

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

In this chapter the researcher describes about the result of the research, with technique of data collected, the quistionnaire and interview. To describe how the students' perceptions about positive and negative impact of using smartphone on English learning and to describe smartphone features and function used by students in SMKN 1 Banjarmasin in teaching and learning process

##### **1. Students' Perceptions about Positive and Negative Impact of Using Smartphone on English Learning**

The first data collection technique in this study is Questionaire, researchers have prepared questionnaires with 14 statements to 37 respondents. These statements are related to the Students' Perceptions about positive and negative impact of using Smartphone on English Learning. From the questionnaire the following data were produced:

The first statement is that a smartphone equipped with an operating system that can be connected to the internet makes it easy for me to access the internet to find information or subject matter that is being or is being faced by utilizing an existing browser application. in this statement there

are no respondents who strongly disagree, disagree, or neutral, 9 respondents chose to agree and the remaining 24 respondents chose strongly agreed.

The second statement is with the smartphone that is available by email application, it makes it easier for me to send email without having to search for internet cafes. In this statement there are no respondents who strongly disagree, or disagree, 4 respondents choose neutral, 14 respondents choose to agree, and 19 respondents chose strongly agreed.

The third statement is that I can search for information worldwide and even communicate very broadly without having to meet face to face with that person. In this statement there are no respondents who strongly disagree, 1 respondent chooses to disagree, 2 respondents choose neutral, 15 respondents choose to agree, and 19 respondents choose strongly agreed.

The fourth statement is the Smartphone adds to my insight in everything. In this statement there are no respondents who strongly disagree, no respondent chooses to disagree, 2 respondents choose neutral, 16 respondents choose to agree, and 19 respondents choose strongly agreed.

The fifth statement is that smartphones can interfere with learning concentration, this is because smartphones have many features that interfere with learning concentration. For example, smartphone bordering

incoming calls, incoming SMS, messages from social networks, and so on when learning takes place. In this statement 3 respondents who strongly disagree, 5 respondents choose disagree, 14 respondents choose neutral, 10 respondents choose to agree, and 5 respondents choose strongly agreed.

The sixth statement is that smartphones make students dependent on existing features and applications, for example students are dependent on the calculator application in the smartphone application, students are dependent on the dictionary application installed on the smartphone in doing their schoolwork. In this statement there are no respondents who strongly disagree, 2 respondents choose to disagree, 18 respondents choose neutral, 14 respondents choose to agree, and 3 respondents choose strongly agreed.

The seventh statement is the existence of game features and applications in smartphones, allowing students to choose a game and play it without time and without regard to even ignoring their learning obligations, and not infrequently those who are addicted to the game. In this statement there are no respondents who strongly disagree, 3 respondents choose to disagree, 14 respondents choose neutral, 16 respondents choose to agree, and 4 respondents choose strongly agreed.

The eighth statement is that smartphones can waste time in vain or forget time for their learning obligations. In this statement 1 responders strongly disagree, 4 respondents choose disagree, 16 respondents choose

neutral, 11 respondents choose agree, and 5 responders choose strongly agreed .

The ninth statement is a social networking application installed on a smartphone that can be connected and used at any time, not infrequently used for pleasure that exceeds the limit. With social networks can communicate with people in cyberspace without knowing people who are communicating with them in the real world, this can lead to the inclusion of culture or habits of communication opponents that are negative in imitation. In this statement there are no respondents who strongly disagree, 6 respondents chose disagree, 12 respondents chose neutral, 13 respondents chose to agree, and 6 respondents chose strongly agreed.

The tenth statement is with a smartphone, students sometimes make it as a communication tool in socializing, and it's not uncommon for those who get along wrong. In this statement there are no respondents who strongly disagree, 1 respondent chooses to disagree, 15 respondents choose neutral, 16 respondents choose to agree, and 5 responders choose to strongly agreed.

**Table 4.1 : Result of Questionnaire**

No	Statement	SD	D	N	A	SA
1	Smartphones equipped with operating systems that can be connected to the internet make it easier for students	0	0	0	9	28

	to access the internet to find information or subject matter that they want or are facing by utilizing the existing browser application.					
2	With the available smartphone email application, makes it easier for students to send email without having to look for internet cafes.	0	0	4	14	19
3	Students can search for information worldwide and even communicate very broadly without having to face to face with the person.	0	1	2	15	19
4	Smartphones add students' insights into everything.	0	0	2	16	19
5	Smartphones can interfere with concentration of learning, this is because smartphones have many features that interfere with concentration of learning. For example, smartph one bordering incoming calls, incoming SMS, messages from social networks, and so on when learning takes place.	3	5	14	10	5
6	Smartphones make students dependent on existing features and applications, for example, students are dependent on the calculator application in the smartphone application, students are dependent on the dictionary application installed on the smartphone in	0	2	18	14	3

	doing their schoolwork.					
7	The existence of game features and applications in smartphones, makes students able to choose games and play them without time and without limitation ignoring even the obligation to study, and often addicted to the game.	0	3	14	16	4
8	Smartphones can waste time in vain or forget time for their learning obligations.	1	4	16	11	5
9	Social networking applications installed on smartphones that can be connected and used at any time, not infrequently used for pleasure that exceeds the limit. With social networks can communicate with people in cyberspace without knowing people who are communicating with him in the real world, this can lead to the inclusion of culture or habits of communication opponents that are negative in imitation.	0	6	12	13	6
10	With a smartphone, students sometimes make it as a communication tool in getting along, and it's not uncommon for those who get along wrong.	0	1	15	16	5

## **2. Smartphone Features and Function Used by Students**

The interviews conducted in this study focused on 15 questions, and researchers have interviewed 10 respondents from SMK 1 Banjarmasin.

The first respondent told that the smartphone that the respondent is using has an Android operating system. In learning English, Respondents usually use their smartphone to access "My Dictionary" as an assistive application in translating vocabulary. Responders also look for information about learning material on random websites. by using a smartphone the respondent feels a little helped in understanding. The keyboard that is more comfortable to use by users is the 3-letter key. In sending and receiving messages, the respondent prefers to frequently use the WhatsApp application but is never used to send or receive English messages. Respond smartphone has an internal memory of 8 Gb and internet speed is 4G, with this much memory the respondent feels unable to store a lot of material about learning. If there is learning material that needs to be noted the respondent prefers to take photos of the material rather than take notes. Responders also make reminders about learning English on the mobile note. For calculators that are in smartphones rarely used unless there is a difficult count. in the use of social media, the respondent often encounters learning information from other people's post captions. Emails have been sent and received via smartphone but are rarely used. Responders rarely access news or entertainment from a

smartphone, except to look for learning information. And for audio and video are very rarely used.

The second respondent states that the smartphone that the respondent is using has an Android operating system. In learning English sometimes using the Google translate application, but only when necessary. Responders rarely access information from the website. The keyboard used is a type of Qwerty, very actively sending and receiving messages in several applications but has never used it to send and receive English messages. memory and processor owned by the responding smartphone is 6/128 GB. With a capacity of this magnitude, the respondent can store various information or learning files. For planning or reminders are not stored by the user on the smartphone. During learning in class the respondent also prefers to take photos of the material rather than write it down in a book. The calculator in smartphones is very often used by responders. Responders are very active on social media and are used to access various information from news to entertainment. For email, responders do not use it on the smartphone. But for accessing audio and video very often. learning English while using a smartphone makes it very helpful for responders to improve their abilities.

The third respondent gave a statement that the smartphone that the respondent was using had an Android operating system. In learning English the respondent uses several applications such as My Dictionary,



Google translate, and several other applications. Responders rarely access websites to look for information etc. The keyboard used is the Qwerty response, and for applications to send and receive messages the respondent uses WhatsApp, and also join in English grub, so often having English conversation in the grub. For memory from the smartphone, there are 16GB internal and 32GB external, so that it allows the respondent to store a lot of data and information about learning material. When recording material, the respondent prefers to record it in a note, and never uses a schedule or reminder and a calculator on a smartphone. For the use of social media only as entertainment and more often use Instagram. Responders also really like listening to English songs, so it makes responders find it easier to learn from songs that can be accessed on smartphones in the form of video or audio. For email, the respondent rarely accesses it on a smartphone.

The fourth respondent said that he has a smartphone operating system IOS and Android. In learning English the respondent chooses my dictionary application as a dictionary application or translator, with this dictionary the respondent feels very helpful in learning English because my dictionary does not only provide translations, but also the correct way and examples of pronunciation. For accessing websites on smartphones only when needed and randomly selecting websites. In typing the respondent chooses to use a Qwerty keyboard. And applications that send

and receive messages prefer to use Line but are never used for conversations in English. memory and processor available on the respondent smartphone ios 3/512 and android 3/64, with internet speed that is 4G, by having this much memory is enough for the respondent to store learning material and data. to record learning materials the respondent prefers to take a photo first and then copy it in a notebook when returning home. For schedules and reminders, responders are more comfortable storing and organizing them on a smartphone, but for calculator use is rare. The social media used by the respondent is Instagram, and knowing several accounts that help him learn English such as @gurukumrd, etc., where the presentation of the learning takes the form of the video so that it is fun and easy to understand.

The fifth respondent gives a statement about the use of the Android operating system, in learning English the respondent prefers to use UC Dictionary, because there is an offline feature, can translate sentences in photos, so it is very helpful in learning. For accessing websites the responders only access when needed and randomly. For keyboard usage, the respondent chooses Qwerty, and in sending and receiving messages the respondent uses a variety of applications and has a community to have an English conversation. memory and processor owned by the responding smartphone is 3/32 Gb. With this much memory, the respondent can store a lot of data and learning information on a smartphone. to record the

material explained or written by the teacher during class learning, the respondent prefers to take photos rather than write them down in a book. Responders also usually use reminders on smartphones to save schedules or agendas, but for calculators, they are rarely used. Responders are very active on any social media, for gaming accounts, information, news, and about education, but still don't know about accounts that help to learn English. for email usage, respondents more often access it on a smartphone because it's more practical. Accessing audio or video is not preferred by the respondent, because it wastes internet quota.

The sixth respondent told that the smartphone that the respondent is using has an Android operating system. In learning English, Respondents usually use their smartphone to access my dictionary, and Google Translate as an application to help translate vocabulary. Responders also look for information about learning materials on certain websites, and also websites related to respondent majors who speak English, so that, while studying vocational material also learns English indirectly, the website that is often accessed is [stackoverflow.com](https://stackoverflow.com). by using a smartphone the respondent feels very helped in understanding learning materials. A keyboard that is more comfortable to use by users is Qwerty. In sending and receiving messages the respondent prefers to use the WhatsApp application but is never used for an English conversation. Respondent's smartphone has 2/32 Gb processor and memory and internet speed is 4G,

with this memory the respondent feels he has been able to store a lot of learning material but prefers to store it on a laptop so as not to make his smartphone full. If there is learning material that needs to be noted the respondent prefers to photograph the material rather than take notes. Responders also make reminders about learning English on the mobile note. For calculators that are in smartphones are rarely used unless there is a difficult count. In using social media the respondent uses it to access tutorials or learning videos. For the use of email, the respondent feels it is more than using it on a laptop. Responders rarely access news or entertainment from a smartphone, except for looking for learning information in the form of text, audio, or video.

The seventh respondent states that the smartphone that the respondent is using has the IOS operating system. In learning English only use the My Dictionary application, as a learning aid. Responders rarely access information from certain websites, if needed, only access it on Google's top website. The keyboard used is the type of Qwerty, very like to send and receive messages in several applications but never used it to exchange English messages. Memory and processor owned by the responding smartphone are 6/128 GB. With a capacity of this magnitude, the respondent can store various information or learning files. For planning or reminders or schedules, the respondent chooses to make a smartphone wallpaper instead of setting it in the application. During learning in class

the respondent prefers to photograph the material rather than write it down in a book. The calculator in smartphones is very often used by responders. Responders are very active on social media and are used to access various information from news to entertainment. For email, the respondent does not use it on a smartphone. But for accessing audio and video is very often done by the respondent, as a fun learning tool.

The eighth respondent told that the smartphone that the respondent is using has an Android operating system. In learning English the respondent uses several applications such as My Dictionary, Google translate, and several other applications. Responders rarely access websites except for Wikipedia. The keyboard used by the respondent is a 3-letter key, and for applications to send and receive messages the respondent uses WhatsApp more and rarely does an English conversation except with outsiders. For memory from a smartphone, there are 32 GB, enough for the respondent to store a lot of data and information about learning material. When recording material, the respondent prefers to take a photo first and then write it down in a note. To use a schedule or reminder and calculator on your smartphone, you feel you really need it or you really use it. For the use of social media only as entertainment. Responders don't like listening to any song or music, but they really like watching videos on several smartphone applications, both in Indonesian and English. For email, the respondent has never accessed it on a smartphone.

The ninth respondent gave a statement that the smartphone that the respondent is using has an Android operating system. In learning English the respondent uses several applications such as My Dictionary, Google translate, and several other applications. Responders often access random websites to find learning information. The keyboard used by the respondent is the 3-Letter Key, and for the app to send and receive messages the respondent uses more WhatsApp but has never been used to send messages in English. For memory from the smartphone, there are 32 Gb. But it does not allow responders to save a lot of data and information about learning material because it is full quickly. When recording material, the respondent prefers to take photos only, and never use a schedule or reminder on a smartphone because they feel able to remember himself well, and for calculator, it is only used on large counts. For the use of social media only as entertainment and more often use Instagram and Facebook. For respondent emails rarely access them on a smartphone unless there is a task that must be sent immediately. Responders also really like listening to English songs, so it makes responders find it easier to learn from songs that can be accessed on smartphones in the form of video or audio.

The tenth respondent states that the smartphone that the respondent is using has an Android operating system. In learning English the respondent never uses any translate application, because it is more convenient to use a

book dictionary, as an English language learning tool. Responders are very rarely accessed information from the website. The keyboard used is the type of Qwerty, very like to send and receive messages in the WhatsApp application but never use it to exchange English messages. memory and processor owned by the responding smartphone are 3/32 Gb. With a capacity of this magnitude, the respondent can store various information or learning files. For planning or reminders or schedules, the respondent is very active in using and organizing it on a smartphone. During learning in class the respondent also prefers to take photos of the material and then record it in a book. The calculator in smartphones is often used by responders when learning to count alone. Responders rarely use social media. For email, the respondent uses it only when there is a task. But for accessing audio and video is very often done by the respondent, a lot of information, news, or entertainment that is accessed by the respondent via youtube, including films in English, which helps responders to learn English with fun.

From the data, Researcher can Conclude that :

1. Dictionary applications that is often used by students are U-Dictionary, Kamusku, and Google Translate.
2. Social Media Accounts which support student to learn english are Mr. Danish, Belajar\_bahasa inggris, Lesbahasa\_inggris on Instagram. And general english group on facebook.

3. Websites that help students in learning english are just looking in google which relate with the theme of lesson.
4. Video or Audio which help students learn english is on youtube, just searching the suitable video with the material.

## B. Discussion

After all the data collected and presented in data presentation, it needed to be analyzed. It is done students' perceptions about positive and negative impact of using smartphone on English learning and smartphone features and function used by students . The description can be seen from analysis below:

### 1. Students' Perceptions about Positive and Negative Impact of Using Smartphone on English Learning

From the finding result of the questionnaire, researcher can conclude Statements number 1-4 are the positive impact of using smartphone in learning and statement number 5 – 10 are the negative impact of using smartphone in learning.

**Table 4.2. Percentage of the result Quesionnaire**

No	Statements	SD	D	N	A	SA
1	Positives	0%	0,7%	5,4%	36,4%	57,5%
2	Negatives	1,8%	9,4%	40,1%	36%	12,6%

From the table researcher found that almost none of the respondent disagree with the statements of positive impact. But in negative



statements, still have many of the respondent disagree. It means they have different perceptions about the negative impacts. Overall, the result of this research are appropriate with the theory that the positive and negative impact in use the smartphone by Muntaha, 2017.

## **2. Smartphone Features and Function Used by Students**

Based on interview result of 10 students at SMKN 1 Banjarmasin, researcher realize some respondents have the same answers with other respondents in certain questions, this happens because they have the same need for features or functions that are in a smartphone. and another reason is because of teacher's order while teaching and learning.

Then in some other questions, they have many differences, such as the use of dictionaries, accessing websites, social media and others. So, the result of this research appropriate with the theory about the function and features of smartphone that can use in learning English by Budiono, 2013..