

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result and the discussion. In this chapter, the gathered data provided in case of answering the research problems in the research. This chapter divided into two big sections, which are research finding and research discussion.

A. FINDING

The data for this research is obtained by conducting the interview toward five selected students to gain students' perception on the impact of smartphone use toward their English vocabulary.

Table 4.1 Interview Result

NO	STATEMENT	CATEGORY
1.	<i>“Karena tertarik dengan bahasa Inggris, hal ini dikarenakan bahasa Inggris sudah menjadi bahasa kedua setelah bahasa Indonesia. Di era globalisasi sekarang, bahasa Inggris sangat penting, apa-apa yang ada di media sosial bahasa Inggris, di TV juga Inggris, banyak bahasa Inggris yang masuk karena bahasa Inggris adalah bahasa Internasional.”</i>	Reason in choosing English as smartphone language setting
	<i>“(memilih) menggunakan bahasa Inggris (sebagai bahasa pengantar smartphone)”</i>	

	<p><i>karena memang tidak ada pilihan bahasa lain”</i></p>	
	<p><i>“Karena ada ketertarikan dengan bahasa Inggris, jadi kadang-kadang coba-coba untuk menggunakannya di smartphone”</i></p>	
	<p><i>“Karena tertarik dengan bahasa Inggris, jadi pakai bahasa Inggris sambil belajar sedikit-sedikit”</i></p>	
	<p><i>“Agar terbiasa dengan bahasa Inggris, meskipun hal-hal yang sederhana karena terbiasa (akhirnya) bisa mengenal beberapa kata dan menambah kosakata kita ke depannya. Juga untuk mengingat kata, meskipun dalam pengucapannya saya kurang tahu”.</i></p>	
2.	<p><i>“Iya, digunakan (smartphone).Misalnya, ada beberapa kosakata yang kita tidak tahu, tinggal cari di Google Translate. Sering digunakan (smartphone) dalam membantu belajar. Sangat berguna untuk anak kuliahan”</i></p>	<p>Utilization of Smartphone on aiding English language learning process.</p>
	<p><i>“Untuk pemanfaatan smartphone dalam pembelajaran bahasa Inggris, paling</i></p>	

	<p><i>sering memanfaatkan GoogleTtranslate”</i></p>	
	<p><i>“Sangat membantu sekali. Karena dalam smartphome ada aplikasi untuk menterjemah. Terkadang searching di Google (menggunakan smartphome) untuk mencari bahan-bahan pembelajaran”</i></p>	
	<p><i>“Smartphome membantu dalam proses pembelajaran bahasa Inggris. Terkadang jika disuruh mencari arti kata, karena tidak ada kamus jadi pakai smartphome. Terkadang juga, kami (di kelas bahasa Inggris) tiap pertemuan disuruh mencari lagu anak-anak yang berbahasa Inggris, jadi kalau sudah dapat lagunya tinggal dishare di grup (Whatapps) jadi sangat membantu”.</i></p>	
	<p><i>“Kalau sekarang, Kids Zaman Now, mungkin lebih simple untuk menggunakan smartphome, karena dalam smartphome internet bisa, atau kamus electronic, kalau kamus (cetak) kan berat”.</i></p>	
3.	<p><i>“(tentu) lebih mudah. Ibaratnya jaman sekarang segala sesuatu itu ada di handphome. (juga) lebih memilih</i></p>	<p>Smartphone usage in facilitating English</p>

	<p><i>menggunakan aplikasi kamus dari pada membawa kamus betulan. Menggunakan smartphone juga lebih fleksibel karena bisa belajar dimana saja dan kapan saja”</i></p> <p><i>“Mempermudah. Soalnya kalau tidak tahu kosakata bahasa Inggris, jadi tinggal langsung buka Google Translate”</i></p> <p><i>“Mempermudah. Bisa digunakan dimana saja dan kapan saja untuk belajar bahasa Inggris”</i></p> <p><i>“Iya tentu. Lebih praktis. Smartphone kan bisa kita pakai dimana saja dan kapan saja. Misalnya biasanya kita harus buka kamus tapi sekarang tinggal buka smartphone”.</i></p> <p><i>“Mempermudah dalam hal mencari informasi dalam pembelajaran bahasa Inggris, tapi kadang juga bisa membuat bingung karena terlalu banyak hasil yang muncul, jadi tidak tahu mana sumber yang paling tepat”.</i></p>	language learning
4.	<i>“Ada. Saya menggunakan aplikasi google translate untuk membantu menerjemahkan</i>	Applications that facilitate English

	<p><i>bahasa Inggris.”</i></p>	language learning
	<p><i>“Tidak menggunakan aplikasi. Tapi biasanya jika perlu mencari sesuatu yang berkaitan dengan pembelajaran bahasa Inggris, langsung buka internet dan searching”</i></p>	
	<p><i>“Aplikasi yang dipakai untuk menunjang pembelajaran bahasa Inggris adalah kamus bahasa Inggris”</i></p>	
	<p><i>“Menggunakan kamus bahasa Inggris juga menggunakan aplikasi pembelajaran grammar”.</i></p>	
	<p><i>“Yang pasti dipakai kamus bahasa Inggris”.</i></p>	
5.	<p><i>“Sering digunakan. Ibaratnya, kalau penasaran “rumah” itu bahasa Inggrisnya apa, langsung cari (bahasa Inggrisnya). Jadi banyak pengetahuan yang baru, kosakata yang baru didapat”</i></p>	Smartphone usage on increasing English language skill
	<p><i>“Ada. Apalagi misalnya di grup (chatting Whatapps) ada kata “saya recall” (bahasa yang diambil dari Mobile Legend) itukan</i></p>	

	<p><i>artinya “kembali”. Jadi di grup itu (anggota grup chat yang lain) terpengaruhi, jadi ikut menggunakan (recall) dan akhirnya tahu artinya”</i></p>	
	<p><i>“Terkadang suka mencari lirik-lirik lagu bahasa Inggris dan akhirnya tahu artinya dan cara pengucapannya. Karena dari lagu itu lebih menarik. Kalau membaca (bahasa Inggris) cenderung bosan”.</i></p>	
	<p><i>“Suka mendengarkan lagu-lagu berbahasa Inggris pakai smartphone, biasanya kalau mau tahu apa katanya, tinggal buka Google, cari liriknya, biasanya kan juga ada lirik beserta artinya. Jadi selain tahu artinya, sambil mendengarkan pengucapannya”.</i></p>	
	<p><i>“Kalau penggunaan smartphonanya sendiri, untuk kemampuan berbahasa Inggris, lebih sering menggunakan kamus dan Google Translate untuk menambah pengetahuan tentang kosakata bahasa Inggris, karena biasanya yang paling perlu adalah artinya”.</i></p>	
6.	<p><i>“Juga menggunakan JOOX, sebuah</i></p>	<p>The use of English on</p>

	<p><i>aplikasi yang menyajikan berbagai lirik lagu. Jadi jika mendengarkan lagu berbahasa Inggris, (kita) bisa memanfaatkan JOOX, jadi bisa tahu artinya dan liriknya”</i></p>	<p>smartphone on increasing English vocabulary</p>
	<p><i>“Banyak. Apalagi dari Mobile Legend (game online) karena semuanya menggunakan bahasa Inggris, jadi banyak kosa kata yang didapat”.</i></p>	
	<p><i>“Bermanfaat. Contoh sederhananya, kalau kita mau nyari foto, kan kita (harus) mencari “Galery” nah itukan artinya tempat penyimpanan foto”</i></p>	
	<p><i>“Kalau aplikasi yang pakai bahasa Inggris, saya pakai di Instagram dan Facebook”.</i></p>	
	<p><i>“Sangat bermanfaat.karena biasanya kita sering pakai bahasa Inggris, tanpa dihafal tiba-tiba ingat artinya karena sering ketemu (kosakata) di smartphone”.</i></p>	
7.	<p><i>“Tentu, banyak menambah kosakata. Selama beberapa tahun menggunakan smartphone, mungkin tidak terhitung</i></p>	<p>The improvement of English vocabulary during using</p>

<p><i>jumlah kosakata bahasa inggris yang saya dapat. Sudah sangat banyak. Contohnya, kata “received” biasanya muncul kalau ngirim data melalui Bluetooth, artinya “diterima” kan”</i></p>	<p>smartphone</p>
<p><i>“Banyak. Lumayan. Paling banyak didapat dari Mobile Legend”</i></p>	
<p><i>“Bertambah. Misalnya dulu tidak tahu artinya “following” sekarang jadi tahu artinya yaitu “mengikuti” karena saya menggunakan Instagram. Kata “read” muncul di BBM, artinya “dibaca”.</i></p>	
<p><i>“Selama tiga tahun memakai smartphone, untuk peningkatan kosakata bahasa Inggris, kalau dipersenkan mungkin dulu 50% sekarang jadi 75-80%. Meskipun kadang tidak tahu artinnya, tapi tahu tulisannya dan pengucapannya”.</i></p>	
<p><i>“Lumayan. Ada beberapa kosakata yang diingat. Tapi karena bahasi Inggris itu susah, jadi kalau disebutkan kadang bisa bingung, tapi kalau melihat tulisannya bisa jadi tahu, meskipun cuma menebak-</i></p>	

	<i>nebak”</i>	

B. DISCUSSION

1. Reason in choosing English as smartphone language setting

The results research show that all the respondents use English as smartphone language setting. However, according to them, each student has different reason. Three out of five respondents have similar statements in choosing English as smartphone language setting in which there are some kind of interest in learning English.

“Karena tertarik dengan bahasa Inggris, hal ini dikarenakan bahasa Inggris sudah menjadi bahasa kedua setelah bahasa Indonesia. Di era globalisasi sekarang, bahasa Inggris sangat penting, apa-apa yang ada di media sosial bahasa Inggris, di TV juga Inggris, banyak bahasa Inggris yang masuk karena bahasa Inggris adalah bahasa Internasional.”

[Because (I am) interested in English, this is due to the fact that English has been being the second language after Indonesian. In this globalization era, English is very important, so much English in media social even in TV, there are a lot of English (in usage) because it is an International Language]

Based on the response shown above, the interest in English arises because of the use of English that has been spreading widely. English is already considered as a second language in some countries. The use of English that can be found anywhere, especially in terms of direct contact with everyday life such as on TV, social media, both in the use of language applications and in activities in social media itself, encourages students to use English on their smartphone.

Another interesting reason can be seen on the next statement.

“Agar terbiasa dengan bahasa Inggris, meskipun hal-hal yang sederhana karena terbiasa (akhirnya) bisa mengenal beberapa kata dan menambah kosakata kita ke depannya. Juga untuk mengingat kata, meskipun dalam pengucapannya saya kurang tahu”.

[To be familiar with English, though only on the simple things. Being familiar with it gets us to recognize a few words and add our vocabulary in the future. Also to remember the words, although I may not know the exact pronunciations.]

According to that statement we can conclude that the selection of English as smartphone language setting does not come from some interests only, but also from the awareness of the individual on the impact that he will get through the use of smartphones. Sustainable English usage will make students memorize more about vocabulary either directly or indirectly.

Four responses that show the interest and awareness in learning English prove that smartphone usage impacts on students' motivation on utilizing technology as a learning tool. As stated by Barker (2005) about the impact of mobile technology in learning which one of them is motivation, he explained that the use of mobile phone in learning increases students' willingness to learn. They take the initiative in using the device as a learning tool.

2. Utilization of Smartphone on aiding English language learning process

English course on *PGMI* department is available in the third semester each year. This requires students to always be active in every learning activity, and be ready with any equipment that supports the learning either in terms of material, media or other supporting tools. It has students to utilize technology tools they own, be it laptop, notebook, Ipad, smartphones and other supporting devices.

All respondents give almost the same response regarding smartphone utilization in the English learning process in the classroom. Students tend to use smartphones instead of printed dictionaries because it provides many translation applications that students can use.

“Smartphone membantu dalam proses pembelajaran bahasa Inggris. Terkadang jika disuruh mencari arti kata, karena tidak ada kamus jadi pakai smartphone. Terkadang juga, kami (di kelas bahasa Inggris) tiap pertemuan disuruh mencari lagu anak-anak yang berbahasa Inggris, jadi kalau sudah dapat lagunya tinggal dishare di grup (Whatapps) jadi sangat membantu”.

[Smartphone helps English learning process. If the lecturer asks to find the meaning of a word, due to the absence of the printed dictionary I use smartphone instead. Sometimes every courses meeting, we have to present an English children’s song, so when we have it we will share it on online group chatting.]

From the statement above, the use of smartphones in the English learning process is not only fixated on the translation tool, students can also make it as a means of sharing information. They use online group chatting applications to share English children’s so that all students can play and listen to the song before or after the lesson.

This utilization is in line with what Clough and Jones said about mobile learning Applications categories, one of it is Referential applications.

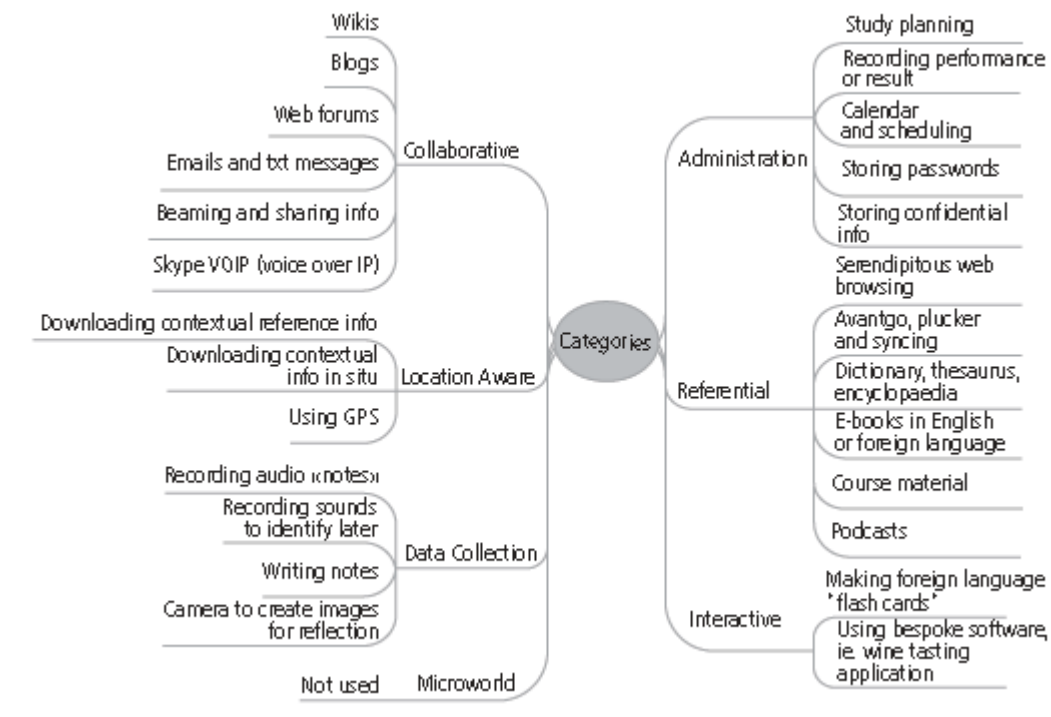


Figure 4.1 Informal Learning Activities Functional Framework (Clough and Jones)

From the figure above, at Referential part, we can see the use of dictionary, thesaurus, encyclopedia, E-books in English of foreign language and also course material in mobile functions as a learning tool. English children's song is one of the course material applied by the lecturer in classes. The use of dictionary and the utilization of online chatting group in sharing information about English course material show that students do take advantages of smartphone in English learning process.

3. Smartphone usage in facilitating English language learning

The finding reveals that all the respondents agree on the term of the advantage of smartphone in facilitating English language learning. As one of the statement given:

“(tentu) lebih mudah. Ibaratnya jaman sekarang segala sesuatu itu ada di handphone. (juga) lebih memilih menggunakan aplikasi kamus dari pada membawa kamus betulan. Menggunakan smartphone juga lebih fleksibel karena bisa belajar dimana saja dan kapan saja”

[Much easier. Everything can be found in smartphone. I prefer to use English dictionary application rather than bring the printed dictionary version. Using smartphone is more flexible because we can use it for learning anytime and anywhere.]

According to the response above, the sophistication offered by smartphones allows students to access anything through smartphones. Most students use it as a means of communication, but also as a means of entertainment without exception as a learning media. Smartphone practicality and flexibility that can be used anytime and anywhere is very helpful to facilitate English learning process. This, once again, justifies Barker's theory of the impact of portability on the use of mobile technology. Due to the portability, this device can be carried from class to class or whenever one goes and information can be acquired while interacting with one's peers.

A slightly different statement is delivered by one of the respondents regarding the use of smartphones in facilitating learning English:

“Mempermudah dalam hal mencari informasi dalam pembelajaran bahasa Inggris, tapi kadang juga bisa membuat bingung karena terlalu banyak hasil yang muncul, jadi tidak tahu mana sumber yang paling tepat”.

[Make it easier in seeking some information in learning English, but sometime I find it difficult to disguise the right one due to so many results shown and I do not know which one is the right source.]

Smartphone facilitates an easy way for students to seek some information related to any courses. However, the number of results that appear makes it difficult for students to determine the accuracy of the information.

This is absolutely happens when students use the translation applications. They will be greatly helped by the easy way in searching the words or the sentences as well as the speed of the results that appear, but the inability of various available language translating applications to give accurate meaning to different English sentences can hinder student's understanding of the exact meaning. A disadvantage of mobile phone is that the students' language learning abilities may be hindered when machine translation displays inaccurate meaning of a given English word. Lack of guidance while using these translation applications can lead to students comprehending inaccurate meaning and thus leading to the breakdown in the communication process.

4. Applications that facilitate English language learning

PGMI students' interest in English is not strong enough to get them to learn English more. This is proven from the lack of the use of applications that support English learning process in their smartphones. Most students only select certain applications, an application that they can easily use for example a translation application or an English dictionary.

For them, using English learning applications such as grammar, listening, reading, speaking and writing will only confuse them; this happens due to their lack of knowledge about English material. Students prefer to learn through books or listen to lecturers' explanations directly rather than learning by themselves through smartphone applications.

5. Smartphone usage on improving English language skill

As we know, English language skills are divided into two parts: macro skills and micro skills. Macro skill consists of listening, speaking, reading and writing, while Micro skill consists of grammar, vocabulary, pronunciation and spelling.

Alluding to the use of smartphones on the development of English language skill, it offers a wide range of ease in supporting the mastery of English language skills. Many applications can be selected to be used in supporting each learning skill. In speaking skills, there are dozens of applications that can be downloaded directly such as *Learn English Conversation*, *Speak English*, *Hello English* and more. For listening skills, *English Listening & Speaking* and *Listening English with BBC* applications can be the right choice to sharpen our hearing sense. Similar to writing, we can take advantage of *Innovative Writing Skills* and *English Writing Skill & Rules* applications to test how good our writing. Especially in reading, we do not even need a lot of applications to improve this skill; because we can easily read anything from any site that suits our needs.

For micro skills, *Grammar Book* and *English Grammar Test* Applications can be a great reference for learning without having to open a book. This also applies to pronunciation, vocabulary and spelling. There are many free and paid applications that can be used such as *English Pronunciation*, *Say It - Pronunciation Tool*, *Lingokids - English Learning for Kids*, *Learn English Vocabulary Daily*, *Vocabulary Builder*, *Ultimate English Spelling Quiz*, *English Spelling Guide* and so much more.

The availability of various English language learning applications does not necessarily make *PGMI* students take advantage of it all. This is because they prefer to use applications that they really need. *PGMI* students are more likely to utilize smartphones on listening which are also directly related to pronunciation, as well as more focus on vocabulary.

“Suka mendengarkan lagu-lagu berbahasa Inggris pakai smartphone, biasanya kalau mau tahu apa katanya, tinggal buka Google, cari liriknya, biasanya kan juga ada lirik beserta artinya. Jadi selain tahu artinya, sambil mendengarkan pengucapannya”.

[I like listening to English songs using my smartphone. Usually if I want to know the meaning, I would search it through Google; find the lyrics and the meaning. And not only that, I could learn how to pronounce it.]

The statement above shows that although students do not use specific listening applications, instead only through the habit of listening to English songs played through the mp3 smartphone player; their listening ability becomes much better. By using the internet, they can access the lyrics of the song directly, and from this activity students are able to know the meaning and how to pronounce it, even how to write it correctly.

6. The use of English on smartphone applications on increasing English vocabulary

From the findings, all students agree with the benefits of using smartphones on the mastery of English vocabulary. They believe that by using English as smartphones language setting frequently, directly or indirectly, their vocabulary will increase.

“Bermanfaat. Contoh sederhananya, kalau kita mau nyari foto, kan kita (harus) mencari “Galery” nah itukan artinya tempat penyimpanan foto.”

[Very useful. As a simple example, when I want to see some photos, I need to find Galery which means *tempat penyimpanan foto*.]

“Sangat bermanfaat.karena biasanya kita sering pakai bahasa Inggris, tanpa dihafal tiba-tiba ingat artinya karena sering ketemu (kosakata) di smartphone.”

[Very useful for sometimes we often use English, without trying to memorize it, unconsciously we could remember the meaning due to the frequency of seeing it in smartphone.]

From those responses, we can conclude that the students incidentally and unconsciously earn a new word just by using smartphone frequently. As it

has been suggested by Wu (2009), incidental vocabulary learning can be defined as a kind of learning method from reading, listening, speaking or writing to language use while learner's main attention focuses on their information of passage or texts. This method includes learning from extensive reading, taking part in conversation, listening to stories, watching English movies, listening to Radio or other exposure of input and output both out of and in classrooms. Therefore, learners could make the opportunities to stimulate the natural setting such as using English as their smartphone language setting. It can provide the sufficient exposure of English with additional reading which can lead students to a real increase in English vocabulary, even though students just focus on the meaning of the words, not on the form.

It is not much different from the impact resulted by English usage on Smartphones on students vocabulary, the same impact also occurs on English usage in the applications applied on smartphones.

Each student has and uses almost the same application, for example on the use of social media such as Facebook, Instagram, Line, Whatapps, and BBM. However, there are also several different application used according to each individual interest, for example such as online game applications and entertainment applications.

A very interesting response is shown by one of the respondents regarding to his perceptions of the impact of smartphone use on English vocabulary;

“Banyak. Apalagi dari Mobile Legend (game online) karena semuanya menggunakan bahasa Inggris, jadi banyak kosa kata yang didapat.”

[A lot. More over from Mobile Legend because the application uses English, so that I learn a lot of vocabularies.]

Mobile Legend is a multiplayer online battle arena (MOBA) game designed for mobile phone which applied iOS and Android platform. This game is developed and published by Moonton on 2016. This game is about two opposing teams fight to reach and destroy the enemy's base while defending their own base for control of path, the three "lanes" known as "top", "middle and "bottom", which connects the bases.

Until now, this application has not provided an option to use another language other than English. There are dozens of English words and phrases that appear when playing this game. Here are the words and sentences contained in Mobile Legend:

Table 4.2 The words, sentences and terms shown on Mobile Legend

Word / Sentence / Term	Meaning
Welcome to the Mobile Legend.	<i>Selamat datang di Mobile Legend</i>
Five second 'til the enemy reach the battlefield, smash them. All troops deployed.	<i>Musuh akan memasuki arena dalam lima detik, hajar mereka. Semua prajurit telah dikerahkan.</i>
First Blood	<i>Darah pertama (Korban pertama)</i>
Double Kill	<i>Korban kedua (berhasil ditaklukkan dalam jarak waktu yang berdekatan dengan korban pertama)</i>
Triple Kill	<i>Korban ketiga (berhasil ditaklukkan dalam jarak waktu yang berdekatan</i>

	<i>dengan korban kedua)</i>
Maniac	<i>Korban keempat (berhasil ditaklukkan dalam jarak waktu yang singkat dengan korban yang sebelumnya)</i>
SAVAGE	<i>Korban kelima (berhasil ditaklukkan dalam jarak waktu yang berdekatan dengan korban sebelumnya)</i>
Wiped out	<i>Semua musuh mati</i>
Shutdown	<i>Kalah setelah menaklukkan tiga musuh tanpa mati</i>
Launch Attack	<i>Serang</i>
Initiate Retreat	<i>Mundur</i>
Request backup	<i>Meminta bantuan</i>
You have slain an enemy	<i>Kamu berhasil membunuh musuh</i>
An Ally has been slain	<i>Salah satu sekutu terbunuh</i>
Enemy has been slain	<i>Musuh terbunuh</i>
You have been slain	<i>Kamu terbunuh</i>
Executed	<i>Mati (karena Tower atau Minion atau Jungle Monster)</i>
You destroy a Turret	<i>Kamu berhasil menghancurkan sebuah Turret</i>

Your team destroyed a Turret	<i>Rekan tim berhasil menghancurkan Turret</i>
Our Turret is under attack	<i>Turret kita sedang diserang</i>
Our Turret destroyed	<i>Turret kita hancur</i>
Our Inhibitor Turret is under attack	<i>Benteng Turret kita sedang di serang</i>
Our base is under attack	<i>Pertahanan inti kita sedang diserang</i>
An ally has slain Lord	<i>Salam satu sekutu mengalahkan Dewa</i>
An ally has slain the turtle	<i>Salah satu sekutu mengalahkan penyu</i>
Enemy has slain Lord	<i>Musuh telah mengalahkan Dewa</i>
Enemy has slain the turtle	<i>Musuh telah mengalahkan penyu</i>
Lord resurrecting soon	<i>Dewa segera hidup kembali</i>
Turtle resurrecting soon	<i>Penyu segera hidup kembali</i>
Defeat	<i>Kalah</i>
Victory	<i>Menang</i>
Buff	<i>Penambahan kekuatan terhadap objek di game seperti item atau hero.</i>
Build	<i>Kumpulan item yang digunakan</i>

	<i>dalam satu hero</i>
Farm	<i>Membunuh minion dan monster hutan untuk mendapatkan gold dan EXP dengan cepat</i>
Gank	<i>Menyerang musuh secara tiba-tiba yang membuat musuh tidak menduganya</i>
KS	<i>Killing Steal, mencuri last hit agar si pemain yang tercatat membunuh musuh</i>
Newbie	<i>Pemain pemula yang ada di dalam game</i>
Noob	<i>Hinaan untuk menegaskan bahwa musuh lemah</i>
Stun	<i>Membuat musuh menjadi tidak berdaya dalam beberapa detik. Biasanya menggunakan skill.</i>
Imba	<i>Imbalance, tidak seimbang atau musuh terlalu kuat</i>
Push	<i>Melakukan serangan untuk mendorong minion maju kedepan.</i>
Nerf	<i>Pengurangan kekuatan terhadap objek yang ada di game</i>

The number of words, sentences and terms that appear in this game, if played in a long period of time, is believed that unconsciously the player

would gain many new words and terms. In addition, respondent also explained that some of the terms they use in this game are also used in daily life conversations, especially when talking to the fellow players. From this fact, we can be sure that the use of English in smartphone applications has an impact on increasing English vocabulary.

7. The Improvement of English vocabulary during using smartphone

The questionnaire has been distributed to collect data of smartphone users among *PGMI* students. From the data result shows that the duration of smartphone usage by five respondents is at most briefly three years and the longest since they were in elementary school.

From the findings discussed earlier, we believe that there is an impact of smartphone use on English vocabulary. But then, approximately how is the extent of students' vocabulary mastery in recent years? Measuring the extent of students' vocabulary increase is difficult due to several factors, namely: the difference in the duration of smartphone usage, the difference in smartphone brands and also the difference in the variety of applications that students use. These three factors do not prevent us from drawing conclusions in general, according to the perceptions of each student.

Overall students agree that they feel an improvement in English vocabulary. Four out of five respondents state that while using a smartphone, there is a lot of vocabulary gained, even the amount cannot be calculated. But not all the vocabularies can be remembered. Sometimes there are some words that they forget the meaning, some forget the pronunciation and some forget to write the letter. This happens due to the use of English on smartphones or applications, as well as the use of various applications that students choose are all in temporary term, for example the use of an application in a great demand

a few years ago which now is beginning to be abandoned due to the emergence of new social media applications such as Instagram and Whatsapp. This phenomenon affects the amount of student vocabulary mastery. If a few years ago students remembered all the vocabulary applied in BBM because at that time they used it, they tend to forget the vocabulary when they switch to another application. This does not necessarily make their vocabulary decrease. By using new applications such as Instagram automatically they will encounter and get additional new vocabulary. This phenomenon will continue as the technology keeps developing.

One respondent gives more specific statement about her improvement in English vocabulary, in which stated:

“Selama tiga tahun memakai smartphome, untuk peningkatan kosakata bahasa Inggris, kalau dipersenkan mungkin dulu 50% sekarang jadi 75-80%. Meskipun kadang tidak tahu artinnnya, tapi tahu tulisannya dan pengucapannya”.

“For three years using smartphome, the increase of English vocabulary in percentage could be described as from 50 % to be 75-80%. Even though sometimes I forget the meaning but I know how to write it and how to pronounce it.]

In the statement there is an improvement of approximately 25-30% on the mastery of English vocabulary. This amount can be concluded quite large considering the fact that students do not fully intend to memorize the vocabulary they encounter in a smartphome, instead they gain it through a long term usage so that they become familiar with the words.