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**ENGLISH TEACHERS' PERCEPTIONS OF USING SMARTPHONE IN  
TEACHING AND LEARNING AT SMAN 1 BANGKINANG KOTA**

**THESIS**

Submitted to State Islamic University Sultan Syarif Kasim Riau  
in partial fulfillment of the requirements for the degree  
of *Magister* in English Education



UIN SUSKA RIAU

BY:

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**POSTGRADUATE PROGRAM  
STATE ISLAMIC UNIVERSITY  
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**1441 H/2020 M**



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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This thesis is written and intended to submit in partial requirements for the master degree in English Education at Postgraduate Program of State Islamic University Sultan Syarif Kasim Riau. The thesis entitled “English Teachers’ Perception of Using Smartphone in Teaching and Learning at SMA N 1 Bangkinang Kota”.

I realize that there are still many weaknesses on this research. Therefore, the suggestions are needed to improve this research. Then, I would like to express my gratitude and special thanks to all of persons who below given me meaningful advise, guidance and help to complete this thesis.

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This thesis is intended to complete a partial fulfillment of the requirements for getting master degree of education (M.Pd).

Pekanbaru, July 25<sup>th</sup> 2020  
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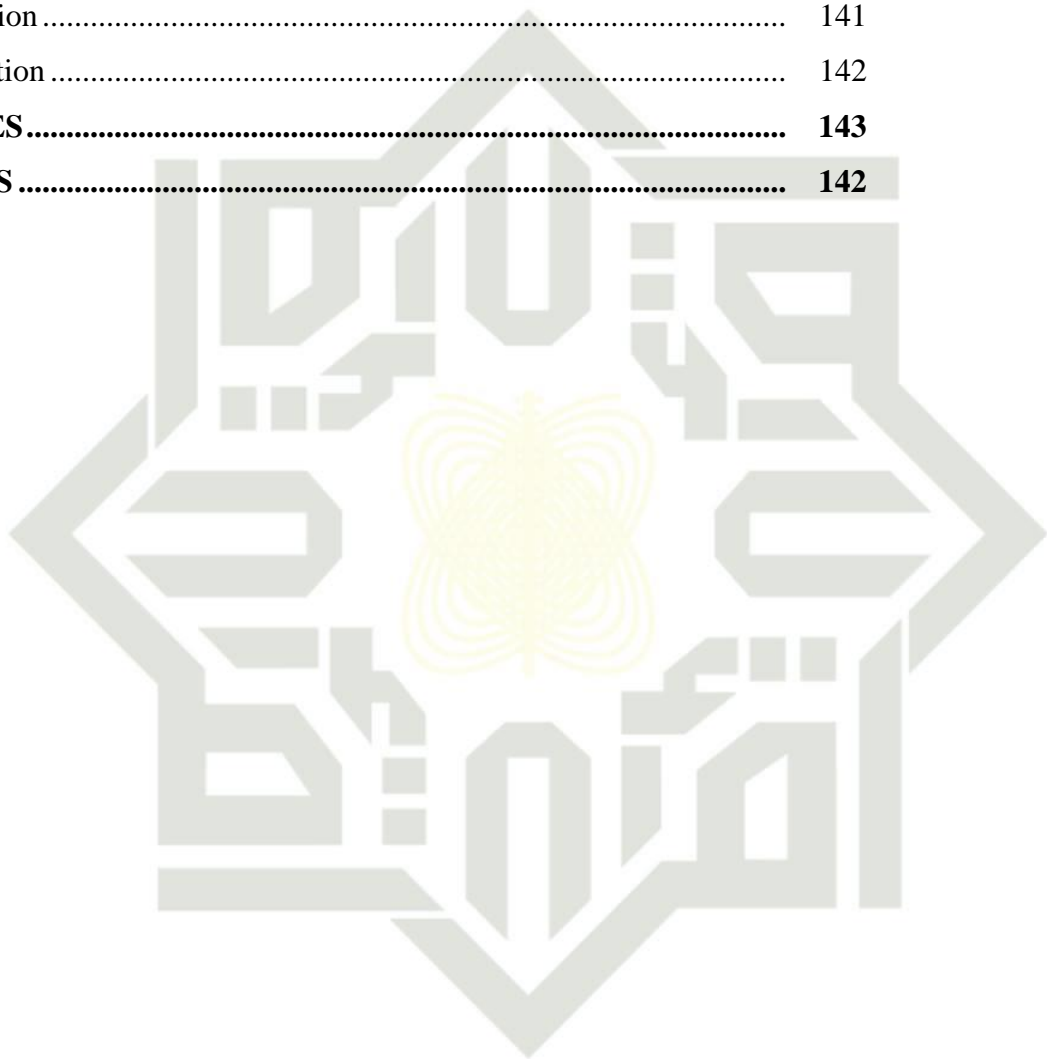
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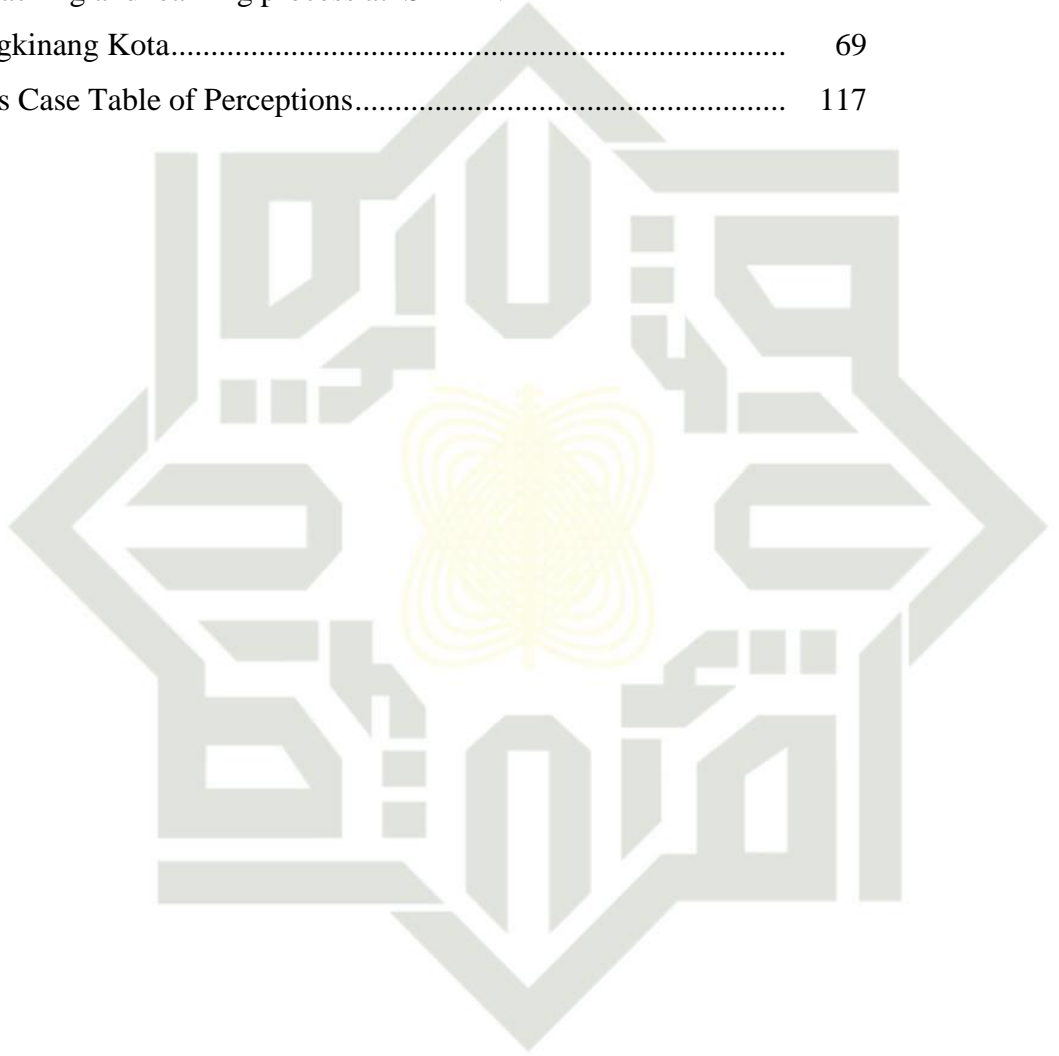


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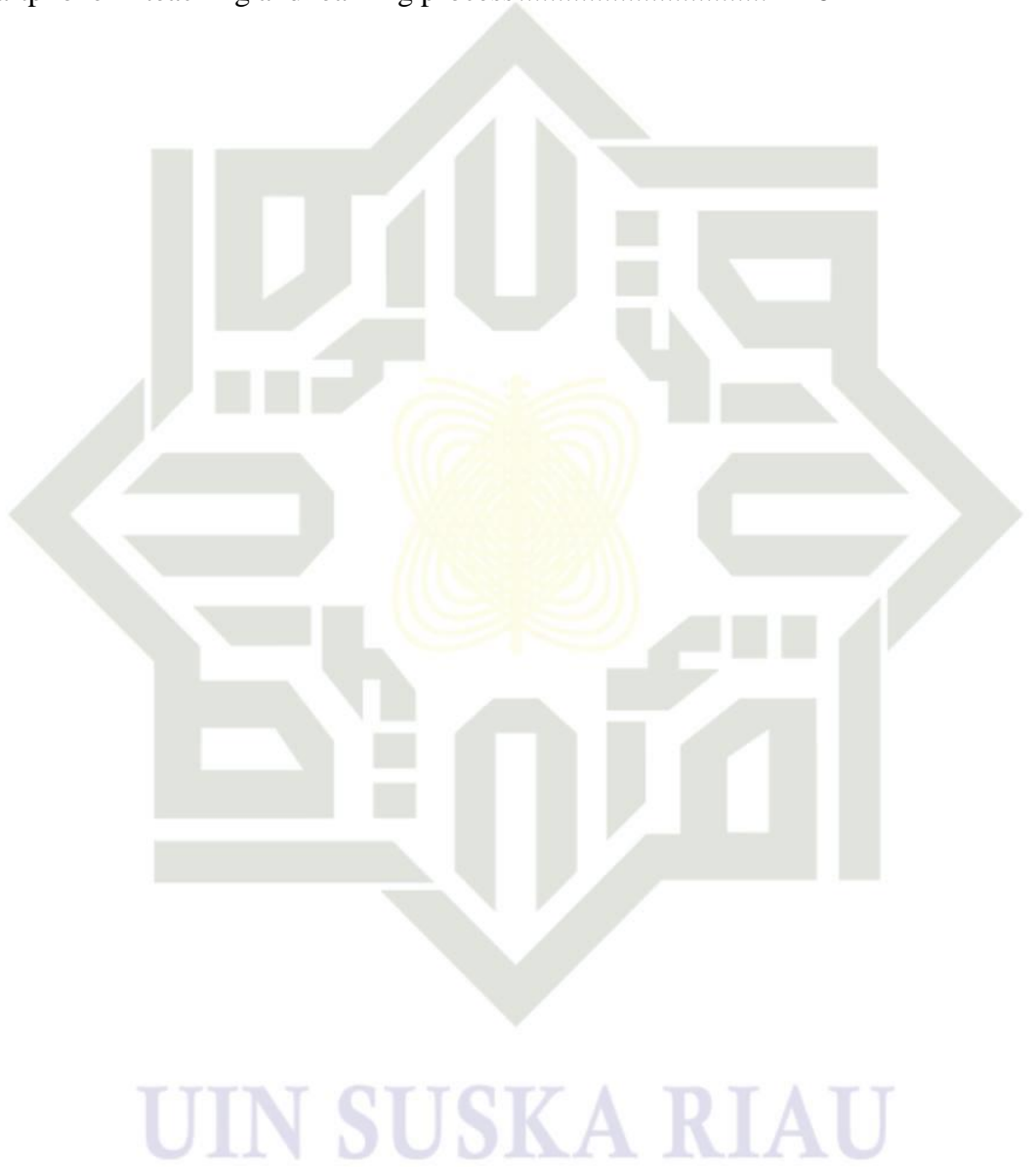
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## TRANSLITERATION GUIDELINES

### 1 Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	'ain	'
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M

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ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	ء
ي	Ya	Y

**2 Double Consonant**

The double consonant is written double, for instance *العممة* written *al-ammah*

**3 Short Vowel**

Fathah is written *a*, for instance *الشرية* (*syari'ah*), Kasrah is written *i*, for instance *الجبالي* (*al-Jibali*) and *dhommah* is written *u*, for instance *الظلمة* (*zhuluman*).

**4. Double Vowel**

*واو* is written *aw*, *واو* is written *uw*, *اي* is written *ay*, and *اي* is written *i*.

**5 Ta' Marbutah**

The stopped Ta' Marbutah in the last verse *h*, for instance *الشرية* is written *syari'ah*, unless it has been taken into the Indonesian standard, for instance

mayit. However, when it is read out, it is written *t*, for instance *al-maytatu* in

Arabic: *الميتاتو*

**Article Alif Lam**

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance *المسلم* is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, *'Abdullah* (*عبد الله*)



## Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling

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## ABSTRACT

**Rizki Ananda Saputra, (2020) : English Teacher Perception of Using Smartphone in Teaching and Learning at SMA N 1 Bangkinang Kota**

This research aims to explore the teacher perceptions of using a smartphone as a media in teaching and learning English subjects at SMA N 1 Bangkinang Kota. By using a qualitative approach, the researcher collects the data employs non-participant observation in the teaching and learning process, interview with the English teacher. The result of this research showed that the teacher used the smartphone in teaching and learning process. The teacher feel happy to used that supporting media because can increase teacher's innovated and quality. Then, this research found that the teacher's perception categorized into three aspects of perceptions there are cognitive, affective and conative. By doing this research, the teacher also perceives that using smartphone is a learning tool to enhance curriculum and its use relates to real life practices. Furthermore, there are some recommendations that are potentially useful to know the teacher perception of using a smartphone in teaching and learning English at SMA N 1 Bangkinang Kota. The recommendation can be useful for the teacher, the curriculum developer, government, also the future researchers. Based on the finding above, this research provide an evaluation about the application of using technology in 4.0 era such as with using smartphone in teaching and learning English at school.

**Keywords:** Teacher Perception, Smartphone, Teaching and Learning

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## ABSTRAK

**Rizki Ananda Saputra, (2020) : Persepsi Guru Bahasa Inggris dalam Menggunakan Smartphone dalam Pengajaran dan Pembelajaran di SMA N 1 Bangkinang Kota**

Penelitian ini bertujuan untuk mengeksplorasi persepsi guru tentang penggunaan smartphone sebagai media dalam pengajaran dan pembelajaran mata pelajaran bahasa Inggris di SMA N 1 Bangkinang Kota. Dengan menggunakan pendekatan kualitatif, peneliti mengumpulkan data menggunakan observasi non-partisipan dalam proses belajar mengajar, wawancara dengan guru bahasa Inggris. Hasil penelitian ini menunjukkan bahwa guru menggunakan smartphone dalam proses belajar mengajar. Guru merasa senang menggunakan media pendukung itu karena dapat meningkatkan inovasi dan kualitas guru. Kemudian, penelitian ini menemukan bahwa persepsi guru dikategorikan ke dalam tiga aspek persepsi yaitu kognitif, afektif dan konatif. Dengan melakukan penelitian ini, guru juga merasakan bahwa menggunakan smartphone adalah alat pembelajaran untuk meningkatkan kurikulum dan penggunaannya berhubungan dengan praktik kehidupan nyata. Selain itu, ada beberapa rekomendasi yang berpotensi berguna untuk mengetahui persepsi guru tentang menggunakan smartphone dalam mengajar dan belajar bahasa Inggris di SMA N 1 Bangkinang Kota. Rekomendasi ini dapat bermanfaat bagi guru, pengembang kurikulum, pemerintah, dan juga peneliti di masa depan. Berdasarkan temuan di atas, penelitian ini memberikan evaluasi tentang penerapan penggunaan teknologi di era 4.0 seperti dengan menggunakan smartphone dalam pengajaran dan pembelajaran bahasa Inggris di sekolah.

**Kata Kunci : Persepsi Guru, Smartphone, Pengajaran dan Pembelajaran**

## ملخص

رزقي أناندا سابوترا ، (0202): تصور معلمي اللغة الإنكليزية في استخدام الهواتف الذكية في التدريس والتعلم في N AMS Bangkinang Kota

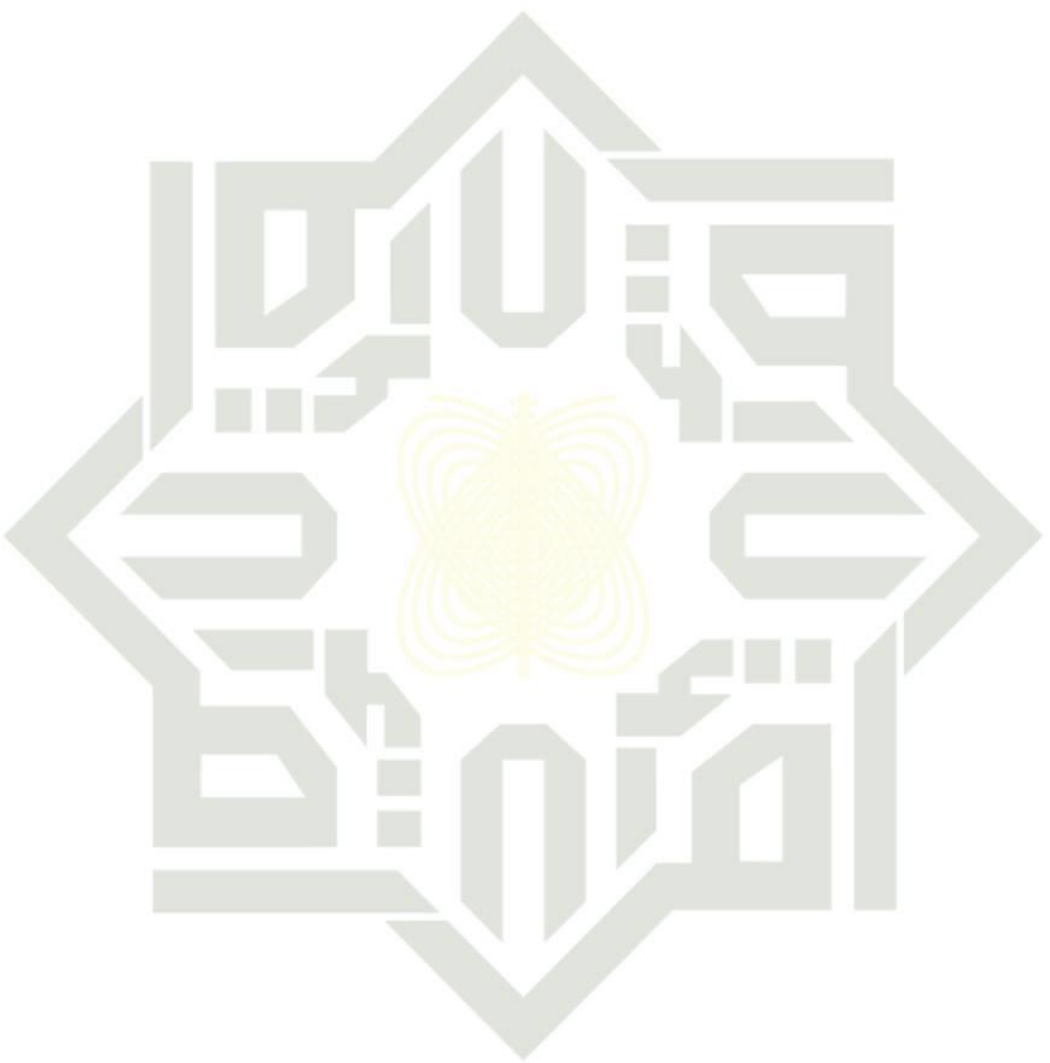
تهدف هذه الدراسة إلى استكشاف تصورات المعلمين حول استخدام الهواتف الذكية كوسيلة لتدريس وتعلم مواد اللغة الإنكليزية في SMA N 1 Bangkinang Kota. ويعنون جهن مداخلتساب استخدام ملاحظة غير المشاركين في عملية التدريس البيانات والدراسة إلى أن المعلمين يستخدمون الهواتف الذكية في التدريس والتعلم. يشعر المعلم بالسعادة في استخدام الوسائط الداعمة لأداء المعلم. ثم ، وجدت هذه الدراسة أن تصورات المعلم يمكن أن يحسن الإبداع وجودة التعليم. تم تصنيفها إلى ثلاثة جوانب للإدراك ، وهي الإدراكية والعاطفية والعاطفية. من خلال إجراء هذا البحث ، يشعر المعلمون أيضاً أن استخدام الهاتف الذكي هو أداة تعليمية. لتدسين المناهج ويرتبط استخدامه بممارسات الحياة الواقعية. بالإضافة إلى ذلك ، هناك بعض التوصيات المفيدة المحتملة لمعرفة تصورات المعلمين حول استخدام الهواتف الذكية في تدريس وتعلم اللغة الإنكليزية في atoK gnanikgnab 1 N AMS. يمكن أن تكون هذه التوصيات مفيدة للمعلمين ومطوري المناهج والحكومات وكذلك الباحثين. بناءً على النتائج المذكورة أعلاه ، توفر هذه الدراسة تقييماً لتطبيق في استخدام التكنولوجيا في عصر 0.4 مثل استخدام الهواتف الذكية في تعلم وتعلم اللغة الإنكليزية في المدارس.

الكلمات المفتاحية: تصور المعلم ، الهاتف الذكي ، التدريس والتعلم

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## CHAPTER I INTRODUCTION

### 1. Background of the Research

In the educational sector, teaching and learning with the use of mobile technologies gains popularity. The low cost compared with other media such as computers (Kukulska-Hulme, 2005) is one of the reasons for teachers to incorporate these technologies. The most standout cause might be the ability of the devices to facilitate teaching and learning anywhere anytime. As a result, students can be exposed to English more often. They can access learning materials easily on the phone, browse the Internet, practicing English with classmates, and do many more activities for learning English using mobile technologies.

The use of mobile phones is becoming very popular because nowadays many people can afford them. So, these devices are now increasingly used in supporting teaching and learning. The world wide report published by UNESCO (2014) states that mobile technology has been used to facilitate the teaching of reading skill and to improve literacy in developed countries. Mobile phones may be used for sharing information resources through Infrared, Bluetooth, and Wi-Fi. Other applications including e-mails, Google Drive, Google plus, clouds, blogs, and various social media platforms can be used for sharing different kinds of academic information resource. According to Commonwealth of Learning (2008), teachers can share with students' movies, documents, audio files, and other

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learning materials through their mobile phones. The increasing ubiquity and accessibility of mobile devices and access to mobile networks globally also changed the type of language teaching and learning materials in education.

There are many benefits of using these technologies. Kukulska-Hulme (2006) in Duman, Orhon, & Gedik (2014) states the potential of mobile devices to enhance language learning. Griva, Semoglou, & Geladari (2010) and Kinzie & Joseph (2008) in Hwang et al (2015) point out that real communication, interaction and feedback, and collaborative learning can be provided by making use of mobile technology and games.

Furthermore, it can be used as a complement to provide more learning opportunities, not as a full replacement towards learning that takes place in the classroom or learning with other technologies (Liaw, Hatala, & Huang, 2010). Another reason student's use their cell phones in class (e.g., messaging, looking at social media and gaming) is because they believe they can "multitask". A study by Sana, Weston, and Cepada (2013) found that college undergraduate students were observed to be "multitasking" 42% of the time during class.

It was in line with the theory from (Newhouse, William and Pearson: 2006). They were stated that the smartphone offers features and capabilities that are open to being explored for educational purposes. It takes creativity and effort on the part of teachers to use mobile phones for supporting language learning that ICT and education are closely related. ICT has contributed to education in many aspects. ICT has assisted teachers and learners in teaching and learning activities

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to achieve objectives of education (Kee & Samsudin, 2014; Laabidi, 2016; Laabidi & Laabidi, 2016; Khaloufi & Laabidi, 2017; Chouit, et al., 2017). There are many forms of ICT that are open to be explored and applied in education. One of the emerging technologies which join the line up to assist education is mobile phone. Mobile phone has not only fulfilled its basic purposes, which is communication purposes, but has also aided to achieve educational purposes. It offers features and capabilities that are open to be explored for educational purposes. It takes creativity and efforts on the part of teachers and students to use a mobile phones for supporting language learning (Newhouse, William & Pearson 2006).

In 4.0 industrial era, using technology is necessary, and using a smart phone in the classroom during teaching and learning process is needed, because it can help the teacher to make the learning progress is easier. Not only it becomes part of students' daily lives, the expansions of the smartphones also penetrate into classrooms during the formal teaching and learning session. Hence, concerns towards the distracting effect of smartphones in students' learning process are recently increasing. A survey conducted by Cengage Learning found that 92% of instructors admit that they see smartphones in their classroom and 46% say students' smartphones use a distract them while they are teaching. Another finding by Kuznekoff & Itsworth (2013) exposes the negative impact of texting or posting activity during class lecture.

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In relation to the use of smartphone in school, it is also important to determine the teachers' perception of using smartphone, as the teachers are the person who implemented the use of smartphone in teaching and learning process. With regard to the teachers' perception, it is important to explore their positive and negative perceptions. This means that if a teacher is able to use smartphone to support teaching and learning process, it is likely that he or she has a positive perception. On the other hand, if the teacher faced difficulties in using smartphone in teaching and learning process, it is likely that he or she has a negative perception toward the use of smartphone in teaching and learning process. According to Silviyanti (2015), there are some factors that impact teachers' use of technology in the learning process, which includes positive and negative perceptions. Positive perceptions are related to factors that lead to its use. Meanwhile, negative perceptions are related to factors that limit its use.

In terms of positive perceptions, if teachers perceive training in ICT is worthwhile, they are inclined to use it in their teaching (Galanouli, Murphy & Gardner, 2004). Moreover, their openness toward the possible changes with technology is derived from their perception that technology can bring about innovation such as impact on higher thinking skill and on content acquisition for language learning (Baylor & Ritchie, 2002). Besides, Cope and Ward (2002) found that teachers' perceptions toward to technology include 'how' and 'what' effects technology can bring to students, for instance, whether students can manipulate language with specific software and interact directly with computers.

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Likewise, teachers can also identify the potential of technology to motivate students.

On the other hand, negative perceptions from teachers reveal barriers which limit the use of ICT. These generally include the lack of facilities, knowledge, time, support, materials and training (William et al., 2000; Leaks, 2001; Samuel & Bakar, 2003; Pelgrum, 2001). For example, lack of facilities such as insufficient numbers of computers was the most frequent problem found by Pelgrum (2001), who specifically identified perceptions of educational practitioners from schools in 26 countries. Teachers may have knowledge of using ICT for their teaching, but insufficient numbers of computers may prevent them from using it.

In short, lack of facilities may also mean lack of access. The limited number of computers may always be booked and cause frustration to users to gain access to them (Samuel & Bakar, 2005). Generally, the successful use of technology in education is very much determined by the teachers' personal beliefs and concerns (Angers & Machtmes, 2005), which affect the probability of their use of technology (Russell et al., 2003)

A previous study shows that students have positive perceptions towards the use of a smartphone, especially the use of mobile phones' applications, in learning English (Weng & Chen, 2015). However, with the growing number of smartphone users, problems also begin to arise as the negative impacts of using smartphones among children and teenagers. Cyber bullying, pornography content

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access, and distractions from lessons are some problems that emerge to be the main concerns that leading to the ban of smartphone use at schools.

Nowadays, smartphone can be used as a media in teaching and learning process. As mentioned above, the use of smartphone has many benefits for both teachers and students. Kihwele and Bali (2013) argued that mobile phones have to be used in teaching and learning due to its usefulness, In addition, Stockwell (2008) predicted the increase in mobile learning in the next generation because of the prevalence of mobile devices among learners using technologies. It means that, smartphone has the potentials to be used by the teachers to support the teaching and learning process in order for the teachers to obtain lesson materials during the teaching and learning process in the classroom, including in the teaching and learning process of English subject. In other words, teachers have rich resources at their hands due to the learning opportunities made available through the use of smartphone.

This shows that a smartphone has the essential effect on English learning which is to activate students' communicative skill. In this case, students' roles are required to be more dominant on the English language learning process to grasp knowledge from various resources. Smartphone and internet usage have influenced human daily life, including among children and adolescents. In more and more cases, the ways people learn English have also shifted from the traditional classroom context to the internet mediated ones. Many apps and websites are available to help tudents learn and explore the English language. For

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The purpose of staying up-to-date and relevant, teachers may prepare online based-materials (texts, audiovisual, video, pictures, etc.) to support students to learn English in the classroom. So, many exercises are adopted in the learning process because as they are authentic. However, if teachers see that students are using their cell phones during class and do not believe the students can multitask, it could then distract the teacher. Becoming distracted while teaching may then affect other cognitive processes and harm the teacher's ability to teach in their class.

As mentioned above, the use of computing devices especially mobile phones in classrooms are heavily encouraged with the hope of facilitating learning and teaching processes. Reports have indicated a positive correlation between the use of such devices and the performance of students. Carter (2014) stated that research has shown that there is a relationship between the increased use of computers and learning outcomes that benefits both the teacher and student in the academic process.

## 1.2 Statement of the Research

There is a lack of the study about the perception of smart phone use in schools, especially in Riau, which indicates that research in this area needs to be further investigated. Among such limited focuses research conducted by Afifah Rahma (2005), which focuses on exploring the effect of smartphone use in schools, the negative and positive impacts of smartphone usage during the

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learning process, and negative impacts of students' inability to use smartphones properly.

Then, another research was conducted by Hanifa (2018) about teacher perception on smartphone restriction for students at SMP N 8 Madiun. Her study has largely focused on exploration of the effects of smartphone use on students in school, not many have used the teacher's perception directly about smartphone restrictions in schools. In her study Hanifa wanted to explore teachers' perceptions regarding the restrictions on the use of smartphones in SMPN 8 Madiun. Her study has not used teacher perceptions directly, but focused on the influence of the smartphone usage. Many previous researches focused on exploring the theory, namely the positive and negative impacts of a smartphone usage, and not many researchers have focused on teachers' perceptions of smartphone use.

In the context of this study, one of the problems at SMA N 1 Bangkinang Kota is about the boredom of the students because the techniques used by the teacher are not really interesting, especially in using ICT to support the implementation of K-13 curriculum. There are many students who got sleepy when their teachers presented the learning materials. It may be because the teachers did not apply appropriate strategies in the classroom. It is necessary for English teachers to make English activities more interesting and motivating. This requires, teachers to be more creative in using ICT to support their teaching.

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Actually, the teachers have tried to apply some ICT-based strategies in teaching English subjects to the students. They tried to be more creative in using any materials by recycling them to become interesting and innovative ones for teaching English subject. However, the teacher's efforts were still not really helpful in students' English learning. Many students got bored in learning English in the classroom and felt monotonous learning condition.

In this case, the teacher should add new ways to solve those problems. Besides, the teacher should be creative and innovative to make their students understand what they learn. One option is that teachers can use smartphones to improve to the process of teaching English subjects. However, the teachers' at SMA N 1 Bangkinang Kota have many various perceptions of the use of smartphones when teaching and learning, especially in English subjects for all levels.

One problem that came from the teachers is that not all the teachers can use smartphones because of their old ages. Some of the teachers expressed their perceptions about using smartphone, some of which are negative impact and positive impact of smartphone usage during the learning process. The negative impact emerged because students could not use smartphones properly. This study does not focus on the use of smartphone usage in the classroom directly but focuses on the teachers' perception of using the smartphone in the teaching and learning process of English lessons.

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In this study, the researcher aims to understand more deeply about the teachers' perceptions. Thus, based on the explanations and phenomena above, the researcher explored teachers' perception of using smartphone in teaching and learning English at SMA N 1 Bangkinang Kota.

### 1.3 Limitation of the Research

There are plenty of problems covering in qualitative research and those problems are obviously needed to be limited to focus and find the intended goals of its investigations. Educational researchers as Singh et.al (2006, p.48) note that "any research will always be limited by several constraints". Then, it is impossible to carry out a research covering all problems in terms of sample size, time limitation, energy, finance, administrative stuff, etc.

This research is focused on exploring teachers' perception of using a smartphone in teaching and learning English at SMA N 1 Bangkinang Kota. The limitation is based on the facts that the researcher got during the observation. In fact, SMAN 1 Bangkinang Kota has technological tools but the English teacher could not optimize those facilities, such as using smartphone in teaching and learning English. Using media in the teaching and learning process need a lot of preparation. Therefore, the researcher focused to explore and investigate the use of smartphone and also the teachers' perception of using smartphone as a media in teaching and learning at SMA N 1 Bangkinang Kota.

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**1.4 Research Questions**

Based on the theoretical outlines and the previous relevant researches, this study attempts to answer the following research questions, as follows:

1. What are the teacher perceptions of using a smartphone as a media in teaching and learning English subjects at SMA N 1 Bangkinang Kota?
2. Why did the teachers have such perceptions about the use of smartphone as a media in teaching and learning English subjects at SMA N 1 Bangkinang Kota?

**1.5 Purpose and Objective The Research**

The main purpose of this study is to discover teacher perception of using smartphone in teaching and learning English subject at SMA N 1 Bangkinang Kota.

But, in particular, the following points have been stipulated as the objectives of this research:

1. To explore and investigate English teachers' perception of using a smartphone as a media in teaching and learning English subject at SMA N 1 Bangkinang Kota.
2. To find out the factors affecting the teachers' perceptions of using a smartphone as a media in teaching and learning English subjects at SMA N 1 Bangkinang Kota.



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## 1.6 Significance of the Research

This research is significant in the following three ways:

### 1. Theoretical significance

This research contributes to the development of theoretical knowledge or concepts relating to the use of ICT, especially smartphones in the process of teaching and learning English, which is still controversial among teachers and decision makers or policy maker. It is expected to add to the discussion about developing better framework regarding the use of smartphones in teaching and learning English as a foreign language.

### 2. Practical significance

#### a. For the Teacher

- 1) This research helps the teacher to get more information about using smartphone in teaching and learning English subject.
- 2) This research is expected to give insights for teachers about using smartphone as an alternative media or tool in teaching and learning English subject.
- 3) This research provides information about the impacts of negative and positive perceptions of using smartphone in teaching and learning English subject.

#### b. For the Students



- 1) The research contributes information about learning strategies that make students more energetic when they are learning English subject.
  - 2) The research provides practical understanding to students about effective ICT usage in learning English by using smartphone by the teachers.
  - 3) This research is expected to offer ways to make the students more enthusiastic in learning English.
3. Policy significance
- a. This research on tributes to policy making decisions about using smartphones in learning English that smartphone usage is very helpful for teachers in teaching and learning activities
  - b. This research can give general knowledge for policy formulation based on teachers' perceptions of using smartphone in teaching and learning English subject.
  - c. This research triggers formation of educational policy for SMA N 1 Bangkinang Kota in promoting safe and constructive approach to the use of smartphone or other technologies, supporting the process of teaching and learning English at the school.

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## 7 Definition of Key Terms

It is crucial to define the terms used in a research. Sigh, et.al (2006), it is probably true that not everyone has the same understanding of terms used in a study. A certain key term or a broad concept can mean different things for different people in different cultures. There are some operational terms employed in this study; therefore they are substantially important to be defined clearly to avoid misunderstanding.

The terms used in this research were cited from scientific works and references. Each of the key terms is defined, as follows:

1. **English teachers.** The word ‘teacher’ refers to someone whose job is to teach in a school or college (Cambridge, 2005, p. 1.331). This term is also relevant to English instructors whose professional professions based on their related education background. In this study, the term English teacher refers to a teacher who teaches English as a school subject at SMA N 1 Bangkinang Kota.
2. **Perception**  
Sobur (2003:446) defines perception as a process to make someone to be aware of everything in their environment through their selftool of senses.
3. **Smartphone**  
Cambridge dictionary (2020) defines smartphone is a mobile phone that includes advanced functionality beyond making phone calls and sending text messages. Most smartphones have the capability to display photos,

play videos, check and send e-mail, and surf the Web. Modern smartphones, such as the iPhone and Android based phones can run third-party applications, which provides limitless functionality.

### 1.8 Organization of the Thesis

This thesis is organized into five chapters. Chapter I is the Introduction, which presents the background of the research, statement of the problem, limitation of the problem, purpose and objectives of the study, research questions, significance of the study, definition of terminologies and organization of the thesis.

Chapter II is the Literature Review, which presents a general review of relevant literature and previous research related to this research. This chapter discusses the general concepts of the teacher perceptions of using smartphone as a media in teaching and learning English subjects.

Chapter III consist of Methodology, which presents the argument and justification of the selection of research design, methods of data collection, research instrument, participants and location of the research, also data analysis.

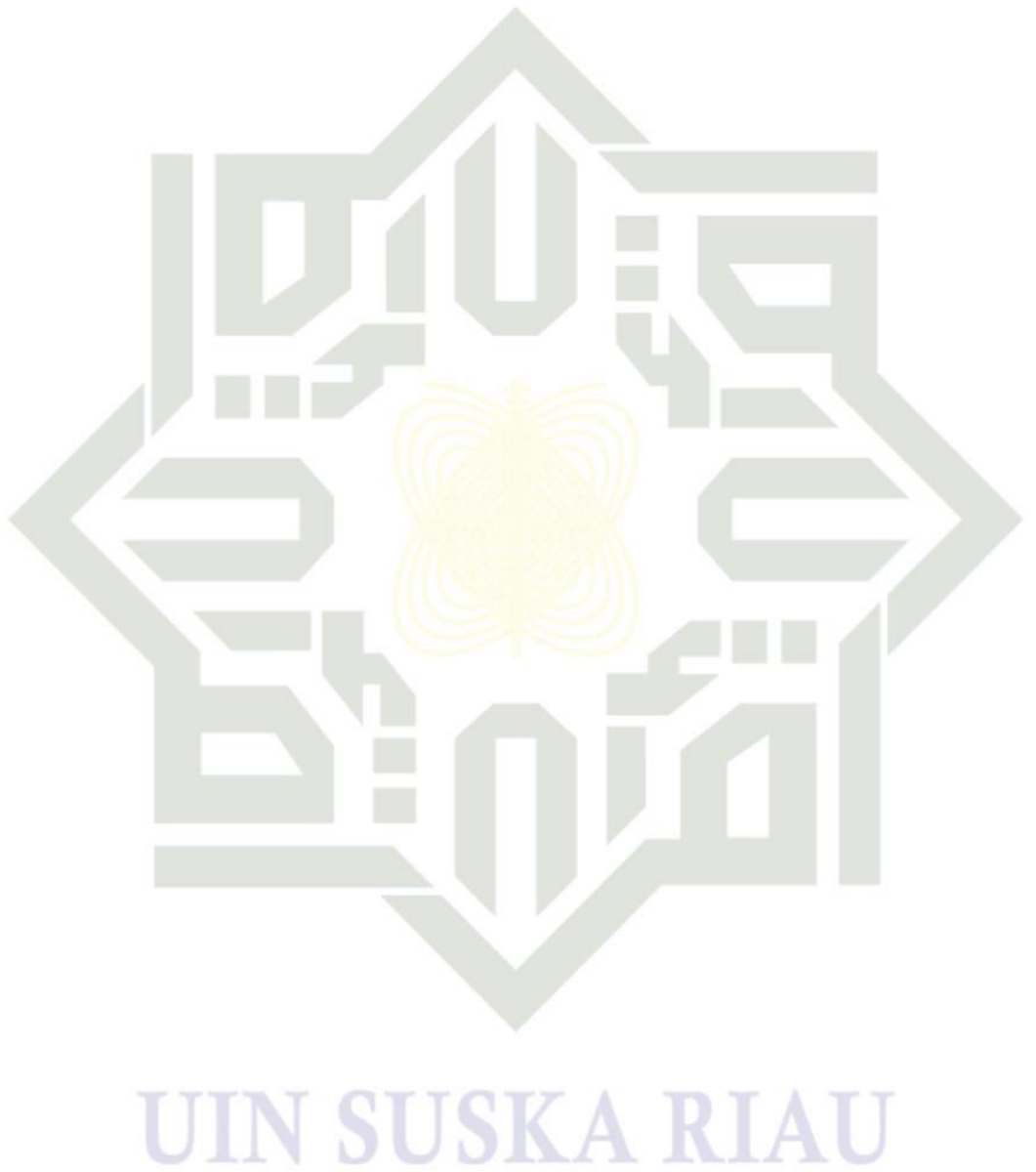
Chapter IV presents Findings and Discussion of this study. It presents evidence from result of data analyses that generate findings of the research and discuss findings by relating them to recent and current work and refernces about teachers' perceptions of using smartphones in teaching and learning English.

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The last chapter, Chapter V, outlines the conclusions of this study, delineates, limitations of the study, and implication for future research.



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## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2. Literature Review

##### 2.1.1 Definition of Perception

Perception is a cognitive ability. It means that, at the beginning of the formation of perception, people who have to determine what would be considered. Awareness will also affect the perception (Shaleh, 2009, p. 113-114). According to Walgito (2004, p. 87-88), perception is a process preceded by the individual through the senses. Furthermore, Sarwono (2010, p. 86) argues the perceptions can make conclusions about it can be see and hear and try to make a best guess. There are three main characteristics that affect its perception of other people.

There are three perceiver specific factors that impact on perception with the object of perception (Ningsih & Fata, 2015). There are familiarity, mood and self-concept. The first one is familiarity with the object of perception. The second is mood, it is another important factor that affects the way we perceive others. The last is the self-concept of the perceiver is also a critical determinant of perception. Perception is also influenced by certain characteristics that are specific to the person who is perceived. On the most important target-specific characteristic include height, weight, estimated age, race and gender. This is a very significant factor that influences the impression that is formed about someone by an individual.

According to Allott, R (2001) in his book entitled “*The Natural Origin of language*” perception in language learning context is look at how you can see beautiful faces, sights and objects and change our stress levels. It even deals with the idea whether we would have grown differently if we lived in Asia or in North America. Visual perception is a factor in learning the concepts of different cultures and traditions. Cope and Ward (2002) defined that teachers’ perception in technology include ‘how’ and ‘what’ effects technology can bring students, for instance, whether students can manipulate language with specific software and interacts directly with the computer. Likewise, teachers also can identify the potential of technology to motivate students.

Sobur (2003:445) in his book mention that the word perception was derived from Latin word “*perceptio*”, that coming from “*percipere*”, which has meaning receiving or taking. For more details about the perception, it would be cited several definitions proposed by some experts: According to DeVito (in Sobur, 2003:445) perception is the process of awareness on the existing stimulus that might be affected on the tool of senses. Gulo (in Sobur 2003:446) defined that perception as a process to make someone to be aware of everything in their environment through their own tool of senses. According to Prawira (2012:63) perception is a process that starting by sensing the stimulus that received by receptor then to go through psychological process in the brain that caused someone be aware of the stimulus. Rahman (2004:89) defined that perception as a process of joining and organizing the data from the tool of senses to change it into

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something to help us be aware of the environment. Depend on Atkinson (in Wardiana, 2004:103); perception is a process of organizing and interpreting the system of stimulus in environment. Rakhmat (in Sobur 2003:446) said that perception is someone's experience of certain objects, events, or relationships obtainable by conclude the information and interpret a message.

There are two factors that influence the perception; there are internal and external factors. Internal factors are influenced by the perception from the individual, i.e. physiological, attention and interest (Ismail & Fata, 2016). External factors are the characteristic of the environment and the subject involved. It changes a person's view towards surrounding and on people's feeling or acceptance.

According to Walgito (2004, p. 97-98), external factors are influenced by the perception like consistency of shape, consistency color and consistency of size are described below. Ward et al (2015, p. 73) has described perception as "the process of recognizing, organizing, and interpreting sensory information". This is especially so in education, for example between teachers and technology. Taiwo (2009, p. 75) has shown that the level and degree of technology usage depends on the way that teachers view the role of technology in classroom teaching, when teachers form an impression which is favorable or otherwise, depending on specific traits the teachers attribute to the various media. The perceptions of teachers are needed in the process of implementation of technology in teaching-learning. Taiwo (2009, p. 75) also discovered that a teacher's perception of

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technology is “predicated upon what they feel technology can do in the teaching-learning process”.

Perceptions are interpretation of things into meaningful thought based on prior experiences in which their attitudes normally reflected into their behavior. Different researchers studied perception of teachers on effect mobile phone use to students who have access to mobile phone in schools (Swarts & Wachira, 2010; Crassa 2012; Kihwele & Bali 2013), and findings showed that teachers have negative attitude towards allowing students to use mobile phone (Kafyulilo, 2012).

There are several definitions of perception put forward by the researchers, one of which is offered by McShane & Glinow (2008). According to him, perception is the process of receiving information and making sense of the world around us. It entails deciding which information to notice, how to categorize this information, and how to interpret it within the framework of our existing knowledge. In other words, perception is the process of receiving information and stimuli from the surrounding environment, then interpreting the information and categorizing it in the framework of knowledge appropriately.

Boulton (1997) describes the term *perceptions* as attitudes, behaviours, self-beliefs and/or views that a person has developed towards anything. Having considered Boulton’s description as applied to this research work, teachers perceptions can be referred to the attitudes, behaviours, self-beliefs, views and the understanding that teachers hold towards the use of ICT in education.

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Teachers' perceptions explain the beliefs that teachers have about the relevance of integrating ICT into teaching and learning, and the perceived obstacles that are associated with using ICT in Education (Hutchison & Reinking, 2011). Furthermore, teachers' perceptions in using smartphone can tell about the teachers' beliefs, including their self-efficacy on smartphone usage into teaching and learning. According to Wang (2002), the teachers' perception on the use of smartphone can be explained as the way in which teachers' regard, understand and interpret the use of technology in teaching and learning.

Toha (2010) argues that perception is more complex and broad compared to the sensing process because perception includes difficult interactions from selection, compilation and interpretation activities. But perception also depends on sensing which then occurs as a cognitive process of filtering, simplifying, and changing or perfecting the information received.

Based on the definitions above, it could be concluded that perception as an interconnection of brain process in understanding the data in form of stimulus that catch by the tool of sense and it affected of certain factor in conclude and interpret the message and information. In short, perception means perceiving, i.e., giving meaning to the environment around us. It can be defined as a process which involves seeing, receiving, selecting, organizing, interpreting and giving meaning to the environment.

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**2.1.1.1 Process of Perception**

## 1. Selection

It's defines selection as the stimuli that we choose to attend to. This is the part of perception where we block most other stimuli and focus on the ones that stand out most to us.

## 2. Organization

This is defined as the step when we arrange the information that we have selected in a meaningful way. In our brains, we have 'files' where we store things that we have learned. This is the point in the process when we decide where each stimulus goes. This is also the step in which stereotyping is categorized. In other words, the information that selected must be arranged in some meaningful way to make sense of the world through four types of schema to classify information and punctuation, which is the determination of causes and effects in a series of interactions.

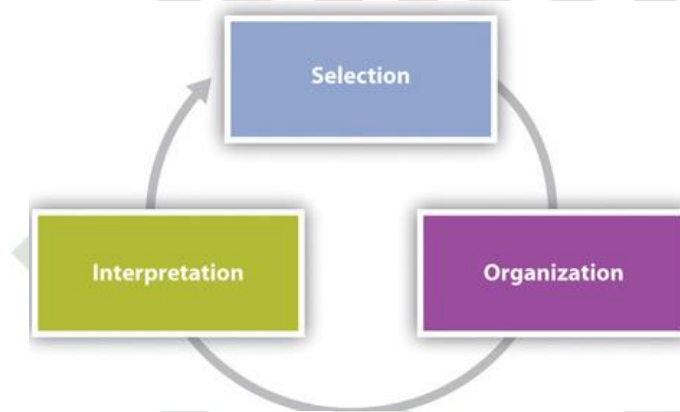
- a. Physical constructs classify people according to their appearance.
  - b. Role constructs use social positions to organize perceptions.
  - c. Interaction constructs focus on social behavior.
  - d. Psychological constructs refer to internal dispositions
3. Interpretation

Interpretation means when we interpret the things that make sense to us in some sort of way. It is plays a role in virtually every interpersonal

act, once we have selected and organized our perceptions and when several factors have been taken into consideration.

- a. Relational satisfaction affects how positively one perceives their partner.
- b. Expectations shape interpretations.
- c. Assumptions about human behavior lead to interpretations.

**Picture 2.1**  
**The Perception Process**



### 21.1.2 Measuring Perception

Perception is not the mental process for the measurement; it is the natural ideology and natural thinking. It has sensible approach for the carrying out the requirement of the mind in the line with our thinking a natural intuition will certainly help for carrying out the life of perception. Based on Luyckx et al (2008), to measuring the perception the researcher should be consider a multi-faceted scale on the status of career identify development such as identification or commitment, commitment making, exploration in depth, exploration in breath, and ruminative exploration.

There are three aspects to measuring perception:

- 1) The independent variables, it is including the characteristics of the environment (size, shape, length color and other physical characteristics of the objects phenomena perceived). The condition under which an objects is perceived, psychological process, state and other psychological phenomena accompanying the process of perception (learning memory, motivation, attention, emotion, and communication etc.)
- 2) Way of stimulating perspective reactions. Stimulating the verbal reports of the test on their own feelings (for example, the researcher suggests the subjects verbally determine the length of time between the two beeps or set, the color was visually perceived objects of the same or different), stimulating motor reactions by appropriate instructions (press the buttons on the unit for measuring the latent periods of reactions), stimulating choice reactions (e.g. the researcher specifies the sample size or color of the objects that it perceives after the reference).
- 3) Aspects of the (property) of perceptions studied by experimental and other empirical methods. Universal and individual limits in the definition based on the perception of certain physical characteristics of the stimulus, restrictions on the distinction between the physical (and other) performance incentives; individual characteristics studied perceptual experiences, the ratio of internal (psychological) measuring an individual

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scale with the changes of the physical characteristics of the measured object.

According to Sugianto (2009) Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has been specifically determined by the researcher, hereinafter referred to as the research variable. According to Azwar (2010), perception measurement can be done using a Likert scale, with the following categories:

1. Positive statement / negative statement
  - a. Strongly agree: SS
  - b. Agree: S
  - c. Not agree: TS
  - d. Strongly disagree: STS
2. Perception measurement criteria
  - a. Perception is positive if the T value obtained by respondents from the questionnaire  $> T$  Mean
  - b. Perception is negative if the T value obtained by respondents from the questionnaire  $\leq T$  Mean

According to Irwanto (1986) quoted from the Palace (2006) in terms of individuals after interacting with perceived objects, the perception results can be divided into 2, namely:

1. Positive perception

It is a perception that describes all knowledge (whether or not you know it, whether you know it or not) in the response that continues to be utilized.

Negative perception

It is a perception that describes all knowledge (whether or not you know it or not) and responses that are not in harmony with the perceived object.

Measuring perceptions is the same as measuring attitude. Although the material being measured is abstract, it is scientifically sound and perception can be measured, where attitudes toward objects are translated in the numerical system. The two methods of attitude measurement are the *Self Report* and measurement of *Involuntary Behavior*.

1. Self-Report is a method by which answers are given can be an indicator of one's attitude. But the weakness is if the individual does not answer the question asked then no can know his opinion or attitude.
2. Involuntary Behavior is done if you wish or canis done by respondents, in many situations of measurement accuracy attitudes influenced the willingness of respondents (Azzahy, 2010). When referring to the above statement, it measures perceptionis almost the same as measuring attitude, then the attitude scale can be used ormodified to reveal perceptions so that it can be known whether a person's perception is positive, or negative about an object or object.

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### 2.1.1.3 Components of Perceptions

According to Alan Saks and Gary Johns, there are three components to perception.

#### 1. The Perceiver

Perceiver is the person who becomes aware of something. Thus, there are several characteristics of the perceiver can affect perception. When an individual looks at a target and attempts to interpret what he or she, that interpretation is heavily influenced by personal characteristics of individual perceiver.

- Knowing oneself makes it easier to see others accurately.
- One's own characteristics affect the characteristics one is likely to see in others.
- People who accept themselves are more likely to be able to see favorable aspects of other people.
- Accuracy in perceiving others is not a single skill.

These four characteristics greatly influence how a person perceives others in the environmental situation.

#### 2. Target

This is the person who is being perceived or judged. "Ambiguity or lack of information about a target leads to a greater need for interpretation and addition".

Characteristics in the target that is being observed can affect what is perceived. Physical appearance plays a big role in our perception of others.



Extremely attractive or unattractive individuals are more likely to be noticed in a group than ordinary liking individuals. Motion, sound, size and other attributes of a target shape the way we see it.

Physical appearance plays a big role in our perception of others. The perceiver will notice the target's physical features like height, weight, estimated age, race and gender.

Perceivers tend to notice physical appearance characteristics that contrast with the norm, that are intense, or that are new or unusual. Physical attractiveness often colour our entire impression of another person. Interviewers rate attractive candidates more favorably and attractive candidates are awarded higher starting salaries.

Verbal communication from targets also affects our perception of them. We listen to the topics they speak about, their voice tone and their accent and make judgments' based on this input. Non-verbal communication conveys a great deal of information about the target. The perceiver deciphers eye contact, facial expressions, body movements, and posture all in an attempt to form an impression of the target.

The perceiver, who observes the target's behavior, infers the intentions of the target. For example, if our manager comes to our office door way, we think "oh no! He is going to give me more work to do". Or we may perceive that his intention is to congratulate us on a recent

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success. In any case, the perceiver's interpretation of the target's intentions affects the way the perceiver views the target.

Targets are not looked at in isolation, the relationship of a target to its background influences perception because of our tendency to group close things and similar things together. Objects that are close to each other will tend to be perceived together rather than separately. As a result of physical or time proximity, we often put together objects or events that are unrelated. For examples, employees in a particular department are seen as a group. If two employees of a department suddenly resign, we tend to assume their departures were related when in fact, they might be totally unrelated.

People, objects or events that are similar to each other also tend to be grouped together. The greater the similarity, the greater the probability we will tend to perceive them as a group.

### 3. The Situation

The situation also greatly influences perceptions because different situations may call for additional information about the target. The situation is related to the interaction between the perceiver and the target takes place has an influence on the perceiver's impression of the target. The strength of the situational cues also affects social perception. Some situations provide strong cues as to appropriate behavior.

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**2.1.1.4 Aspects of Perception**

According to Baron and Byrne, also Myers in (Gerungan, 1991: 28)

states that aspects of perception are:

- a. Cognitive Components (perceptual components), namely components that are relating to knowledge, views, beliefs, namely things that are relates to how people perceive the object of attitude.
- b. Affective component (emotional component), that is component relates to feeling happy and unhappy with the object of attitude. Happy feeling is a positive thing, whereas easa is not happy is a negative thing.
- c. Conative component (behavioral component), that is component which related to the tendency to act on the object of attitude. This component shows the intensity of attitude, which shows great the small tendency to act or behave someone towards the object of attitude.

In essence attitude is an interrelation of various components where

according to Allport there are three components, namely:

- a. Cognitive Components are components that are composed on the basis of knowledge or information a person has about an object his attitude. This knowledge will then form a belief certain about the object of that attitude.
- b. Affective components are components related to taste happy and not happy. Its evaluative nature is closely related with cultural values or value systems they have.



- c. Conative component that is a person's readiness for conduct related to the object of his attitude.

In addition, Walgito (1993, p. 52) suggests that aspects affect perception

- a. Aspects of cognition related to the recognition of event objects, relationship obtained because of the receipt of a stimulus.
- b. Affection is which related to emotions.
- c. Conative aspect related to will, organizing and interpreting a stimulus that causes the individual to behave, behave according to the excitement that is interpreted.

Based on explanation above, the researcher was used the three aspects from Baron and Byrne (1991) to investigate the English teacher perception of using smartphone in teaching and learning at SMA N 1 Bangkinang Kota.

#### 2.1.1.5 Indicators of Perception

According to Robbin (2003: 124-130), there are two indicators of perception types, namely:

- a. Reception.

The acceptance process is an indicator of the occurrence of perception in stages physiological, namely the functioning of the senses to capture stimuli from the outside.

- b. Evaluation

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Stimuli from the outside which had been captured by the senses, it was evaluated by individuals. This evaluation is very subjective. One individual assess an excitement as something difficult and boring. But other individuals rate the same excitement as something nice and fun.

According to Hamka (2002: 101-106), there are two kinds of perception indicators, here is:

- a. Absorbing, namely the stimulus that is outside the individual is absorbed through senses, enter the brain, have a place. This is where the process occurs analysis, classified and organized with experiences previously owned individuals. Because of that absorption individuals are different from each other despite its stimulus absorbed the same.
- b. Understand or understand, namely indicators of perception as a result classification and organization process. This stage occurs in the psychic process.

Based on indicators above, the researcher concludes that perception indicators can be presented as follows:

According to Robbin:

- a. Reception / absorbtion.
- b. Evaluation

According to Hamka:

- a. Absorbing
- b. Understand / understand

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According to Bimo Walgito:

- a. Absorbing
- b. Understand / understand
- c. Assess / evaluate

#### 2.1.1.6 Factors that Affect Perceptions

Rakhmat (2007) states that there are the elements that have an effect on and make a contribution to determine the perception. This aspect consists of purposeful or personal elements and structural factors. In greater element, the rationale of purposeful or non-public elements encompass the desires, reviews, past, motivations, hopes, goals, interest, emotions, values , memory and mood. Meanwhile, the structural elements which includes physical stimulus and the neutral results that paintings in the worried machine.

Bimo Walgito (2004) suggests that factors affect the perceptions, here are:

- 1) The object that is perceive; stimulus objects raises the sensing devices or receptors. Stimulus come from the outside the individual who percive. But it is also come from with individuals who are directly concerned about nerve recipients who works as a receptor.
- 2) Tool senses, nerves and the central nervous system. Sense organ or receptor is a tool to receive stimulus. In addition, there must also be a sensory never as a tool to continue the stimuluces receiced receptors to the central nervous system, the brain as the center consciousness.



### 3) Attention

To realize or to conduct perception attention is needed, which is a step first as a preparation in order to hold the perception. Attention also centralization or concentration of all individual activities shown to something or set the objects.

There are individual differences in perceptual abilities. Two people may perceive the same stimulus differently. Here are that factors:

#### 1) Perceptual learning

Based on past experiences or any special training that we get, every one of us learns to emphasize some sensory inputs and to ignore others. For example, a person who has got training in some occupation like artistry or other skilled jobs can perform better than other untrained people. Experience is the best teacher for such perceptual skills. For example, blind people identify the people by their voice or by sounds of their footsteps.

#### 2) Mental set

Set refers to preparedness or readiness to receive some sensory input. Such expectancy keeps the individual prepared with good attention and concentration. For example, when we are expecting the arrival of a train, we listen to its horn or sound even if there is a lot of noise disturbance.

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#### 3) Motives and needs

Our motives and needs will definitely influence our perception. For example, a hungry person is motivated to recognize only the food items among other articles. His attention cannot be directed towards other things until his motive is satisfied.

#### 4) Cognitive styles:

People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation. It was said that the people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than or people at the constricted end.

According to Stephen P. Robbins (2003: 170-171) a number of factors play a role in shaping and sometimes turning perceptions. These factors can be in the perception party, in the perceived object or target, or in the context of the situation in which the perception was made. He also stated the perception factor was influenced by personal characteristics such as attitudes, motivations, interests or interests, experiences and expectations.

Other factors that can determine perceptions are age, level of education, socioeconomic background, culture, physical environment, work, personality, and life experiences of individuals.

### 1) Perceiver

An individual looks at a target and tries to interpret what he sees, and then the interpretation is influenced by the personal characteristics of the perpetrator's own perception. Among the personal characteristics that influence perception are attitudes, motives, interests or interests, past experiences, and expectations.

### 2) Target

The characteristics in the target to be observed can influence what a person perceives. Movement, sound, size, and other attributes of the target shape the way we look.

### 3) Situation

The time of perception of an event can affect perception, as well as location, light, heat, or other situational factors

Based on the explanation above, the researcher was used the factors that affect teacher perceptions in this research from P. Robbins (2003). It was perceiver, target and situation.

## 2.1.2 Definition of Mobile

The word "mobile" has a storied history in the computer world. The term was initially used in the 1980s to describe computers that you could take with you and use while you were on-the-go. These devices eventually became small and light enough to fit on your lap and were known as laptops. For many years,



"mobile" differentiated between desktop computers and their portable counterparts.

Then, came to the smartphone that purred by the release of the first iPhone in 2007. Mobile phones evolved into small computers that could surf the web, send email, and run different apps. The IT community started using the word "mobile" to describe cell phones as well as computers.

Next came to tablets. These lightweight touch screen devices, which are even more portable than laptops, introduced a new mobile category between laptops and smart phones. "Mobile" evolved into an umbrella term that now describes laptops, tablets, and smart phones.

### 2.1.3 Definition of Mobile Phone

Mobile phone was that one a smartphone that generally has several of the functionalities of a laptop. It was associate upgrade from the first mobile that was principally accustomed text and create decision. These phones have operational systems which will run totally different applications. As is normal with several smartphone nowadays, users will visit the Google play store or the app store for iPhones to transfer applications. Smartphones are smart phones that have such capabilities computer. A smartphones are classified as high end mobile phones which is equipped with mobile computing capabilities. With mobile computing capabilities, the smartphones have the ability which can not be compared to a normal cellphone.

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Smartphone first appeared is a combination of personal functions digital assistant (PDA) with a mobile phone or telephone with camera. Along with its development, smartphones are now too has a function as a portable media player, low end digital compact camera, pocketed video camera and GPS. Modern smartphones too equipped with a high resolution touchscreen display, capable browser full web display like on PC, and WiFi and internet data access broadband.

According to Shanti and Babu (2013) concurred that cell phones were used earlier for a symbol of standing. However, currently it's become a necessity for the day these days life and may be employed by everybody. Mobile phones are used additional during this society because of the influence it's creating in human to speak on a routine. The research from (Ling, 1997; Murtagh, 2002; Campbell & Russo, 2003; Rice & Katz, 2003; Campbell, 2004) shows that mobile phones may be employed in any places like moving picture theaters, grocery stores, restaurants, buses and trains to message somebody, create a decision, email, search info, take photos, use map etc.

A mobile device can be defined as a small handheld computer that has a touch display or a small keyboard for text input. Mobile phones, smartphones, tablet computers, eBook readers, personal digital assistants (PDAs), and other similar devices can all be defined as mobile devices (Kukulka-Hulme, Sharples, Milrad, Arnedillo-Sanchez, & Vavoula, 2009). Although handheld devices have been available commercially since Apple Computer released the Apple Newton

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Message Pad in 1993, Palm Inc. released the Palm Pilot in 1996, and Microsoft Corporation released the Tablet PC in 2001.

Attwell and Hughes (2010) also reported that industrial predictions of sales of smart phones and ability to access internet services would surpass that of ordinary mobile phones by March, 2011 in Tanzania and there would be diverse application of them in social services. In Tanzania for example, public health providers are reported to have positive attitude in the use of mobile phone disseminating clinic based information via SMS (Genuchten, Haring, Kassel & Yakubi, 2012). Mobile Phone Applications for Public Health revealed that at least eight organizations are using mobile phones and this technology appears to offer great potential for the training of health care workers, especially in the absence of computers and internet access for students (Nartker et al., 2009).

Apart from health sector, mobile phone has been used for income generating activities such as agriculture, fishing, tourism, livestock keeping (Hassan & Semkwiji, 2011). According to Daher (2010) mobile phone can bring about open situations and actual surroundings and enable student learning activities characterized by communication, collaborative knowledge building, observation, and innovation. However, using mobile devices students are able to construct useful knowledge in real situations (Daher, 2010). This turns the mobile devices into powerful asset in the hands of students.

Olson et al., (2011) pointed out that, mobile phone (smart phones) can be used by students in the classroom as a virtual clicker, games or quizzes by using

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text messaging interfaced to an instructor's computer or phone. The mobile phones have proven to be useful in teaching in most projects, such as that of Bridge-IT where Urassa (2013) reported that mobile phones gave the opportunity to pupils to learn the concepts through images, pictures and diagrams which resulted from the fact that pupils gave value to the subject content.

Currently, in line with Pecherzewska & Knot's findings (2007) concerning m-learning in general, the majority of MALL activities appear to make use of mobile phones. Although Collins (2005) outlines very clearly how such activities could take advantage of what these devices offer, the most frequent seem to employ text messaging for vocabulary learning (Andrews 2003, Levy & Kennedy 2005, McNicol 2005, Norbrook & Scott 2003, Pincas 2004), and quizzes and surveys (Tomorrow's Professor Listserv 2002, Norbrook & Scott 2003, Levy & Kennedy 2005, McNicol 2005). As a result of a poll that revealed an overwhelming majority (99%) of 333 Japanese students regularly sent and received email via their mobile phones in preference to using desktop PCs or PDAs, mobile-based email had been used to promote vocabulary learning (Thornton & Houser 2005). Students have also been encouraged to use mobile phones to access web-based video clips explaining English idioms (Thornton & Houser 2005). Some researchers into the use of m-learning for language learning purposes have moved towards defining ways in which mobile devices can support language learning communities of practice when their members are separated by distance.

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Petersen & Divitini (2004) bring together mobility of person with the ways in which mobile devices can be used to empower language learners. For instance, they suggest, a language learner visiting a target culture (say, a ‘year abroad’) could use mobile technologies to capture and share their experiences in that culture with a community of practice (e.g. language learners) at home. In other words, they create their own content either to satisfy their co-learners’ request for specific information or to share material that seems to them in some way useful or relevant to the needs of the community of learners. This is a very different approach from that taken by Dias (2002) and City College Southampton (JISC 2004); those studies asked users to create content on a media board in response to an activity defined by the teacher; Petersen and Divitini suggest that learners define what material they need and create content based upon that, sharing that content via mobile devices. It is noteworthy, however, that although Petersen & Divitini’s emphasis is still on informal or “unofficial” as they term it (2004, p.172) materials, the types of activity in which they expect learners to take part - they suggest learners might share audio and video clips as well as URLs - do not include oral interaction.

Learning English involves memorizing and practicing a large vocabulary and numerous grammatical structures. Vocabulary learning is a key aspect of learning English, because vocabulary comprises the basic building blocks of English sentences. For this reason many studies have attempted to improve both efficiency and performance in the learning of English vocabulary. (Chen & Chung

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2008) Collins (2005) outlined a variety of content that can be developed for language learning by using mobile phones' capabilities.

Some of them were waiting to become available in 2005, but today these features are present:

- Read-along, recorded audio stories with the ability to follow printed text while listening to develop both listening and reading skills
- Picture dictionaries with illustrations of common objects and actions, plus audio playback of the new language and translations into users' languages
- Phrase books for travellers
- Preparation for tests
- Ability to integrate a wider variety of media, including animation and short video
- Ability to submit sound files for evaluation of pronunciation and speaking, including automated evaluation
- Establishment of learner communities for interactive learning using shared tools and content
- Ability to obtain location-specific content, using GPS technologies.

#### a. Mobile Phone as ICT Tool of Teaching and Learning

Mobile phone as a tool of teaching and learning can bring the positive impact in teaching and learning because it can allow students to interact with texts, pictures, videos and audios files (Urassa, 2012). For example Dyke and Knight (2012) pointed out that the BlackBerry Academic Program in UK provides educational resources that enable students to develop applications, manage BlackBerry devices and

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software, and learn more about BlackBerry technology. The key component of this program is teaching students to develop mobile applications to address real-world problems. Pedagogically students who can interact with those features are able to improve his or her learning process by visually processing the information and understanding it.

According to Daher (2010) mobile phone can bring about open situations and actual surroundings and enable student learning activities characterized by communication, collaborative knowledge building, observation, and innovation. However, using mobile devices students are able to construct useful knowledge in real situations (Daher, 2010). This turns the mobile devices into powerful asset in the hands of students. Olson et al., (2011) pointed out that, mobile phone (smartphones) can be used by students in the classroom as a virtual clicker, games or quizzes by using text messaging interfaced to an instructor's computer or phone.

The mobile phones have proven to be useful in teaching in most projects, such as that of Bridge-IT where Urassa (2013) reported that mobile phones gave the opportunity to pupils to learn the concepts through images, pictures and diagrams which resulted from the fact that pupils gave value to the subject content. While, resulted in long term retention of the pupils memories, this increase classroom interaction

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and motivation to learn. The Bridge-IT project carries out for selected primary schools: —*Bridge-IT's ... significantly increase the quality of teacher instruction and achievement among primary school students in standards 5 and 6 in math, science and life skills through the innovative use of cell phone and digital technology*” (Swartz & Wachira, 2010. p. 27). Schofield, West, and Taylor (2011) reported that mobile phone is truly students centered if the project or adoption of mobile phone gives access (opportunity to use) to both teachers and students, and pointed out that:

Portability (it is a hand-held devices and can influence learning to occur at anywhere and anytime), Connectivity (Linking to other learning such as through other people, devices or networks), Interactivity (enhances a cooperative learning environment), Context sensitivity (enables usage of a person's immediate context and surroundings), Lifelong (it is continuous) and Individuality (learning can be customized and based on previous learning experiences). (Schofield et al., 2011, p. 2)

The mobile phone in education can influence teaching and learning to be personal or self-paced, informal and formal, distance or blended learning, content contextually dynamic, social and constructive, ubiquity and mobility (Sharples, Taylor & Vavoula, 2007; Mtega, 2012). Liaw et al., (2010) pointed out some benefits of mobile phone

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which includes; mobile devices offer personal individualized connectivity, mobile connectivity improves collaboration via real-time that may lead to better decision making and mobile connectivity enhances users' orientation. These benefits are proved to be equally useful in improving the learning environment (Liaw et al., 2010).

#### **b. Perception of Teacher on Using Mobile Phone as Teaching Media**

Perceptions are interpretation of things into meaningful thought based on prior experiences in which their attitudes normally reflected into their behaviour. Different researchers studied perception of teachers on effect mobile phone use to students who have access to mobile phone in schools (Swarts & Wachira, 2010; Urassa 2012; Kihwele & Bali 2013), and findings showed that teachers have negative attitude towards allowing students to use mobile phone (Kafyulilo, 2012). For example Kihwele and Bali (2013) argued that, teachers said that students with mobile phones perform poorly and misbehave more often than students without mobile phone. Prohibiting students from using mobile phones was found to be challenging and most students who accessed mobile phones were given by their parents by being trusted as mature enough to have self-control; however, some respondents believe that female students are not supposed to get mobile

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phones as they are more likely to be influenced into having sexual relationships (Kihwele & Bali 2013).

Kihwele and Bali (2013) also point out that, there is a contradictory interest among students, teachers, and parents, where teachers restrict students to access mobile phone but most parents give their children the mobile phones. Kafyulilo (2012) studied the perception of teachers to use mobile phone as a tool and found that teachers indicate hesitance on mobile phone use because of their negative effects on students' behavior, there is undisputable truth that laptop, iPods, and other technology can as well have several negative outcomes to students if not used properly.

Therefore, the strategies that teachers use to overcome negative impacts of other technology should also be applied to mobile phones that are used for educational purposes. Trusting students is one step toward independent learning which is key concept in using mobile learning and it's time to open up on the value based training to our students, in so doing it gives an opportunity to strengthen moral behavior and building appropriate attitude in the cause of directing the appropriate learning experiences (Kafyulilo, 2012; Urassa, 2012; Kihwele, 2013).

Kafyulilo (2012) also observed that the students, pre-service teachers and college instructors were in favors of the use of mobile

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phones for learning, but the majority of in-service teachers were against it (p. 115). Thomas et al. (2013) surveyed 78 teachers to identify the cell phone features that they had used for school-related work. Of the 10 features identified, almost half reported using the camera, clock, alarm and timer (46.2%), and e-mail and texting (42.3%). Other features (Internet, calculator, apps, video recorder, and audio recorder, accessing social networks) were used less frequently. Thomas and O'Bannon (2013) studied 92 pre-service teachers' perceptions at Midwestern Liberal Arts University and found that the features of cell phones providing instructional benefits were the calculator (79.3%), Internet (77.2%), and the audio player (67.4%). The features they believed to be the least useful were texting (82.6%) and access to social networking (85.9%).

#### 2.1.4 Definition of Smartphone

In the past, mobile phones were mostly about making phone calls. They had a number pad, a digital phone book and a pick-up/hang-up button and not much more. Now a smartphones offer so much more, they're really fully-fledged computers that you can fit in your pocket. They can run programs and game, access the internet, send email and much more. Nearly all smartphones now use touchscreen controls.

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Instead of having hardware buttons like before, one side of the phone is taken up mostly by a touchscreen that you control using taps and gestures. There aren't even any number buttons; when you want to make a call, a number pad will pop up on the touchscreen. Becoming familiar with a smartphone can take a little bit of practice. But when you do become familiar with it, you'll find that a smartphone can do more than you ever thought possible on a mobile phone.

A smartphone can:

- Make voice
- Make video calls
- Access the internet and browse the web
- Take photos, and upload them to the web
- Navigate with GPS if the phone has GPS built-in
- Play back music and video stored on the phone (and connect to a PC to copy media to it)
- Manage your contacts and appointments
- Send emails
- Play in-built games
- Run new applications and games downloaded for the internet.

To get the most out of a smartphone, you need a mobile plan that includes data. This is not strictly a necessity - you can still use a smartphone without a data plan - but you won't be able to access the internet, download new applications and send emails without it. In some cases, you may not be able to use GPS navigation.

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Mitall and Mattela (2016) said smartphones are a class of mobile phones and of multi-purpose mobile computing devices. They are distinguished from feature phones by their stronger hardware capabilities and extensive mobile operating systems, which facilitate wider software, internet (including web browsing over mobile broadband), and multimedia functionality (including music, video, cameras, and gaming), alongside core phone functions such as voice calls and text messaging.

A smartphones typically include various sensors that can be leveraged by their software, such as a magnetometer, proximity sensors, barometer, gyroscope and accelerometer, and support wireless communications protocols such as Bluetooth, Wi-Fi, and satellite navigation. Early a smartphones were marketed primarily towards the enterprise market, attempting to bridge the functionality of stand alone personal digital assistant (PDA) devices with support for cellular telephony, but were limited by their bulky form, short battery life, and the immaturity of wireless data services; these issues were eventually resolved with advances in MOSFET (MOS transistor), lithium-ion battery and mobile network technologies. In the 2000s, NTTDoCoMo's i-mode platform, BlackBerry, Nokia's Symbian platform, and Windows Mobile began to gain market traction, with models often featuring QWERTY keyboards or resistive touch screen input, and emphasizing access to push email and wireless internet.

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Since the unveiling of the iPhone in 2007, the majority of smart phones have featured thin, slate-like form factors, with large, capacitive screens with support for multi-touch gestures rather than physical keyboards, and offer the ability for users to download or purchase additional applications from a centralized store, and use cloud storage and synchronization, virtual assistants, as well as mobile payment services. Improved hardware and faster wireless communication (due to standards such as LTE) have bolstered the growth of the smartphone industry. According to Don R. (2012) in the third quarter of 2012, one billion smartphones were in use worldwide. Global smartphone sales surpassed the sales figures for feature phones in early 2013.

Smart phones are mobile phones that have a computer-like function. According to William and Sawyer (2011), smartphone is a mobile phone with a microprocessor, memory, and built-in modem. Smartphone is a multimedia phone that resulting in a luxurious gadget, where there are camera, music players, videos, games, email access, digital television, GPS. The evolution of the times and technology the concept of smart phone continues to grow from year to year, as an advanced device. Smartphones are phones that does not have cables, internet access, can bring around and use anywhere (oxford dictionary, 2008). Smart phones in this era are needed, because the function of this smart phone can replace the computer function.

For example, if someone wants to find information in the smart phone can use application such as Google search. The functionality of the smart phone is as a

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tool for human beings in their daily work. The new discovery in terms of communication technology and the variety of smart phone usage, led to a change in the way a person views the use of smart phones. Inevitably, the school must make regulations regarding the phenomenon of the use of these smart phones. According to Mustafid (2016) smart phone can interfere with study concentration, makes the students dependent on existing features and applications, for example students who are dependent on calculator applications, if students have to calculate mathematics, chemistry and physics formulas, students use their smart phones to get the answers.

### 2.1.5 Using mobile phone (smartphone) in teaching and learning process

Most of the school have no electricity, computers, have inadequate materials and qualified teachers (MoEVT, 2007) and the problem of getting learning materials can be solved by employing ICT (Kalinga, 2008), and the available vulnerable ICT gadget is mobile phone (Swarts & Wachira, 2010). Mobile phone as a tool of teaching and learning can bring the positive impact in teaching and learning because it can allow students to interact with texts, pictures, videos and audios files (Urassa, 2012).

The mobile phone in education can influence teaching and learning to be personal or self-paced, informal and formal, distance or blended learning, content contextually dynamic, social and constructive, ubiquity and mobility (Sharples, Taylor & Vavoula, 2007; Mtega, 2012). Liaw et al., (2010) pointed out some

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benefits of mobile phone which includes; mobile devices offer personal individualized connectivity, mobile connectivity improves collaboration via real-time that may lead to better decision making and mobile connectivity enhances users' orientation. These benefits are proved to be equally useful in improving the learning environment (Liaw et al., 2010).

Mobile phone is which one of ICT, Wekke and Hamid (2013, p. 588) have stated that ICT can be accepted as a paramount part of the (new) education system that is turning into an ever increasing and more challenging system with new challenges in education, especially at the school level due to expansion of education and development of universal world standard education concepts plus information sharing and communication which are being discussed and addressed world wide. It has been noted by Valk et al. (2010, p. 118) that "ICT can empower teachers and learners by facilitating communication and interaction, offering new modes of delivery, and generally transforming teaching-learning processes".

Schoepp (2005, p. 2) had listed difficulties in integrating ICT into education especially into classroom instruction, which is a complex process where many difficulties may be encountered as 'barriers'. Balanskat et al. (2006, p. 50) have acknowledged that although teachers appear to recognize the value of ICT in education, difficulties nevertheless continue to be encountered during the process of integrating ICT into teaching-learning. The difficulties are primarily met by teachers as they are at the forefront of executing the integration.

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Bingimlas (2009) had concluded that lack of teacher confidence, lack of teacher qualifications, resistance to change and negative attitudes, lack of time, lack of effective training, lack of accessibility and lack of technical support act as barriers in the process of integration. Since the obstacles are centered on the teachers, Kurniawan (2014) wants to see them from the teachers' point-of-view. Mobile and especially smart phones are highly widespread among young population (Kalinicet, Arsovski, Stefanovic, Arsovski & Rankovic, 2011) and they are also frequently used by university students (Cheon, Lee, Crooks & Song, (2012); Park, Nam, W-M., Cha & Park, 2012). One of the most prominent reasons of this is that mobile phones have been preferred by the youth and university students as social communication media. For example, when you walk onto any university campus in Turkey, you can easily observe a majority of students carrying and using mobile phones.

According to Erikson (1998), the most important progress duty of university youth is to achieve a close interaction with the same or the opposite sexes because they have a tendency to achieve their social relations via technological devices as well. One of these devices is smart phone. Smart phones those provide internet access help students not only interact with each other but also serve them to have an ongoing communication (Moeller & Reitzes, 2011). It can be elucidated that the young prefer the applications that provide social interaction on the internet (Caplan, 2005; Ceyhan, Ceyhan & Gürcan, 2007; Deniz & Tutgun, 2010; Tutgun, 2009; Tutgun, Deniz & Moon, 2011).

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Other studies (Attewell, 2005; Chen & Kinshuk, 2005) have already shown that mobile technologies and phones have considerable potential to enhance teaching and learning across all education sectors.

Their impact on student mood, enthusiasm, motivation and progress is well-documented (Rau & Pei-Luen, 2006). On the other hand, Liaw, Chen, & Huang (2008) reported that in higher education mobilephones can provide course materials to students including due dates for assignments, information about time schedules, classroom changes, information exchanging and taking notes. Furthermore, a study conducted by Utulu (2012) in Nigeria revealed that mobile phones were used by students for communicating with lecturer in charge of the course, collecting data (recordings), and sending e-mails to lecturers and to access Online Public Access Catalogue and share knowledge.

In terms of language skills, students have frequently used mobile phones for years. For instance, vocabulary learning and retention (Ağca & Özdemir, 2013; Başoğlu, Akdemir, 2010; Liu & Chen, 2014), mobile dictionary integration (Pahimi & Miri, 2014) and storage of flashcards on mobile phones for vocabulary practice (Başoğlu, Akdemir, 2010) have been used. For extensive reading projects (Lin, 2014), e-books (Chang, Liang, Yan, & Tseng, 2013) and in-house reading materials (Wang & Smith, 2013) are among the preferred materials for students. Speaking, on the other hand as a productive skill, is studied with its voice recording function by the students (Baleghizadeh & Oladrostam, 2010) and listening with voice response system (Demouy & Kukulska-Hulme, 2010). Studies

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listening utilized audio books (Azar & Nasiri, 2014), multimedia formatted books (Chang, Liang, Yan, & Tseng, 2013), videos (Hsu, 2015) and audio players such as iPods and MP3 players (De la Fuente, 2014).

Stockwell & Hubbard (2013) says teachers have somehow perceived that learning with technology is private. Mobile learning is assumed to involve personal use of a device with less control over the students, which makes learning activities tend to frequently disturbed. On the other hand, according to Ahmad & Jafaar (2012) mobile learning has built students' self-regulated learning and motivation. Many issues need to be investigated when initiating new people into m-learning. Perceptions of technology are the main factors for the acceptance of this type of learning. Understanding the nature of the target user's use of their mobile device is very important. The data gathered can form the basis for m-learning project implementation (Spiegel & Rodriguez, 2016).

Bhuaisiri et al (2016) Teachers' and learners' perceptions of mobile technology have been identified as critical to the success of mobile learning. Briz-Ponce et al (2017) says the learners' perception of the adoption of new media can be clearly observed in a classroom setting. Perception of ease of use of mobile learning systems can positively predict the perception of usefulness among learners, and perceived usefulness is the key factor in learners' willingness to be guided through a system's learning process. Along with the students' perceptions, those of teachers and other school authorities will also greatly influence the adoption (Domingo and Gargante, 2016).

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Subash & Bapurao (2015) reported that the main uses for smartphones among students were communication, learning and entertainment. In resisting the use of mobile devices in the classroom, teachers and school authorities may argue that students will only be interested in entertainment. The resistance of teachers to integrating technology into the classroom is influenced by internal factors. Two factors in particular have been found to impact teachers' adoption of technology. Kebritchi (2010) tell the first established factor which plays a major role in the adoption of technology is the perception that it requires more effort to learn how to use new technology. The second influential factor is digital literacy. Osakwe et al (2017) his refers to the skills of teachers in using digital technology and integrating it into the learning environment. Although teachers' perceptions play a major role, students' access and their perceptions as the target users are still the main focus (Yusri and Mooney, 2017).

Dietz and Henrich (2014) found that since the increase of technology in the classroom (e.g., use of cell phones), there has been an increased report of a decline in overall grades and decrease in seat work. Using cell phones in the classroom has been connected with lower recall and a decrease in student satisfaction with instruction (Dietz & Henrich, 2014); comprehension has also lessened when students use electronic devices for non-educational purposes. Alarmingly, research shows that even students' in proximity to other students using this technology are more likely to perform poorer in the classroom, even

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when they were not personally using technology (Sana, Weston, & Cepeda, 2013).

When looking at why students use cell phones for non-educational purposes, it was found that students find their devices more exciting and stimulating than what is happening in their class (Sana et al., 2013); students have also been found to continue to use cell phones for non-educational purposes during class instruction, even when they are aware of the negative side-effects of cell phone usage in the classroom. Another reason student's use their cell phones in class (e.g., messaging, looking at social media, and gaming) is because they believe they can "multitask." A study by Sana, Weston and Cepeda (2013) found that college undergraduate students were observed to be "multitasking" 42% of the time during class. A study by Wood et al. (2012) found that students who used Facebook during a classroom lecture had significantly lower scores on tests of the lecture material than students who only used notes taken with paper and pencil.

### 21.6 The Advantages of Mobile Phone In Teaching English

For students of a second language, ESL, Jurich (2001, p. 8) has shown us five advantages of using ICT for teaching-learning processes in an EFL classroom. The first is multi-sensory stimuli. According to Garimella and Srinivasan (2014:13), multi-sensory technology can quickly enhance EFL skills. The second is motivation. Granito and Chernobilsky (2012, p. 20) have stated that technology has the potential to be a powerful educational tool for those that have



an interest in it and (it) needs to be taught and embraced at an early age”. Students who use technology are likely to stay working on tasks for longer periods of time.

The third is collaborative learning. As Domalewska (2014, p. 28) has mentioned: “Technologically-supported collaborative learning enhances language development as students learn in social interactions”. For example in blogging by using the Internet, students can give comments on each other’s work and share their experiences, reflect on their own and their classmates’ work and analyze it, thus developing their critical thinking skills. The fourth is cultural understanding.

Hollenbeck and Hollenbeck (2009, p. 5) in French (n.d.) have claimed; “the new found technology provides teachers with tools to address equity and access issues, to accelerate students' linguistic and conceptual development, to provide support for students who learn in different ways, and to create authentic and meaningful learning experiences”.

By using technology for cultural understanding, students are able to interact and fully participate in their learning as they acquire language skills and cultural awareness. They can improve their ability in EFL and also learn about western cultures at the same time. Fifth and last was self-expression. McBride (2009, p. 3) in Lornicka (2009) has categorized “self-expression and social interaction as some of the most important contexts for EFL users to create, or at least to imitate, in an EFL classroom to encourage language acquisition”. The current trend in mobile phone penetration makes it virtually certain that not too far in the future all of the world’s student community will possess a mobile phone. Furthermore, the

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feature of being able to connect anytime and anywhere makes the mobile phone to be a viable and feasible personal technology for students.

Hockly (2013) stated “as with any technology, it is not the technology itself that enhances teaching or learning, but rather the use to which it is put” (p.81). This will be a sufficient reason and motivation to explore the possibility of making the mobile phone an important tool in the educational systems.

According to Noyes (2004) the investigation of the perception, attitudes and beliefs of the prospective teachers is one of the essential means of teacher training and the results of that investigation are important to give direction to the vocational implications and to improve the professional development of the prospective teachers. As Hockly (2013) emphasized “there is no reason why mobile devices cannot be integrated into formal learning both inside and outside the classroom. Teachers should take full advantage of potential mobile learning in the field of education (p.82).

For establishing a successful and effective language atmosphere via mobile devices, teachers themselves need a set of skills that can be tabulated under three categories: pedagogical skills (knowing how to integrate mobile devices), social skills (knowing what appropriate and inappropriate use of mobile devices is) and technical skills (knowing how to use the functions of mobile devices) (Hockly, 2013:42).

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### 2.1.7 Disadvantages of Mobile Phone of Teaching English

Kolbakova (2014) has suggested that “using ICT in class may mean much overwork and extra effort from teachers to meet the needs of every single student because ICT is not suitable for all learners in all situations and for all purposes, and may require some considerable learner training for effective use”.

The disadvantages found also included the difficulties in class control, distractions and the students’ tendency to use short forms in their writing. As Yunus et al. (2013, p. 1) have stated in their study: “it was also revealed that teachers are generally weak in managing problems and planning activities involving the use of ICT in the teaching of ESL writing”.

The researcher find the disadvantages of using mobile phone or mobile device in classroom, here are:

#### 1) *Distractions:*

One of disadvantages of using mobile phone is distraction. There are many distractions can be happened in the teaching and learning processs, for example the students use dictionaries or other online information inappropriate time. In addition, the other distractions such as the students watching video that are not related to the lesson, playing online games dan chatting with friends during the learning process. Furthermore, there are many other distractions that should be avoided by the students in using mobile phone in the classroom. In short, the use of mobile phones is only to support the teaching and learning process.

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2) Disruptions.

*Cheating:* Looking at dictionaries or searching for answers during a quiz or a test is a serious academic offence and should be dealt with appropriately. However, it may be difficult to observe such an offence while using OSRS.

3) *Disconnecting:* Some educators believe that students spend too much time with digital devices, which contribute to an alienation of students in the classroom. They believe that language students should spend time in a classroom doing group activities that contribute to social interaction.

4) *Technical Problems:* Using digital devices in the classroom requires the instructors to spend a substantial amount of time planning for the lessons, training with the hardware before classes begin and spending some time during class to distribute the devices and returning them after class. The amount of time spent during class to teach the student how to use the devices is also a problem. Moreover, some technical problems may arise during class such as network failures and individual students having problems with the hardware require the instructor to troubleshoot the issues as well as instructing individual students on how to resolve problems.

Furthermore, using mobile devices in a language classroom has some advantages and disadvantages. This paper has highlighted some of the detailed issues that students, teachers and coordinators might have before considering using a MALL classroom for a course such as presented here. From the early days

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of PDAs to the present day of iPads, there has been a tremendous improvement in the technology, the user interface and the ubiquitous use of the mobile device. The average lifespan of a mobile device was shown to be about five years before replacement for a new model.

## 2.2 Relevant Research

According to Syafi'i (2007:122), "relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research itself". Besides, it is hoped to analyze what the point is focused on information, the designs, and conclusion of the previous research, that of:

1. Hanifa (2018). The title of her research is "Teacher's Perception on Smartphone Restriction for Students at SMPN 8 Madiun in 2018/2019 Academic Year". In her research, she focused on explores the teacher's perceptions directly about the restriction of smartphones in SMPN 8 Madiun. The problem in her study was the teacher's perception on smartphone restriction for students at SMP N 8 Madiun. The purpose of her study was to find out how teacher's perceptions regarding the restriction of smartphone use in schools. The method in her study uses qualitative method. Data collection techniques used is interviews transcripts. Conclusions in her study are previous research has largely focused on exploration of the effects of smartphone use on students in

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school, not many have used the teacher's perception directly about smartphone restrictions in schools, therefore in this study the researcher wanted to know immediately how the teacher's perceptions regarding the restrictions on the use of smartphones in SMPN 8 Madiun.

2. M. Hanif (2017). The title of his research is "Students' Access to and Perception of Using Mobile Technologies in the Classroom: the Potential and Challenges of Implementing Mobile Learning". Therefore, the aim of this study is to investigate students' access to and perception of the use of mobile devices in learning, and to understand the potential for its implementation. Moreover, from the result of a survey conducted on 61 students in a school which banned the use of mobile technology. It seeks to understand their potential accessibility by means of ownership, interaction time and the types of mobile application used and to find their perceptions through agreement and the reasons for adopting mobile learning in the classroom. The findings indicate that students are very familiar with mobile devices and their applications. The results also reveal that students have positive perceptions toward m-learning, and indicate that mobile technologies are widely used among them. This report can be taken as the basis for applying a mobile learning system in the classroom.
3. Rena Juliana (2015), her research titled "The Use of Information and Communication Technology (ICT) Amongst EFL Teachers: Perceptions

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and Challenges. Then the purpose of this research was to investigate the perceptions and challenges of English teachers to the implementation of Information and Communication Technology (ICT) in ELT classrooms. The results showed that these English teachers agreed that ICT was very helpful in teaching. However, limited time and insufficient equipment coupled with poor internet connections as well as a lack of knowledge and experience and lack of ICT training became obstacles that the teachers face in using ICT. Through this study, the teachers are expected to further deepen their knowledge of ICT so as to improve their skills in teaching English using ICT.

4. Khitam (2015), his research entitled “Perceptions of Using Smart Mobile Devices in Higher Education Teaching: A case Study from Palestine”. The findings show that participants were still at the stage of actively experimenting with smartphones and iPads, trialing their use at different levels and for different purposes. In general, although participants were unaware of the full potential of their functionalities, they viewed positively the various pedagogical affordances of integrating these devices into their teaching activities. The most important affordances were linking formal and informal learning spaces by providing anywhere-anytime learning opportunities, and developing interest in the subject matter, thus making learning experience more enjoyable, meaningful, and accessible. The results also identify various challenges

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including lack of experience and knowledge, finding the time to design and implement such integration, and selecting appropriate apps for the content being taught. Participants also expressed concerns with the limited connectivity and unreliability of Wi-Fi and 3G/4G networks in Palestine.

From the related studies above, the researcher concludes that teacher perception about mobile phone or mobile devices research is still rarely done regarding teacher perceptions in the use of smartphones in the learning process, especially English lessons in Senior High School. This research will help the teacher to open minded their thoughts about using mobile phone at school, actually the mobile phone is also one of the supporting facilities in learning and teaching process. Moreover, difference between the previous researchers from this research is that both of the previous researchers aimed to explore teacher perception of using mobile phone in teaching and learning process at SMA N 1 Bangkinang Kota.

### 2.3 Conceptual Framework

A conceptual framework was a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). It was linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researcher (Peshkin, 1993).

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The conceptual framework was presented an integrated way of looking at a problem under study (Liehr & Smith, 1999). The conceptual framework describes the relationship between the main concepts of a study. It's arranged in a logical structure to aid provide a picture or visual display of how ideas in a study relate to one another (Grant & Osanloo, 2014). Interestingly, it shows the series of action the researcher intends carrying out in a research study (Dixon, Gulliver & Gibbon, 2001).

The framework makes it easier for the researcher to easily specify and define the concepts within the problem of the study (Luse, Mennecke & Townsend, 2012). Miles and Huberman (1994, p.18) opine that conceptual frameworks can be graphical or in a narrative form showing the key variables or constructs to be studied and the presumed relationships between them.

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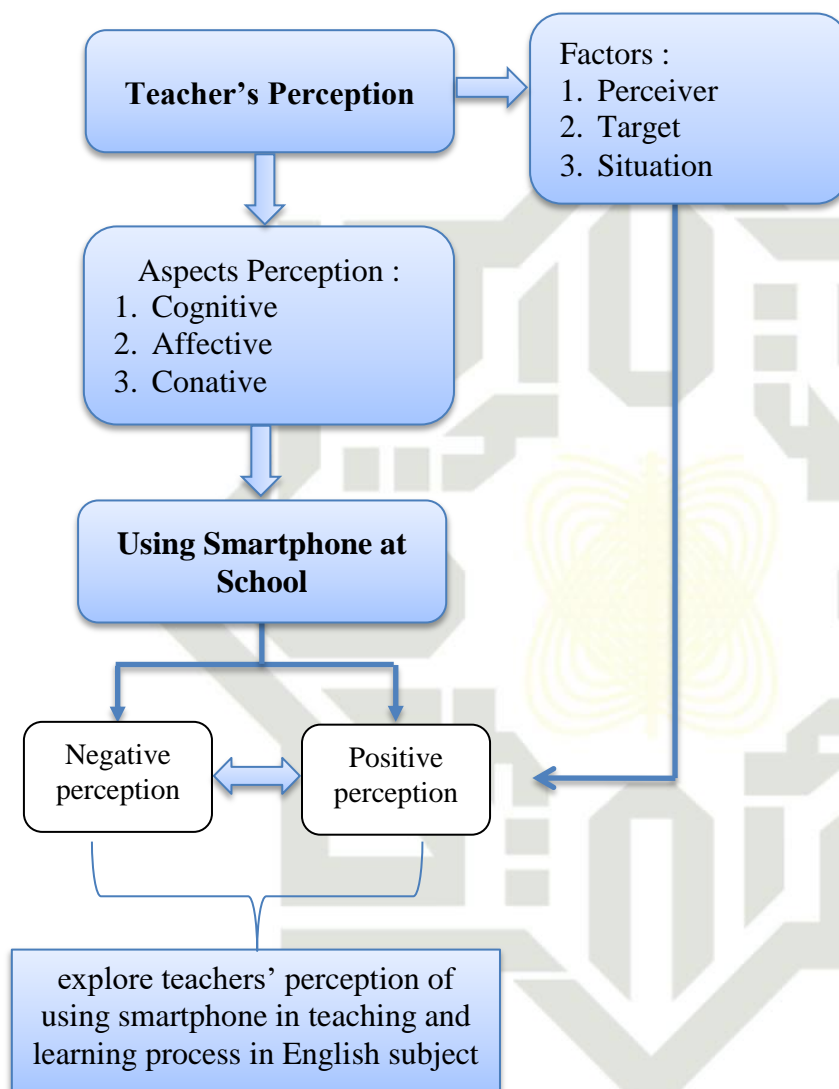
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**Diagram 2.1**  
**Theoretical framework of teachers' perception of using smartphone in teaching and learning process**



Based on diagram 2.1 teachers' perceptions have three parts of components. There are perceiver, situation, and the target. Each single of them has many factors that influence the perceptions itself. After analyzing the three parts components of perception, there are results that negative perception and positive

perception. This conceptual framework belongs to research entitled teacher's perception of using a smartphone in teaching and learning English subjects, especially at SMA N 1 Bangkinang Kota.

In short, three components of the perception are influence the perception each of the teachers, here are:

1. Perceive
  - a. The teacher aware of the important use smartphone as media in teaching and learning English.
  - b. The teachers understand of the important use smartphone as media in teaching and learning English.
  - c. The teachers interpret of the important use smartphone as media in teaching and learning English.
2. Target
  - a. The teacher being perceived or judged in using smartphone as media in teaching and learning English.
  - b. The teacher being observed in using smartphone as media in teaching and learning English.
3. Situation
  - a. The teacher situation may add many information of using smartphone as media in teaching and learning English.

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## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

In this research, the researcher used the qualitative research design in collected the data. Qualitative research developed in the social sciences to enable researcher to study social and cultural phenomena, such as observe feelings, thoughts, behaviors and the belief of the mass society. Examples of qualitative methods are action research, case study research and grounded theory. In this research, the researcher focused on the case study. Shank (2002) defines qualitative research as “a form of systematic empirical inquiry into meaning” (p.5). Denzin and Lincoln (2000) claim that qualitative research involves an *interpretive and naturalistic* approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p.3).

According to Yin (2002), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context. It means that case study is appropriate to use in this research related to the phenomenon of using mobile phone in teaching and learning process in SMA N 1 Bangkinang Kota, especially in English subject.

The reasons of the research used case study because there are problems at SMA N 1 Bangkinang Kota such as the teacher can not use the ICT especially



Using the smartphone in teaching and learning English. Thus, the teacher had many factors that make them have different perceptions of using the smartphone in teaching and learning English

In this research, the researcher used analysis. Data and information are obtained from field. The researcher can draw the meaning obtained without using numbers, since it prioritize the process. This research focused on teacher's perception of using a smartphone in teaching and learning English subjects at SMA N 1 Bangkinang Kota. The research subject refers to the teacher's perception at SMA N 1 Bangkinang Kota. The object of this research is transcript that got after interview some of the teachers. The researcher want to know about teachers' perception of using smartphone in teaching and learning English subjects at SMA N 1 Bangkinang Kota.

### 3.2 The Research Site

SMA N 1 Bangkinang Kota selected as a research site. It was located at Jl. Ahmad Yani No 11 Bangkinang. SMA N 1 Bangkinang Kota selected as the research location because of some the considerations, as follows:

1. There were several problems at SMAN 1 Bangkinang Kota for using smartphone, because smartphone is which one of ICT that is important at Senior High School for teaching and learning process, especially for English subject.

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2. Some teachers of SMAN 1 Bangkinang Kota using smart phone when they are teaching at classroom, but can't capitalize the smartphone as best as possible, especially for English subject.
3. The research activities would be easy to conduct in terms of its location in downtown and public transportations are easily accessible. It would also be efficient due to limited budget and time-management researcher has. So, this would make the researcher easily to conduct the data collection, consultation with supervisors and coordination with related parties since this was an unfunded research project from any institute or organization.

### 3.3 The Participants

In this research, the sampling technique used to take participants as a sample is purposive sampling. According to Arikunto (2010:183), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.

According to Riyanto (2001:81) stated that the technique of research will be orientation on choosing sample that population and the purpose is specific from research was knew by the researcher in the very beginning. With purpose sampling the researcher can choose the sample those that representative and get represent of population.

The researcher had chose three participants consists of teachers at SMA N Bangkinang Kota, they are teacher A, teacher B and teacher C and they gave

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their own perception about using mobile phone in teaching and learning process in English subject.

In addition, teacher A is an experience teacher in SMA N 1 Bangkinang Kota. He was 56 years old and also got much of teacher training service especially in English subject.

Next, teacher B is a young teacher in SMA N 1 Bangkinang Kota. She is 32 years old. She has almost 7 years teaching experience, but she is not got the teacher training service yet as much as teacher A.

The last is teacher C. He was in-service teacher from Islamic State University of Riau in academic year 2017/2018. He is one of pre service teachers that have more knowledge of innovation in teaching and learning process. In this case, he is more familiar in using some devices in teaching and learning process of English subject.

To be concluded, the researcher explored the teacher perception of using smart phone in teaching and learning process especially in English subject based on the three participants that choose by the researcher because they had different perception based on their teaching experience.

## 3.4 Data Collecting Technique

### 3.4.1 1-on-1 Interview

In this case, the researcher used face to face interview which contains semistructured interview is the area where questions are prepared but the

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interviewee may added several questions that has not been prepared yet freely during the interview process.

In this research, the researcher applied semi-structure interview, in which the open questions enable the teacher to freely ask the English students. The researcher prepared several questions about using mobile phone in the classroom and collected the data from the English students at SMA N 1 Bangkinang Kota. The interview conducted by face to face in nonformal meeting between the researcher and English students at SMA N 1 Bangkinang Kota. Meanwhile, the tool used in interview process is interview guide.

The interview guideline for the participants about perceptions was shown in table 3.1:

**Table 3.1**

Interview guideline of teachers' perception of using smartphone in teaching and learning at SMA N 1 Bangkinang Kota.

No	Category	The guidelines of the interview questions
	Cognitive	<ol style="list-style-type: none"> <li>1. Kebijakan apa saja yang Anda ketahui di sekolah ini?</li> <li>2. Apakah Anda mengetahui kebijakan tentang penggunaan Smartphone di sekolah?</li> <li>3. Bagaimana pendapat Anda mengenai kebijakan tersebut?</li> <li>4. Apakah Anda setuju dengan adanya kebijakan tersebut?</li> <li>5. Apakah Anda pernah menggunakan Smartphone sebagai media pembelajaran didalam kelas?</li> <li>6. Apakah penggunaan Smartphone dibutuhkan oleh guru dalam mengajar Bahasa Inggris?</li> </ol>

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		7. Apakah Anda merasa terbantu dengan adanya penggunaan Smartphone didalam kelas?
	Affective	4) Menurut anda apakah kebijakan penggunaan smartphone disekolah itu penting? 5) Apakah anda merasa percaya diri saat menggunakan smartphone sebagai media pembelajaran? 6) Apakah Anda merasa nyaman menggunakan smartphone sebagai media pembelajaran didalam kelas? 7) Apakah anda pernah merasa bosan saat menggunakan smartphone sebagai media pembelajaran didalam kelas? 8) Apakah anda merasa bahagia ketika menggunakan smartphone sebagai media pembelajaran didalam kelas?
3.	Conative	1. Apakah anda pernah menggunakan smartphone didalam kelas saat pembelajaran berlangsung? 2. Bagaimana cara anda mempersiapkan fitur-fitur smartphone untuk digunakan sebagai media pembelajaran Bahasa Inggris? 3. Bagaimana cara anda mengajar dengan menggunakan smartphone? 4. Apakah anda akan mengikuti kebijakan baru apabila disekolah ini menerapkan penggunaan smartphone pada guru sebagai media penunjang belajar? 5. Jika anda mengikutinya, apakah anda akan merasa terbantu dengan media tersebut?

Sources: Processed by the researcher, 2020

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### 3.4.2 Questionnaire

According to McMillan (in Syam, 2009) questionnaire can use statements or questions, but in all cases the subject is responding to something written for specific purposes. In other words, questionnaires are tools which are fulfilled by the respondents themselves. The researcher decided to use questionnaire because it facilitated in collecting a number of data in short period of time and questionnaire is much more a practical tool (Bryman, 2012).

A questionnaire was designed with questions relating to the perceptions of using smartphone. The questionnaires consisted of three aspect based on Robbins theory. It was cognitive, affective and conative aspect. Interaction time and the types of mobile applications used. The entire of questionnaire in this research was followed by open questions about the reasons for choosing the statement.

### 3.5 Data Analysis Technique

Data analysis of this qualitative research analyzed after the process of data collection completed. According to Newby (2010) in Vongxay (2013) articulates in a qualitative research, data analysis followed a complex process which arises from the range and variety of the data and epistemology position adopted by the researcher. Cohen, et.al (2011) also confirms that qualitative data analysis involves organizing, accounting for and explaining the data, in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities. Moreover, Merriam (1998) contents



That data collection and data analysis must be a simultaneous process in a qualitative research and they are recursive and dynamic.

Schatzman and Strauss (1973) in Cresswell (2009) confirm that qualitative data analyze entail classifying things, persons, and events and properties which characterize them. Cresswell (2009, p.183) also notes that:

The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representing the data and making an interpretation of the larger meaning for the data.

Therefore, the data collected from interview and it was transcribed verbatim. As suggested in Cresswell (2002) in Raihani (2007), all words in recoding data must be transcribed since transcribing all word is necessary to provide data that captures the details of interview. To avoid the bias and find the accurateness data, the researcher hired someone who had experience in transcribing the interview. In doing so, careful evaluation on the transcription result, by re-listening to the recording for each interview while reading the transcript, would be done in order to ensure that all the information are properly covered, and serve de-contextualisation was avoided (Cohen, et.al. 2000).

Then, the data from transcribing interview was derived from semi-structured. After the transcribing done, the transcript would be broken down into smaller unit of segments (themes). The process of segmentation was based on the continuous episodes which were not defined as sentences or clauses but rather than as units of concentration or focus (Grant-Davies, 1992 in Mahfoodh, 2011,

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16). Then, the coding process would be commenced after ensuring that all information existing in transcribed was accurately verified. According to Cresswell, (2002) the transcription and document must be coded into categories to form data description referring the addressed research questions.

Furthermore, according to Miles and Huberman (1994:10), analysis can be defined as consisting as three current flows of activity that is data reduction, data display and conclusion drawing or verification. In this research, the researcher used Miles and Huberman's theory in analyzing the data, the three steps to do in data analysis technique as follows:

#### 1. Data Reduction

Data reduction was the first steps to do in analyzing the data in this research. According to Miles (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data in written up the transcript. In this research, the data is in the form of recording and transcription of the three teachers as participants in gave their own perception about using mobile phone in teaching and learning process of English subject. Based on Miles theory, in this step the researcher firstly analyzed the data by listening to the interview between the reseacher and the interviewee carefully and the researcher checked the data by reading the transcription to see the context. Next, the researcher selected the sentences or utterance of the three participants based on their own perception. The researcher also take some notes related to the perception found in the

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transcription of the three participants and the researcher also make summaries to make the researcher easily in analyzing the data and continuing the next steps.

## 2. Data Display

The second step was data display. According to Miles (1994:10), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the researcher showed or displayed the data that is about the three participant's perception of using mobile phone in teaching and learning process of English subject in specifically and clearly.

## 3. Conclusion Drawing

After finish the data reduction and data display, the last steps to analyze the data in this research was drawing conclusion. According to Miles (1994:11), final conclusion may not appear until data collection is over, depend on the size of the corpus of field notes, coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In this step, the researcher concluded the result of the research based on the research question about what are teacher perceptions of using the smartphone in teaching and learning process of English subject.

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### 3.6 Data Trustworthiness

The trustworthiness of this research was gained by doing triangulation and peer debriefing (discussion). Moleong (2001: 128) states that triangulation is a technique for checking the trustworthiness of data by utilizing something outside the data to verify the data or to compare them. The researcher used multiple methods, because the researcher used three techniques in collected the data. Furthermore, peer debriefing conducted to check the research findings.

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## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion based on the data analysis about the teacher perceptions of using a smartphone as a media in teaching and learning English subjects at SMA N 1 Bangkinang Kota. Beside the conclusion, this chapter also provides the limitation or weakness of this research. The last part of this chapter is the recommendations' for the teachers, policy makers and future researcher who discuss about the teacher perceptions of using a smartphone as a media in teaching and learning English subjects or in the similar context.

#### 5.1 Conclusion

Based on the finding and the discussion, it can be concluded that the teachers' perceptions of using a smartphone as a media in teaching and learning English at SMA N 1 Bangkinang Kota had positive perception and related to the factors that affect teachers' perception. Teacher's perceptions about using smartphone in teaching and learning process had been presented based on a depth interview. The results reveal that the teacher believes that utilizing smartphone is very important as a media teaching has ability to make transformation of educational aspects by making use of it to reach instructional objectives then the quality of teaching and learning will improve.

As evident in both the teacher's perceptions on using smartphone, the teacher was acknowledging the role of mobile application as a knowledge

construction tool through collaborative activity, the teacher believes that using smartphone was very important to be implemented in the teaching and learning process as it will give advantages for teachers, students, as well as education development in Indonesia, especially at SMAN 1 Bangkinang Kota. Most of the teachers should care for their students' motivation and participation by demonstrating proper personal and teaching behavior integrated with using smartphone in the classroom. It was better technology integration will lead to better understanding in this 21st century learning.

In addition, to avoid the negative perception of using smartphone in teaching and learning process, some prevention is needed. In implemented the smartphone, the teacher should use it wisely, even though the smartphone give many advantages. It still has the negative one. Therefore, the use of smartphones is only used to support the learning and learning process in the classroom. The teachers must also control the use of smartphones on their own and not only use them for personal gain such as playing social media.

## 5.2 Limitation

This research was dealing with the limitations on the participants, time and data collection techniques. The weakness of the participants of this research is because their characteristics are complicated to measure. The second limitation is about the times. The researcher admits only do one meeting to do interview with the participants to know their perception in using smartphone. But, the researcher

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cannot asking for adding times because the researcher is not part of the school, so the researcher have to respect to the dealing with the school and the school privacy.

The third limitation of this research was about the data collection techniques. The researcher used the one in one depth interview to find the deeper information about the teacher perception of using a smartphone in teaching and learning English at SMA N 1 Bangkinang Kota. The researcher thought that this technique can be used to know their perceptions from the interview and can help the participants to tell their more experience with teaching using smartphone.

### 5.3 Suggestion

Based on the finding of this study, there are some recommendations that are potentially useful to know the teacher perception of using a smartphone in teaching and learning English at SMA N 1 Bangkinang Kota. The recommendation can be useful for the teacher, the curriculum developer, government, also the future researchers.

To the curriculum developer also the government, this research can be used as a reference about the process of implementing the K-13 curriculum. When the curriculum developer set the new curriculum, they have to not only look for the model school that has good facility to support the teaching and learning process. Besides that, the curriculum developer also has to consider about the using technology at school. The researcher suggests that they should not forget about

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using technology, such as using smartphone in teaching English if they have those tools.

The researcher believe that using smartphone in teaching English subject at school can maka a chance for teacher to changing of curriculum aims to make the education in Indonesia was be better than before. So, the researcher suggests the policy maker to find the strategy to make all of the school in Indonesia can apply the new curriculum with based technology.

Meanwhile, for the future researchers, this research still has some limitation. So, the research about the teacher perception of using a smartphone in teaching and learning English is the still important and potential area to be research. The researcher suggest to future researcher to explore the the teacher perception of using a smartphone in teaching and learning English with the deeper analysis, different research design, varied groups of participants, and with more valid instruments.

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**APPENDIX 1**
**INTERVIEW GUIDLINE FOR TEACHERS**
***Section 1 (Cognitive)***

1. Apakah Bapak/Ibu mengetahui kebijakan tentang penggunaan smartphone di sekolah?
2. Apa saja kebijakan yang Bapak/Ibu ketahui?
3. Bagaimana pendapat Bapak/Ibu tentang pelarangan penggunaan smartphone di sekolah?
4. Apakah Bapak/Ibu setuju dengan adanya pelarangan tersebut?
5. Apakah Bapak/Ibu pernah menggunakan smartphone sebagai media pembelajaran di kelas?
6. Apakah penggunaan smartphone dibutuhkan oleh guru dalam mengajar Bahasa Inggris?
7. Apakah Bapak/Ibu merasa terbantu dengan adanya penggunaan smartphone di kelas?

***Section 2 (Affective)***

1. Apakah Bapak/Ibu merasa pelarangan penggunaan smartphone di sekolah itu penting?
2. Apakah Bapak/Ibu merasa percaya diri saat menggunakan smartphone sebagai media pembelajaran?
3. Apakah Bapak/Ibu merasa nyaman menggunakan smartphone pada proses pembelajaran?
4. Apakah Bapak/Ibu pernah merasa bosan saat menggunakan smartphone pada saat proses pembelajaran?

***Section 3 (Conative)***

1. Apakah Bapak/Ibu pernah menggunakan smartphone sebagai media pembelajaran di kelas?

2. Bagaimana Bapak/Ibu mempersiapkan fitur-fitur smartphone untuk digunakan sebagai media pembelajaran Bahasa Inggris?
3. Apa yang akan Bapak/Ibu lakukan
4. Apakah Bapak/Ibu akan mengikuti kebijakan sekolah menggunakan smartphone pada saat mengajar?
5. Apakah Bapak/Ibu akan terbantu dengan adanya kebijakan penggunaan smartphone pada saat proses mengajar?

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**APPENDIX 2**
**QUESTIONNAIRE ABOUT TEACHERS' PERCEPTION OF USING SMARTPHONE**

*This section contains a Likert scale where 5 – Strongly agree, 4 – agree, 3 – Neutral, 2 – disagree and 1 – strongly disagree. Tick as appropriate.*

**Section 1 (Cognitive)**

Saya mengetahui penggunaan smartphone sangat penting dalam proses belajar mengajar.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

2. Saya mengetahui kebijakan di sekolah tentang penggunaan smartphone dalam proses pembelajaran.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

3. Saya memotivasi siswa saya dalam penggunaan smartphone di kelas

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

4. Saya juga mengizinkan siswa menggunakan smartphone pada saat jam pelajaran Bahasa Inggris untuk membantu belajar.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

Saya suka sekali menggunakan smartphone untuk mencari sumber pembelajaran baru.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

Saya sudah lama menggunakan smartphone dalam proses pembelajaran di kelas.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

**Section 2 (Affective)**

Saya merasa penggunaan smartphone di sekolah sangat diperlukan.

Strongly disagree  Disagree  Neutral  Agree  strongly agree



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Saya yakin penggunaan smartphone dapat meningkatkan efektivitas guru dalam mengajar Bahasa Inggris di kelas.

Strongly disagree  Disagree  Neutral  Agree  strongly agree

Saya merasa senang jika ada pelatihan atau seminar tentang tata cara penggunaan smartphone dalam kegiatan mengajar.

Strongly disagree  Disagree  Neutral  Agree  strongly agree

Saya merasa yakin bahwa penggunaan smartphone dapat meningkatkan motivasi guru dalam kegiatan mengajar.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

Saya merasa penggunaan smartphone dapat memudahkan guru dalam proses belajar mengajar.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

6. Saya sering merasa bosan ketika menggunakan smartphone di kelas saat mengajar.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

7. Saya selalu menggunakan smartphone sebagai media pembelajaran

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

**Section 3 (Conative)**

Saya akan menggunakan smartphone untuk memudahkan dalam proses pembelajaran Bahasa Inggris.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

Saya akan menggunakan smartphone jika tidak ada sumber referensi belajar yang relevan.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

Saya akan menggunakan smartphone dalam proses belajar mengajar Bahasa Inggris.

[  ] Strongly disagree [  ] Disagree [  ] Neutral [  ] Agree [  ] Strongly agree

4. Jika dituntut untuk berkreasi, saya akan menggunakan smartphone sebagai bahan edukasi tambahan bagi siswa.

[  ] Strongly disagree [  ] Disagree [  ] Neutral [  ] Agree [  ] Strongly agree  
 Saya akan mengikuti pelatihan atau seminar tentang pentingnya penggunaan smartphone yang diadakan oleh pihak sekolah.

[  ] Strongly disagree [  ] Disagree [  ] Neutral [  ] Agree [  ] Strongly agree  
 Saya akan selalu menggunakan smartphone sebagai media pembelajaran.

[  ] Strongly disagree [  ] Disagree [  ] Neutral [  ] Agree [  ] Strongly agree  
 7. Saya akan memberikan motivasi kepada guru lain agar selalu memanfaatkan smartphone dalam proses pembelajaran Bahasa Inggris.

[  ] Strongly disagree [  ] Disagree [  ] Neutral [  ] Agree [  ] Strongly agree

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## THE TRANSCRIPT OF THE INTERVIEW WITH THE TEACHER

### Responden 1

Apakah Bapak mengetahui tentang kebijakan penggunaan smarphone di sekolah?

Iya saya mengetahuinya..hmm apalagi ya..

tidak apa lanjut aja

disini kebijakan dari wakil kurikulum tidak boleh menggunakan smarphone pada siswanya..namun untuk guru boleh menggunakannya

eeee..baik apakah Bpk pernah menggunakan media smarphone sebagai media pembelajaran didalam kelas ketika sedang mengajar?

sering,, karena smarphone sangat membantu kalau laptop kan biasanya agak ribet iyaaa agak berat bawanya yaa (ketawa). Jadi berikutnya apakah bapak merasa terbantu dengan adanya penggunaan smarphone didalam kelas? Sangat terbantu iyaa alhamdulillah kita sangat terbantu..

iya ada internet langsung *googling* yaa. Ya baik pertanyaan selanjutnya. Apakah bapak merasa penggunaan smarphone di sekolah itu penting bagi guru?

hmmm..bisa dibilang penting karna bisa menunjang..

menunjang pembelajaran didalam kelas yaa..okee apakah bapak merasa percaya diri atau pd saat menggunakan *smarphone* sebagai media pembelajaran?

pd mungkin..

percaya diri jadi ndak malu sama anak-anak gitu, jd cuma fokus sama *smarphone* aja gitu

(bunyi pintu)

selagi kita meningkatkan kualitas ee mengajar kita kenapa tidak. Apa namanya kayak tetap pd

berarti kreativitas guru ya







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terbantu. Ehmm (batuk)

apakah bpk merasa penggunaan smartpone disekolah itu penting bagi guru?

ya penting, sebagai tambahan bagi kita..eehmm (batuk) informasi banyak yang kita dapatkan tentang bahasa inggris ini..

(suara siswa)

apakah Bpk merasa percaya diri saat menggunakan smarphone sebagai media pembelajaran?

untuk tambahan iya,

untuk tambahan iya (mengulang), jadi bapak ado ndak ee ibaratnyo ee pak ndak pernah pakai buku le pakai hp la bapak meajau. Ado ndak condo tu (logat ocu)

kalaupun mengajar pakai *handphone* hanya untuk *listening*

fokus ke *listening* berarti pak ya,

fokus ke *listening*, sebab membantu

Bapak nyaman ndak menggunakan smartpone didalam kelas itu pak?

nyaman,

pernah ndak bapak merasa bosann ketika menggunakan *smartphone* didalam kelas?

ndak pernah, itu hanya kapan ketika ada pelajaran *listening* kita (sebagai guru)

tidak menggunakan *smartphone*, tapi kalau *reading* teks, *grammar*, itu ndak karna kita bisa pakai infokus

hmm, semenjak kapan bapak menggunakan smartpone sebagai media pembelajaran dialam kelas?

5 tahun terakhir ini

5 tahun terakhir ini? Sampai kini masih ya pak?

masih hmm fokusnya pada *listening* kadang-kadang lagu, kan ada pokok pembahasan tentang *song* kan? Di akhir pembelajaran tu ada song nya.

hmm, nah Pak terkait dengan kebijakan kurikulum K-13 guru diharapkan menggunakan IT

heem,











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Bagi guru pak ya

penting mungkin dalam arti kan bagaimana kita katakan penting itu karna inikan sifatnya pendukung

penunjang

penunjang mungkin bisa dikategorikan penunjang yang penting bisa saja seperti

itu karna dia faktornya itu tadi dan itu memang iya faktor penunjang yang penting

menurut saya itu iya penting, saya bisa aja contohnya saya bisa saja mengedit

powerpoint saya dengan smartphone saya dengan harus tidak perlu cok listrik

pertanyaannya apakah semua guru bahasa inggris seperti itu? Nah ini

pertanyaannya (tertawa) itu pertanyaannya kalau menurut saya pribadi ya penting

menurut saya kalau ndak apa itu mungkin agak kewalahan ya karena saya punya

beberapa buku didalam tu kan

oo berarti bapak selalu menggunakan *smartphone* pada saat mengajar ya

heeh

ketika saat menggunakan *smartphone* sebagai media pembelajaran apakah bapak

merasa percaya diri

heheh, saya rasa ndak ada konteksnya seperti itu ya.. kenapa? Kalau dihubungkan

teknologi yang kita gunakan menambah kepercayaan guru kita saya rasa tidak ada

koneksi kekecuali sang pengguna *handphone* atau *smartphone* itu digunakan

sebagai bagian dari *lifestyle* ya bisa jadi kan kalau kalau saya tidak percaya diri kan

alahnya ke *lifestyle* kan gitu ini kan bukan *lifestyle* kan

iya iya

iya bukan *lifestyle* jadi tingkat konfidence kita dalam menggunakan *smartphone*

itu tidak berhubungan.

oke pak. Pada saat menggunakan *smartphone* sebagai media pembelajaran dalam

proses pembelajaran bahasa inggris apakah bapak merasa nyaman atau ada

tekanan atau ya kira-kira dari siswa oo bapak tu pakai *smartphone* terus lah pakai

buku enggak. Ada gak kira-kira seperti itu pak?

hmm, bahkan sebaliknya saya selalu menyampaikan kepada siswa kita jangan jadi

aktif of *the technology* kita harus menjadi *user of the technology* itu kan fiktif

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apa pembatasnya itu? (suara bel) ketika smartphone itu sudah mengganggu aktivitas kita dan mengganggu efektivitas waktu kita kita udah fiktim yakan, fiktim of the *smartphone* nah yang saya mau tunjukkan adalah ini sebenarnya bisa anda juga sebenarnya bisa dirumah dong bahkan itu semacam kampanye agar dia bisa menggunakan smartphonenya ke arah positif gitu kan banyak aplikasi aplikasi sekarang ada macam-macam hanya daftar melalui ini melalui ini bisa mendownload video pembelajaran dengan ini kan kita mengalihkan anak ini dari fiktim ke *user*. Kalau menurut saya tidak ada tekanan bahkan saya menekankan siswa ke sisi positifnya jangan jadi victim tapi jadilah user nah itu kira-kira eerrrh berarti intinya bapak tak pernah merasa bosan ya saat menggunakan smartphone itu didalam kelas eehmmm bosan tentu tidak ya kenapa? Karena kita menggunakannya sesuai kebutuhan kita mungkin kata kalimat pertanyaan ini bosan dalama arti kata ee kalau digunakan sembarangan ya sekedar membuang-buang waktu tentu iya. Itu iya gitu tapi ini sebagai penunjang dalam belajar penunjang dalam belajar tentu tidak ada kata-kata itu. Tidak ada kata-kata itu karena dia (smartphone) penunjang artinya kapan kita perlu ktia gunakan eahmm key ee semenjak kapan bapak menggunakan bapak menggunakan *smartphone* sebagai media pembelajaran ini? 5 tahun terakhir 10 tahun terakhir bilang lima lebih mungkin ya semenjak pertama ngajar mungkin pertama ngajar, saya ngajar bahasa inggris sejak sebelum sudah tamat SMA saya udah ngajar jadi belum ada *smartphone* ooh iya *smartphone* belum ada ya cuma hp hp biasa aja pak ya (tertawa) ya sekitar sepuluh atau lima tahun belakangan lah sejak *boomingnya smartphone* lah *boomingnya smartphone* jadi sejak ngajar SMA ini keseharian bapak ketika dalam mengajar itu ada pada *smartphone* itu pak?

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hmm ndak bisa dibilang seperti itu. Kenapa? Kalau ada kata keseharian

hmm

saya rasa ndak bisa dibilang seperti itu karna ini penunjang yaa karna ini penunjang bukan maintoolnya gitu

bukan yang utamanya ya

bukan itu dia, karena penunjang

eeergh eee kira-kira fitur smartphone apa saja yang bapak siapkan ketika mengajar di dalam kelas pak? Ya seperti kamus atau speaker untuk lagu atau

pertama eee kalau fitur itu variabelnya tentu handphonenya dulu dong tapi *handphonenya support* apa tidak kan gitu ya itu yang pertama jadi fitur pertama tentu saja kita ni bukan pembuat fitur tapi pengguna fitur artinya apa kita akan mengambil fitur-fitur yang kita gunakan saja kan itu

yaak betul

aaa jadi fitur-fitur itu ya diambil sesuai dengan yang kita butuhkan saja nah apa contohnya eee salah satu bukulah. Buku untuk seluruh buku cetak atau buku pegangan handsbook (12:23) untuk kelas X XI dan kelas XII dan untuk jurusan pengindahan semuanya sudah ada di android. Semuanya sudah ada dan itu penting saya download dan siswa saya dirumah juga sudah ada mendownload itu mereka bisa belajar sambil megang handphone bukan berarti setiap anak megang handphone mereka

bermain-main?

bermain-main tidak ha makanya mengolah *mindset* (12:24) mereka itu kan penting itu itu satu. Yang kedua seperti eee dictionary tadi, lengkap dia ada cara ucapnya ada fanatic symbolnya lengkap disitu tinggal download dan lihat.

Apalagi ada akses yang sifatnya butuh ya kan luar biasa itu anak bisa meniru action american

*native speaker*

*native speakernya* ada dan itu anak-anak pun bisa belajar dan bukan bahasa Inggris saja banyak bahasa yang lain. Itukan yang harus kita olah adalah kalau menurut saya bukan pelarangan *handphonenya* yang harus kita tekankan kepada





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apa yang ada apa yang mereka punya jadi ada juga anak tu gak punya handphone atau smartphone kalau ndak punya ya ndak masalah temannya punya kok

hmm

tapi kita kalau punya silahkan. kenapa? kita juga akan meyakinkan kenapa seperti ini? Kita juga menyampaikan ini ni pendukung bukan suatu yang diwajibkan gitu. Artinya apa kalau ada kenapa gak kita gunakan gitu maksudnya

hmm

Bentar dulu yaa.. suara pintu ...

yang selanjutnya eerhm menurut bapak nih jika ada eee seminar atau semacam pelatihan tentang penggunaan smartphone di sekolah SMAN 1 bangkinang Kota yang diadakan oleh kepala sekolah apakah bapak antusias akan mengikutinya?

eeehm satu apapun pelatihannya dan itu berhubungan dengan ee perkembangan teknologi

apakah itu teknologi apakah itu pendidikan saya rasa seluruh guru harus antusias tapi kalau kita kaitkan dengan handphone ya kalau saya pribadi kalau ada sesuatu yang baru dsiana kenapa tidak gituloh

Iya

kenapa tidak gituloh. Tapi kalau hanya standar standar biasa ya disaat kita sudah bisa menggunakan itu dan dalam pelatihn itu tidak ada sesuatunya ya mungkin ndak antusias kan gitu itu menurut saya

hmm. Yang terakhir ni pak eem kan mungkin disekolah ini ada beberapa guru yang gaptek terhadap teknologi

hmm

menurut bapak bagaimana solusi terbaiknya jika ada kebijakan baru tentang penggunaan smartphone terhadap siswa, siswa boleh membawa smartphone pada saat jam pelajaran jadi ibaratnya sekolah ini seperti sekolah teknologi jadi tidak ada lagi buku-buku semua materi itu didalam smartphone hanya ada pada satu itu jadi tapi smartphone ini hanya boleh digunakan pada saat jam pelajaran saja.

Bagaimana kira-kira pak terhadap guru yang gaptek ini pak?

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eee mungkin ya kalau sekarang dari kalau saya tinjau history smartphone itu dari tahun berapa dia booming kemudian masih ada guru-guru kita yang gaptek dalam arti kata tidak bisa menggunakan ini dalam bentuk aplikasi dan semacannyaa eee saya rasa itu angkanya sangat tipis tapi kalau pun ada yaa ee ndak kan susah sekali gituloh untuk merubah mereka supaya mereka tidak gaptek. Kenapa? Kita hanya perlu share dan berbagi bagaimana mengaplikasikannya dan saya yakin sekali kata-kata gaptek kalau sudah dikomunikasian kepada bidang studi masing-masing contoh disini ada koordinator bidang studi guru mata pelajaran matematik bicara sama guru matematik ha ada forum mereka ha ketika mereka diskusi dalam forum ini ya saya rasa itu menjadi suatu solusi yang luar biasa gitu sehingga tidak akan ada lagi guru yang tidak menggunakan tidak susah tidak gaptek ketika ada anjuran atau peningkatan kepada pihak sekolah. Sekolah ayo kita sulap menjadi sekolah yang ee teknologi yang menggunakan samrtphone atau teknologi atau temanya 4.0 gitu loh ya saya rasa tidak akan begitu sulit karena kita punya ruangnya untuk itu ada ruang MGMP sekolah ada MGMP Kabupaten yakan tempat guru-guru share kalau seandainya ada peningkatan-peningkatan saya rasa kenapa tidak.

berarti intinya persepsi bapak terhadap penggunaan smartphone pada guru ini positif ya sangat membantu sekali dalam proses pembelajaran kalau diukur persepsi saya karena saya penggunaan itu ya positif karena saya menggunakan ke arah positif tapi saya tidak mewakili guru-guru yang lainnya. Kenapa? Karena ada kata teknologi yang personal apakah mereka selalu menggunakan itu dalam kehidupan yang lain kan itu masalahnya baik pak



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**APPENDIX 4**
**AN ANALYSIS OF THE INTERVIEW  
WITH THE TEACHER (CODING)**
**Responden 1**

Statements	Keywords	Category	Theme
“untuk kebijakan ya saya mengetahui hal tersebut, hmm apalagi ya”	policy	cognitive	Policy about using smartphone
“disini kebijakan dari wakil kurikulum adalah bahwasanya tidak boleh menggunakan smartphone pada siswanya, kalau untuk guru ya boleh.”	curriculum	cognitive	Policy about using smartphone
“sering, karena smartphone sangat membantu kalau laptop kan biasanya agak berat”.	Smartphone	cognitive	Policy about using smartphone
“yaa alhamdulillah kita sangat terbantu”.	helpful	cognitive	Smartphone usage
“mmm bisa dibilang penting karna bisa menunjang pembelajaran di dalam kelas.”	important	cognitive	The benefits of smartphone
“gede mungkin hahahah.”	confidence	Affective	Smartphone usage
“selagi kita meningkatkan kualitas ee mengajar kita kenapa tidak. Apa namanya kayak tetap percaya diri.”	Quality of teaching	affective	Smartphone usage
“ya bisa dibilang begitu.”	The conversation is easy to	affective	Smartphone usage

	understand		
“ya saya merasa nyaman dengan menggunakan smartphone saat mengajar.”	comfortable	affective	Smartphone usage
“tidak sepertinya.”	The conversation is easy to understand	affective	Smartphone usage
“ya efektif menurut saya, karena ya bisa menambah wawasan dan juga apa yang kita dapat bisa kita beri kepada anak-anak.”	effective	cognitive	Smartphone usage
“hmm untuk saat ini saya masih menggunakan musik dalam skill listeningnya.”	Music, skill listening	conative	Future of smartphone
“hhhooh karena nyambung ke infocus hmm apa namanya kan butuh alat lain”	infocus	conative	Future of smartphone
“ya untuk kedepannya di usahakan lebih baik lagi”	The conversation is easy to understand	conative	Future of smartphone
“yaak sangat terbantu karna banyak yang bisa diaplikasikan.”	apply	conative	Future of smartphone
“Untuk dampak baik atau buruknya kita kembalikan kepada setiap individu guru dan siswanya, apakah guru sudah benar membimbing siswanya bisa seratus persen menggunakan smartphone sebagai media tambahan dalam proses belajar. Itu kan balik lagi ke gurunya, siswanya, kebijakan sekolah dan peran orang tua juga tidak lepas dari semua itu. Yang kami ketahui adalah ini sebagai guru smartphone itu adalah penunjang belajar biar	Effect, process of teaching and learning	cognitive	Smartphone usage

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“disitu kan ada aplikasi untuk listening kan.”	application	conative	The future of smartphone
“ya dibutuhkan.”	The conversation is easy to understand	cognitive	Smartphone as a media
“membantu. Ehmm (batuk)”	The conversation is easy to understand	Conative	Using smartphone as a media
“yah penting, sebagai tambahan bagi kita..eehmm (batuk) informasi banyak yang kita dapatkan tentang bahasa inggris ini.”	The conversation is easy to understand	Conative	Using smartphone as a media
“untuk tambahan iya”.	The conversation is easy to understand	cognitive	Using smartphone as a media
“kalau mengajar pakai handphone hanya untuk listening”	The conversation is easy to understand	cognitive	Using smartphone as a media
“fokus ke listening, sebab membantu.”	listening	cognitive	Using smartphone as a media
“nyaman”	The conversation is easy to understand	affective	Using smartphone as a media
“tidak pernah, itu hanya kapan ketika ada pelajaran listening kita (sebagai guru) menggunakan smartphone, tapi kalau reading teks, grammar, itu ndak karna kita bisa pakai infokus.”	The conversation is easy to understand	affective	The future of smartphone
“tahun terakhir ini”	The conversation is easy to understand	cognitive	Using smartphone
“masih hmm fokusnya pada listening kadang-kadang	song	cognitive	The future of smartphone

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lagu, kan ada pokok pembahasan tentang song kan? Di akhir pembelajaran tiada song nya.”			
“saya sangat mendukung”	The conversation is easy to understand	conative	Policy about using smartphone at school
“sangat mendukung.”	The conversation is easy to understand	conative	Policy about using smartphone at school
“jalah ikut kita supaya ndak ketinggalan kan”	The conversation is easy to understand	conative	Workshop about smartphone
“kalau menurut saya baik, apa baiknya? Informasi yang selama ini ndak kita dapatkan dari media lain, kita bisa cari disini kan nah mudah kita mendapatkannya disini dan kalau kita jumpa kita bisa nyuruh anak-anak tu nanti tolong dirumah kalian ambil aplikasi ini tolong pelajari nanti ya kita beritahu siswa sebab handphone bagi siswa tidak boleh dibawa ke sekolah kan. Kadang-kadang di sekolah ni dibawa laptop akhirnya gak bagus. Memang ada tapi gak bisa dipakai”	Information, wifi, laptop	conative	Effect of using smartphone as a media
“ndak, hanya dilabor aja biasanya tapi kalau dikelas ndak bisa”	The conversation is easy to understand	cognitive	Effect of using smartphone as a media
“yaa”	The conversation is easy to understand	cognitive	Effect of using smartphone as a media

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### Responden 3

Statements	Keywords	Category	Theme
kebijakan penggunaan?	Policy	Cognitive	
kebijakan penggunaan tidak ada, kebijakan mengenai smartphone ada	Policy of using smartphone	Cognitive	
karena berbeda nanti tu kalau penggunaan berarti disarankan utk menggunakan tapi mengenai kebijakan smartphone ada	Policy of using smartphone	Cognitive	
kan penggunaan	Using	Cognitive	-
anak-anak dilarang membawa smartphone yang kira-kira ya lengkap multimedia lah	Smartphone, multimedia	Conative	
untuk guru tentu tidak ada pembatasan sama sekali, penganjuran tidak ada karena itu kan kebutuhan	Teacher	Cognitive	-
bukan pernah ya.	The conversation is easy to understand	Cognitive	-
sering.	The conversation is easy to understand	Cognitive	
ya sebetulnya ini sejalan dengan pemerintah buktinya apa pemerintah menyediakan ruang untuk itu, contoh beberapa buku cetak yang dikeluarkan oleh pemerintah sudah ada dalam bentuk aplikasi android, artinya apa itu kan untuk memudahkan mengakses buku itu sendiri nah dan kemudian aaa untuk aplikasi-aplikasi yang mendukung seperti dictionary, kamus bahasa	Android, Dictionary, Facilities	Cognitive	

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Inggris juga tersedia disana ee bahkan kamus yang harganya mungkin mahal dalam tanda kutip bisa didownload gratis walaupun ada keterbatasan seperti kamusnyaa aa oxford kemudian pronunciation dictionary for college dan semacamnya. Otomatis minikan fasilitas, fasilitas yang sangat terjangkau dan memudahkan kan bisa menghemat			
otomatis guru kalau kami sangat terbantu dengan itu	The conversation is easy to understand	Conative	-
heeh dengan adanya smartphone	The conversation is easy to understand	Conative	-
dibutuhkan oleh siapa sekarang ni?	The conversation is easy to understand	Conative	
guru? Eee secara umum ya secara umum tapi agak susah juga ya kenapa mungkin smartphone ini kita harus pasang spesifikasi lagi, smartphone yang semacam apa ya kalau saya pribadi sangat dibutuhkan	Spesification	Conative	
nah apalagi yang sudah teraplikasi dengan satu infokus yang pakai bluetooth	BluetooH	Conative	The challenges in learning English
wireless dia	wireless	Conative	-
ga perlu kabel, padahal di	Microsoft	Conative	The students'

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smartphone saya juga ada microsoft office jadi persentasi saya akan jadi lebih sangat efektif, kemudian utk pelafan kata itu kita punya aplikasi yang banyak kan cara ucap pronunciation anak-anak itu perlu diperbaiki dan kita punya aksesnya pakai kamus ini ada dua mau british atau american yang mungkin tanpa itu tidak bisa dilaksanakan	Office		act while learning English
kalau kamusnya tinggal tekan speaker aja yang british tekan speakernya british, menurut saya itu hal yang sangat dibutuhkan kalau gurunya bisa.”	British	Conative	Challenges in learning English.
mengaplikasikan itu	The conversation is easy to understand	Conative	Solving problem
dari tampilan saja pasti smartphone lebih efektif jadi maksud saya dari size yang diangkat-angkat ke dalam kelas sudah nampak efektifnya	The conversation is easy to understand	Conative	
penting mungkin dalam arti kan bagaimana kita katakan penting itu karna inikan sifatnya pendukung	The conversation is easy to understand	Conative	
penunjang mungkin bisa dikategorikan penunjang yang penting bisa saja seperti itu karna dia faktornya itu tadi dan itu memang iya faktor penunjang yang penting menurut saya itu iya penting, saya bisa aja contohnya saya bisa saja mengedit powerpoint saya	powerpoint	Conative	

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<p>dengan smartphone saya dengan harus tidak perlu cok listrik pertanyaannya apakah semua guru bahasa inggris seperti itu? Nah ini pertanyaannya (tertawa) itu pertanyaannya kalau menurut saya pribadi ya penting menurut saya kalau ndak apa itu mungkin agak kewalahan ya karena saya punya beberapa buku didalam tu kan</p>			
<p>heeh</p>	<p>The conversation is easy to understand</p>		
<p>heheh, saya rasa ndak ada konteksnya seperti itu ya.. kenapa? Kalau dihubungkan teknologi yang kita gunakan menambah kepercayaan guru kita saya rasa tidak ada konektivitasnya kecuali sang pengguna handphone atau smartphone itu digunakan untuk bagian dari lifestyle ya bisa jadi kan kalau kalau saya tidak percaya diri kan arahnya ke lifestyle kan gitu kan bukan lifestyle kan</p>	<p>lifestyle</p>	<p>Affective</p>	
<p>It bukan lifestyle jadi tingkat konfidence kita dalam menggunakan smartphone itu tidak berhubungan</p>	<p>confidence</p>	<p>Affective</p>	
<p>hmm, bahkan sebaliknya saya selalu menyampaikan kepada siswa kita jangan jadi fiktif of the technology kita harus menjadi user of the technology itu kan fiktif apa pembatasnya itu? (suara bel) ketika smartphone itu sudah</p>	<p>User, victim</p>	<p>Conative</p>	

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<p>mengganggu aktivitas kita dan mengganggu efektivitas waktu kita kita udah fiktim ya kan, fiktim of the smartphone nah yang saya mau tunjukkan adalah ini sebenarnya bisa anda juga sebenarnya bisa dirumah dong bahkan itu semacam kampanye agar dia bisa menggunakan smartphonenya ke arah positif gitu kan banyak aplikasi aplikasi sekarang ada macam-macam hanya daftar melalui ini melalui ini bisa mendownload video pembelajaran dengan ini kan kita mengalihkan anak ini dari fiktim ke user. Kalau menurut saya tidak ada tekanan bahkan saya menekankan siswa ke sisi positifnya jangan jadi victim tapi jadilah user nah itu kira-kira</p>			
<p>eeehhhh bosan tentu tidak ya kenapa? Karena kita menggunakannya sesuai kebutuhan kita mungkin kata kalimat pertanyaan ini bosan alama arti kata ee kalau digunakan sembarangan ya sekedar membuang-buang waktu tentu iya. Itu iya gitu</p>	<p>The conversation is easy to understand</p>	<p>Affective</p>	
<p>penunjang dalam belajar tentu tidak ada kata-kata itu. Tidak ada kata-kata itu karena dia (smartphone) penunjang artinya kapan kita perlu ktia gunakan</p>	<p>The conversation is easy to understand</p>	<p>Affective</p>	
<p>bilang lima lebih mungkin</p>	<p>The conversation is easy to</p>	<p>Cognitive</p>	

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	understand		
pertama ngajar, saya ngajar bahasa inggris sejak sebelum sudah tamat SMA saya udah ngajar jadi belum ada smartphone	The conversation is easy to understand	Cognitive	
(tertawa) ya sekitar sepuluh atau lima tahun belakangan lah sejak boomingnya smartphone lah	booming	Cognitive	
hmm ndak bisa dibilang seperti itu. Kenapa? Kalau ada kata keseharian	The conversation is easy to understand	Cognitive	
saya rasa ndak bisa dibilang seperti itu karna ini penunjang yaa karna ini penunjang bukan maintoolnya gitu	The conversation is easy to understand	Cognitive	
bukan itu dia, karena penunjang	The conversation is easy to understand	Cognitive	
pertama eee kalau fitur itu variabelnya tentu handphonenya dulu dong tapi handphonenya support apa tidak kan gitu ya itu yang pertama jadi fitur pertama tentu saja kita ni bukan pembuat fitur tapi pengguna fitur artinya apa kita akan mengambil fitur-fitur yang kita gunakan saja kan itu	The conversation is easy to understand	Conative	
apa jadi fitur-fitur itu ya diambil sesuai dengan yang kita butuhkan saja nah apa contohnya eee salah satu bukalah. Buku untuk seluruh buku cetak atau buku pegangan handsbook (12:23) untuk kelas X XI dan kelas XII dan untuk jurusan pengindahan semuanya sudah	Android,	Conative	

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<p>ada diandroid. Semuanya sudah ada dan itu penting saya download dan siswa saya dirumah juga sudah ada mendownload itu mereka bisa belajar sambil memegang handphone bukan berarti setiap anak memegang handphone mereka</p>			
<p>bermain-main tidak hak makanya mengolah mindset (12:24) mereka itu kan penting itu itu satu. Yang kedua seperti eee dictionary tadi, lengkap dia ada cara ucapnya ada fanatic symbolnya lengkap disitu tinggal download dan lihat. Apalagi ada akses yang sifatnya butuh ya kan luar biasa itu anak bisa meniru action american</p>	Mindset, fanatic	Conative	
<p>native speakernya ada dan itu anak-anak pun bisa belajar dan bukan bahasa inggris saja banyak bahasa yang lain. Itukan yang harus kita olah adalah kalau menurut saya bukan pelarangan handphonenya yang harus kita tekankan kepada siswa kalau kita bicara diranah siswa bukan pelarangan handphone tapi sejauh mana kita mendidik siswa itu agar menjadi orang yang punya kontrol diri bukan membatasi kita menggunakan itu tapi kita olah otak mereka itu agar mereka punya set controlling gitu (13:51) itu yang paling penting gitu. Kenapa dengan ap apa statistika gitu, ada buku ada</p>	Native speaker	Conative	

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atau smartphone kalau ndak punya ya ndak masalah temannya punya kok	understand		
tapi kita kalau punya silahkan. kenapa? kita juga akan meyakinkan kenapa seperti itu? Kita juga menyampaikan ini ni pendukung bukan suatu yang diwajibkan gitu. Artinya apa kalau ada kenapa gak kita gunakan gitu maksudnya	The conversation is easy to understand	Affective	
eeehm satu apapun pelatihannya dan itu berhubungan dengan ee perkembangan		Conative	
apakah itu teknologi apakah itu pendidikan saya rasa seluruh guru harus antusias tapi kalau kita kaitkan dengan handphone ya kalau saya pribadi kalau ada sesuatu yang baru dsiana kenapa tidak gituloh	technology	Conative	
kenapa tidak gituloh. Tapi kalau hanya standar standar biasa ya disaat kita sudah bisa menggunakan itu dan dalam pelatihn itu tidak ada sesuatunya ya mungkin ndak antusias kan gitu itu menurut sayaa	The conversation is easy to understand	Conative	
hmm	The conversation is easy to understand		
eeee mungkin ya kalau sekarang dari kalau saya tinjau history smartphone itu dari tahun berapa dia booming kemudian masih ada guru-guru kita yang	MGMP	Conative	

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gaptek dalam arti kata tidak bisa menggunakan ini dalam bentuk aplikasi dan sebagainya eee saya rasa ini angkanya sangat tipis tapi kalau pun ada yaa ee ndak kan susah sekali gituloh untuk merubah mereka supaya mereka tidak gaptek. Kenapa? Kita hanya perlu share dan berbagi bagaimana mengaplikasikannya dan saya yakin sekali kata-kata gaptek kalau sudah dikomunikasikan kepada bidang studi masing-masing contoh disini ada koordinator bidang studi guru mata pelajaran matematik ha ada forum mereka ha ketika mereka diskusi dalam forum ini ya saya rasa itu menjadi suatu solusi yang luar biasa gitu sehingga tidak akan ada lagi guru yang tidak menggunakan tidak susah tidak gaptek ketika ada anjuran atau peningkatan kepada pihak sekolah. Sekolah ayo kita sulap menjadi sekolah yang ee teknologi yang menggunakan samrtphone atau teknologi atau temanya 4.0 gitu loh ya saya rasa tidak akan begitu sulit karena kita punya ruangnya untuk itu ada ruang MGMP sekolah ada MGMP Kabupaten yakan tempat guru-guru share kalau seandainya ada peningkatan-peningkatan saya rasa kenapa tidak.

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<p>Kalau diukur persepsi saya karena saya penggunaan itu ya positif karena saya menggunakan ke arah positif tapi saya tidak mewakili guru-guru yang lainnya. Kenapa? Karena ada kata teknologi yang personal apakah mereka selalu menggunakan itu dalam kehidupan yang lain kan itu masalahnya</p>	<p>The conversation is easy to understand</p>	<p>Affective</p>	
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## APPENDIX 5

**RESULT OF QUESTIONNAIRE ABOUT PERCEPTION  
OF TEACHERS IN USING SMARTPHONE**

**Section 1 (Cognitive)**

Statement	Category				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Saya mengetahui penggunaan smartphone sangat penting dalam proses belajar mengajar.					✓
2. Saya mengetahui kebijakan di sekolah tentang penggunaan smartphone dalam proses pembelajaran.			✓		
3. Saya memotivasi siswa saya dalam penggunaan smartphone di kelas				✓	
4. Saya juga mengizinkan siswa menggunakan smartphone pada saat jam pelajaran Bahasa Inggris untuk membantu belajar.					✓
5. Saya suka sekali menggunakan smartphone untuk mencari sumber pembelajaran baru.					✓
6. Saya sudah lama menggunakan smartphone dalam proses pembelajaran di kelas.					✓

**Section 2 (Affective)**

Statement	Category				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Saya merasa penggunaan smartphone di sekolah sangat diperlukan.				✓	
2. Saya yakin penggunaan smartphone dapat meningkatkan efektivitas guru dalam mengajar Bahasa Inggris di kelas				✓	





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Bahasa Inggris.

## Section 1 (Cognitive)

	Statement	Category				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Saya mengetahui penggunaan smartphone sangat penting dalam proses belajar mengajar.					✓
2	Saya mengetahui kebijakan di sekolah tentang penggunaan smartphone dalam proses pembelajaran.			✓		
3	Saya memotivasi siswa saya dalam penggunaan smartphone di kelas			✓		
4	Saya juga mengizinkan siswa menggunakan smartphone pada saat jam pelajaran Bahasa Inggris untuk membantu belajar.	✓				
5	Saya suka sekali menggunakan smartphone untuk mencari sumber pembelajaran baru.					✓
6	Saya sudah lama menggunakan smartphone dalam proses pembelajaran di kelas.				✓	

## Section 2 (Affective)

	Statement	Category				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Saya merasa penggunaan smartphone di sekolah sangat diperlukan.					✓
2	Saya yakin penggunaan smartphone dapat meningkatkan efektivitas guru dalam mengajar Bahasa Inggris di kelas					✓
3	Saya merasa senang jika ada pelatihan atau seminar tentang tata cara penggunaan smartphone dalam kegiatan					✓

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2. Dilarang mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.	Saya merasa yakin bahwa penggunaan smartphone dapat meningkatkan motivasi guru dalam kegiatan mengajar.					✓
3. Dilarang mengubah atau menambahkan atau menghapus, memodifikasi, atau melakukan tindakan lain yang dapat merusak atau mengurangi manfaatnya atau membahayakan karya tulis ini.	Saya merasa penggunaan smartphone dapat memudahkan guru dalam proses belajar mengajar.					✓
4. Dilarang menyalin, mengutip, atau menjiplak sebagian atau seluruh karya tulis ini tanpa mengutip sumbernya.	Saya sering merasa bosan ketika menggunakan smartphone di kelas saat mengajar.					✓
5. Dilarang menyalin, mengutip, atau menjiplak sebagian atau seluruh karya tulis ini tanpa mengutip sumbernya.	Saya selalu menggunakan smartphone sebagai media pembelajaran					✓

**Section 3 (Conative)**

Statement	Category				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Saya akan menggunakan smartphone untuk memudahkan dalam proses pembelajaran Bahasa Inggris.					✓
2. Saya akan menggunakan smartphone jika tidak ada sumber referensi belajar yang relevan.					✓
3. Saya akan menggunakan smartphone dalam proses belajar mengajar Bahasa Inggris.					✓
4. Jika ditutup untuk berkreasi, saya akan menggunakan smartphone sebagai bahan edukasi tambahan bagi siswa.					✓
5. Saya akan mengikuti pelatihan atau seminar tentang pentingnya penggunaan smartphone yang diadakan oleh pihak sekolah.					✓
6. Saya akan selalu menggunakan smartphone sebagai media pembelajaran.					✓
7. Saya akan memberikan motivasi kepada guru lain agar selalu memanfaatkan smartphone dalam proses pembelajaran Bahasa Inggris.					✓

**Responden 3**  
**Section 1 (Cognitive)**

Statement	Category				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Saya mengetahui penggunaan smartphone sangat penting dalam proses belajar mengajar.				✓	
2. Saya mengetahui kebijakan di sekolah tentang penggunaan smartphone dalam proses pembelajaran.					✓
3. Saya memotivasi siswa saya dalam penggunaan smartphone di kelas					✓
4. Saya juga mengizinkan siswa menggunakan smartphone pada saat jam pelajaran Bahasa Inggris untuk membantu belajar.			✓		
5. Saya suka sekali menggunakan smartphone untuk mencari sumber pembelajaran baru.				✓	
6. Saya sudah lama menggunakan smartphone dalam proses pembelajaran di kelas.				✓	

**Section 2 (Affective)**

Statement	Category				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Saya merasa penggunaan smartphone di sekolah sangat diperlukan.				✓	
2. Saya yakin penggunaan smartphone dapat meningkatkan efektivitas guru dalam mengajar Bahasa Inggris di kelas				✓	
3. Saya merasa senang jika ada pelatihan atau seminar tentang tata cara penggunaan smartphone dalam kegiatan mengajar					✓
4. Saya merasa yakin bahwa penggunaan smartphone dapat meningkatkan motivasi guru dalam kegiatan mengajar.				✓	
5. Saya merasa penggunaan smartphone					✓

Hak Cipta Dilindungi Undang-undang. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber. Dilarang menggunakan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## Hak Cipta dan Perlindungan UIN Suska Riau

1. Dilarang menyalin atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	1. Dapat memudahkan guru dalam proses belajar mengajar.					
	2. Saya sering merasa bosan ketika menggunakan smartphone di kelas saat mengajar.		✓			
	3. Saya selalu menggunakan smartphone sebagai media pembelajaran			✓		

## Section 3 (Conative)

Statement	Category				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Saya akan menggunakan smartphone untuk memudahkan dalam proses pembelajaran Bahasa Inggris.				✓	
2. Saya akan menggunakan smartphone jika tidak ada sumber referensi belajar yang relevan.					✓
3. Saya akan menggunakan smartphone dalam proses belajar mengajar Bahasa Inggris.				✓	
4. Jika dituntut untuk berkreasi, saya akan menggunakan smartphone sebagai bahan edukasi tambahan bagi siswa.				✓	
5. Saya akan mengikuti pelatihan atau seminar tentang pentingnya penggunaan smartphone yang diadakan oleh pihak sekolah.				✓	
6. Saya akan selalu menggunakan smartphone sebagai media pembelajaran.			✓		