It indicates that the popularity of Twitter, Facebook, WhatsApp, WeChat, Instagram have raised from 2010 to 2016. But, the compilation of the most popular social networks reported by Statista reveals that Facebook has the highest popularity among these five social networks and leaves twitter far behind.

Figure 2. *The fast growing social networks*



**The Questionnaire Results**

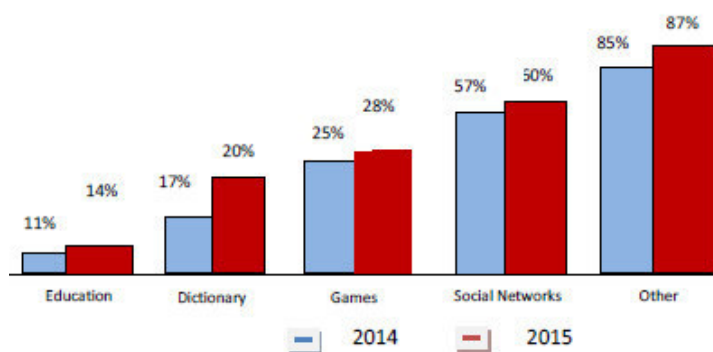
To collect data, the researcher used two questionnaires. First is used to investigate what ways the students use smartphone and internet for personal and educational purposes. Second takes data on attitudes towards smartphone and internet for English language learning.

*Smartphone and Internet Usage for Personal and Educational Purposes*

In 2014, only 11% of students used their smartphone for educational purposes, which are a stand-alone application solely used for the purpose of language learning. This increased very marginally to 14% in 2015, indicating that students still do not view their smartphone as a tool for educational use. Encouragingly, the number of students that use a dictionary function on

their smartphone increased from 17% in 2014 to 20% in 2015. The number of students who used their smartphone for games remained relatively unchanged from 2014 to 2015. In 2014, the number of students who used their smartphone for games was 25%, increasing slightly to 28% in 2015. The most dramatic change can be seen in students who use their smartphone for social networks. It is favored one. This includes facebook, messenger, path, instagram, and a variety of other applications. In 2014, the number of students who use social networks was 57%, but it increases to 60% in 2015. Lastly, the number of students who use smartphone for other things was 85% in 2014 and increased to 87% in 2018. The following chart is a summary of the responses given by the students.

Figure 3. *Types of application used by students*



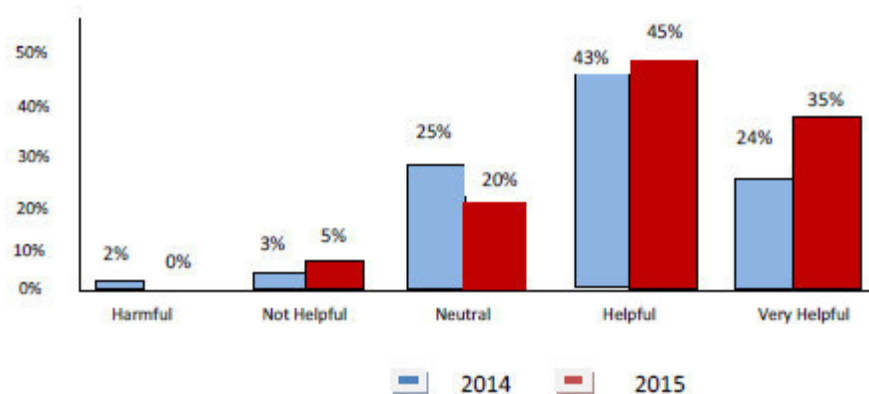
The result shows that most students spend much time to access social network and other, some students access internet for dictionary and games, and only a few students access internet for education purposes. In short, the students were rather to use smartphone for other thing than education. The media used by them in order to support their learning including making tasks, projects, or other assignments, especially in the development of English language skills.

*Attitudes towards Smartphone and Internet for English Language Learning*

On the contrary, the result of the second questionnaire related to the students’ attitude indicated different numbers. As we know, research in technology acceptance has shown that students’ attitude toward a particular innovation is a predictor of the decision to

adopt or reject that technology (Davis, 1989). In 2014, 3% of students believed that using smartphone for the purpose of English language learning would be “harmful” or “not helpful”. In 2015, the percentage of students who have the same viewpoint decreased slightly to 5%. However, the percentage of students who held “neutral” attitudes towards this use of the technology differed more significantly with 25% of students in 2014 choosing this response as opposed to 20% in 2015. Then, there are 43% students who felt helpful by the use of smartphone in 2014. This number increased to 45% in 2015. Finally, the percentage of students who believed that smartphone would be “very helpful” in their language study increased from 24% in 2014 to 35% in 2015. The following chart provides a comparative summary of students’ attitudes in 2014 and 2015.

Figure 4. *Students’ Attitudes toward the use of smartphone and internet for English language learning*



The data proved that majority of students graded from primary to secondary school were demanding to smartphone and internet. The development of technology has influenced the students’ attitude. Therefore, teaching and learning processes are required to take into account students’ aptitude and interests and to be based on principle of life-long learning. Besides, the environment around them plays an essential role here. The learning environment itself, as well as

the activities selected by teachers, should encourage thinking processes such as problem-solving or critical thinking. In addition, teaching and learning processes need to encourage the students to apply their knowledge and experience to new situations.

The result of this study must be viewed in light of its limitations. First, the students’ behavior was self-reported; consequently, common method bias is a potential weakness. Future researchers could

correct for this bias by measuring smartphone and internet use behaviorally. Second, since the measurement of the students' behavior was in average percentage, it is difficult to determine if the results would have been different if the percentage was one hundred. Third, the sample size was relatively small.

## CONCLUSION

Internet is a media to help teachers and students to get much materials, enrich teacher's pedagogy when selecting the material and methods in English learning, and engage the students in creating a new English learning experience.

Based on the result of the data analysis, most students spend much time to access the social network and other, some students access internet for dictionary and games, and only a few students access internet for education purposes. In short, the students were rather to use smartphone for other thing than education.

English language learning should be focused on leading language teaching by using English resources from smartphone and internet, as media, which closed to students. By using smartphone and internet, it is expected that either teacher or students become more active and creative to explore their knowledge through media.

Pedagogically, there is an urgent need for teachers to implement smartphone-based language learning in order to engage students to be critics with material and its content. So, it enables students to build and enhance a technology awareness of smartphone and internet usage on English language learning in classroom.

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## **Ice cream**

There was an elderly couple who in their old age noticed that they were getting a lot more forgetful, so they decided to go to the doctor. The doctor told them that they should start writing things down so they don't forget. They went home and the old lady told her husband to get her a bowl of ice cream. "You might want to write it down," she said. The husband said, "No, I can remember that you want a bowl of ice cream." She then told her husband she wanted a bowl of ice cream with whipped cream. "Write it down," she told him, and again he said, "No, no, I can remember: you want a bowl of ice cream with whipped cream." Then the old lady said she wants a bowl of ice cream with whipped cream and a cherry on top. "Write it down," she told her husband and again he said, "No, I got it. You want a bowl of ice cream with whipped cream and a cherry on top." So he goes to get the ice cream and spends an unusually long time in the kitchen, over 30 minutes. He comes out to his wife and hands her a plate of eggs and bacon. The old wife stares at the plate for a moment, then looks at her husband and asks, "Where's the toast?"

(Source: <http://www.study-express.ru/humour/funny-stories.shtml>, picture: [www.google.co.id](http://www.google.co.id))