Students' Perceptions of Using Smartphone in Learning English at The Twelfth Grade of SMKS Pembina Bangsa Bukittinggi

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Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi siswa dalam menggunakan smartphone dalam pembelajaran bahasa inggris di kelas dua belas SMKS Pembina Bangsa". Penelitian ini dilakukan karena peneliti menemukan beberapa masalah yang mempengaruhi persepsi siswa dalam menggunakan smartphone dalam pembelajaran bahasa inggris di kelas dua belas. SMKS Pembina Bangsa Bukittinggi tahun pelajaran 2022/2023. Penelitian ini merupakan penelitian kuantitatif. Populasi penelitian ini adalah siswa kelas XII SMKS Pembina Bangsa yang berjumlah 116 siswa. Sampel yang diambil sebanyak 47 siswa. Pengambilan sampel dilakukan dengan menggunakan purposive sampling. Hal ini dikarenakan guru menggunakan Smartphone dalam Pembelajaran Bahasa Inggris hanya di dua kelas. Teknik pengumpulan data dalam penelitian ini adalah kuesioner. Penelitian ini menggunakan kuesioner tertutup. Untuk menjawab kuesioner tersebut peneliti memberikan lima pilihan. Peneliti menganalisis data menggunakan persentase untuk setiap item. Hasil penelitian menunjukkan beberapa kategori Persepsi Siswa tentang Penggunaan Smartphone dalam Pembelajaran Bahasa Inggris terdiri dari penyerapan, memahami dan evaluasi Persepsi siswa terhadap penyerapan adalah positif dengan persentase rata-rata 76,16%. Persepsi siswa terhadap memahami adalah positif dengan persentase rata-rata 73,53%. Persepsi siswa terhadap evaluasi adalah positif dengan persentase rata-rata 76,73%. Jadi, persepsi tertinggi diberikan siswa pada evaluasi dengan pilihan persepsi positif.

Kata kunci: *Persepsi, Smartphone.*

Abstract

This research was purposed to know the Students' Perceptions of Using Smartphone on English Learning at the Twelfth Grade of SMKS Pembina Bangsa Bukittinggi". This research was done because the researcher found some problems that influence the students' perceptions of using smartphone on learning English at the twelfth grade of SMKS pembina bangsa in Academic Year 2022/2023. This research was a quantitative research. The population of this research was the twelfth grade students of SMKS Pembina Bangsa which

consisted of 116 students. The sample is taken 47 students. The samples are taken by using purposive sampling. This is because the teacher used Smartphone in Learning English only on two classes. The technique of data collection in this research is the questionnaire. This research used close questionnaire. To answer the questionnaire the researcher provides five options. The researcher analyzed the data used percentage for each item. The result of the research showed some categories of students' perceptions of using smartphone on learning English consist of absorption, understanding, and evaluation. Students perception on absorption is positive with mean percentage 76.16%. Students' perception on understanding is positive with mean percentage 73,53%. Students perception on evaluation is positive with mean percentage 76,73%. So, the highest perception was given by students on evaluation by option of the positive perception.

Keywords : *Perception, smartphone.*

INTRODUCTION

       Smartphones influence peoples' lives in particular college students, given that smartphones have many abilities similar to minicomputers. It can be used for text messages, to make a phone call, take photos or videos, play MP3 music, access the Internet, etc. According to Barakati, D. P. (2011) smartphone is used not only as a communication tool but can be used to improve student's skills in English when it is used properly. It means that smartphone as a communication tool will improve English skills if it is used wisely.

       Smartphones have capabilities comparable to computers, supported by advanced systems. The existence of a smartphone as a mobile device allows users to connect simultaneously through the phone device and internet data, which is what distinguishes smartphones from regular phones. Nowadays, smartphones are not only communication technology but also an element that reflects emotional and cultural connections that symbolize human social status. Therefore, people still view smartphones as a measure of human status and seek to replace smartphones with the latest models. Smartphone as a new communication technology product is present in various circles of society and has become social icon.

       In some developing countries, many people have adopted the use of smartphones as a means of learning. Many types of studies have been conducted by researchers to determine technology use among students, including smartphone use. According to Reinders, H. (2010) said that the idea of using mobile devices such as smartphones in the teaching and learning process in the classroom has helped teachers improve language learning. Students can easily learn English via smartphones by installing useful applications such as dictionary, grammar, idioms etc. This means that smartphones have the potential to become one of the media used in teaching and learning. Teacher recommend encouraging students to make maximum use of smartphones in learning English (maximize the use of smartphones) by using existing applications in the classroom, in order to improve their ability to learn English. Students' ability to learn English in a more creative and interesting way.

       According to (Barker et al. 2005) states that the impact in cell phone technology on learning namely portability, collaboration, and motivation. So smartphone have many impacts

on education. In some developing countries, many people already use smartphones. Students are aware of the difficulties in learning English, their attitudes towards using smartphones to learn English, and the extent of their use. Using smartphones to learn English can be considered a new learning system. Language proficiency is part of the general human learning process, closely related to personality, and closely related to second culture language learning, including distraction, create new language systems and study discourse and the communicative functions of language.

According to Richards in Suparno (2018), perception refers to the process of perceiving and understanding events, objects, and stimuli through the use of senses such as sight, hearing, and touch. Then, according to Choirotun Nisa 2021, perception has the following indicators: Absorption of a stimulus or objects external to the object or individual stimulus absorbed or accepted by the five senses, such as sight, hearing, touch , smell and taste, individually or together. As a result of absorption or acceptance through the five senses, one obtains ideas, reactions or impressions in the brain. Ideas can be single or plural, depending on the perceived object being observed. In the brain it collects ideas or impressions, old and newly formed. Whether an idea is clear or not depends on the stimulus, the sensitivity of the senses, and how long ago it was. Understanding, once there are ideas or impressions in the brain, those ideas are organized, classified, compared and interpreted, forming understanding. The understanding process is unique and quick. The understanding that is formed also depends on old ideas that the individual has previously had. This is called perception. Evaluation, after forming understanding there will be an evaluation of the individual. Individuals compare the resulting understanding with subjective criteria or standards that belong to them. Each person's assessment is different even though the object is the same. Therefore, perception is personal. Can be concluded that the researcher use the Choirotun Nisa 2021 theory because this Choirotun Nisa 2021 theory is enough to determine students' perceptions of smartphones use the indicators are absorption, understanding and evaluation.

In facilitating the English learning process at SMKS Pembina Bangsa the teacher used smartphones as learning media, such as WhatsApp (WA), Browser, PowerPoint, Google Translate etc. To support learning English activities. how important this perception is in the implementation of learning at SMKS Pembina Bangsa, the case study is that the teacher allows to used smartphone in learning English while major regulations are not allowed to use smartphones in learning carry smartphones then in daily tests (UH) the teacher allows students to use smartphones, then the teacher does not recommend bringing dictionaries to school but the teacher allows students to use smartphone in learning English, seen the school there is a phenomenon of allowing smartphones to be carried when studying, especially for twelfth grade, the teacher allows students looking for translations of difficult vocabulary using google translate then there is another task the teacher generally instructs via WhatsApp which is even more strange, it's okay to use a smartphone during daily tests, therefore the researcher wants to know how students actually perceive this. The teacher used a smartphone equipped with operating systems that can connect to the internet to made easy for teacher and students to access internet to find information or subjects matter being faced using existing browser applications. The smartphone was used by the

teacher to learning media and support English lessons in the class, and the teacher used the WhatsApp (WA) feature to send lessons.

Based on the preliminary research by conducting observation in the twelfth grade of SMKS Pembina Bangsa, there were several perceptions that the researcher was found. First students had different perceptions of using smartphone in learning process. The teacher used a smartphone in teaching English. Some students said they liked the used of smartphone in the learning process. However, other students said smartphone could interfere with learning concentration because smartphone have many features that interfere with learning concentration. For example, a smartphone had bordered by incoming calls, incoming SMS, messages from social networks, and so on during learning. Secondly the students have different perceptions of the teaching style. Some of the students said that the teacher was less interested in the teaching process. But, other students said that the students liked how the teacher taught them. It was supported by the observation that the teacher only using smartphone were used in the learning process, which made the students not focus on paying attention. Based on the problems above, the researcher were interested to conduct a research"Students' Perceptions of Using Smartphone on English Learning at the Twelfth Grade of SMKS Pembina Bangsa".

METHOD

The researcher used quantitative methods, specifically survey research. According to John W. Creswell (2012), survey research is a quantitative research process that measures the attitudes, perceptions, behaviors, or characteristics of a population.6 This means that to measure attitudes, perceptions, behaviors or characteristics in a population survey, research is needed to measure them. In summary, the researcher used a survey to find out students' perceptions about using smartphones to learn English in grade 12 at SMKS Pembina Bangsa.

The population of interest in this study includes grade 12 students of SMKS Pembina Bangsa Bukittinggi and SMKS Pembina Bangsa has 7 classes for grade 12. In this study, the researcher chose two classes as samples: grade XII OTKP and grade XII TKJ.

Instrument the researcher used is questionnaire to know what is the students' perceptions of using smartphone in English learning at the twelfth grade of SMKS Pembina Bangsa. According to Sukma et all (2021) questionnaire is data collection carried out by giving statements or questions to respondents to be given according to user requests. Research instrument is used to measure variable in the research.

The researcher used a questionnaire to find out students' perceptions about using smartphones in learning English in grade 12 at SMKS Pembina Bangsa school. The researcher applies the questionnaire and gives instructions to choose the best answer from the questionnaire of (20) questions. In this research, the researcher used type of Likert Scale questionnaire.

Likert	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Source: Sugiyono

The researcher analyzed the data from questionnaire by using 5 valued on Likert Scale that is used to measure the mean score of students perceptions of using smartphone in learning English . To obtain the mean score, each statement was developed with the value (Strongly Agree=5, Agree=4, Sometimes=3, Disagree=2, Strongly Disagree=1), the formula is described as follow:

$P = \frac{(f\ SA x\ 5)+(f\ A x\ 4)+(f\ S\ x\ 3)+(f\ D\ x\ 2)+(f\ SD\ x\ 1)}{N}$ x100%

Where:
f = Frequency   SA = Strongly Agree
A = Agree   N = Neutral
D = Disagree   SD = Strongly Disagree

After each respondent's score are account, then the researcher would categorize the range score to describe categories of blogging activity in writing class. The next step is the researcher account its percentage of each items of questionnaire that answer by respondents. It follows the formula:

$P\ \frac{=\sum score}{Max\ Score}$x100%

Where :
P   : Percentage
∑ score   : Total score
Max score   : Maximum score

The researcher categorized the result of the data based on the table of interpretation. In this research the researcher used the table interpretation which is suggested by Norman Blaike. the result of much calculation is categories by positive, neutral and negative perception.

Table Data Interpretation

Positive	70%-100%
Neutral	60%-69%
Negative	10%-59%

Source: Norman Blaike

RESULTS AND DISCUSSION

The purpose of this research is to know students' perceptions of using smartphone in English learning in the twelfth grade of SMKS Pembina Bangsa. According to the findings of this research, students use their smartphones to help them study without being bond by time. It is supported by Chen and Chung,(2008) who stated that mobile learning can surpass the limitations of time and place by enabling students to study whenever and wherever they want to.

Based on the description and analysis of the data discussed preciously it is found that mostly the students portability absorption, understanding and evaluation their answer 47 for the questionnaire statements. Based on the table of percentage score, 73,53% as the highest in agree option.

All total of percentage student understanding using smartphone on English learning in percentage 73,53% all total after average. then the percentage evaluation only 72,79% in six item all. And than the percentage absorption only 71,94% in nine item all total after average.

In summary, the students' perceptions of using smartphone in English learning in the twelfth grade XII OTKP and XII TKJ of the SMKS Pembina Bangsa. First, students perception on students understanding is 73,53%. Based on the percentage, it can be interpreted that the students have positive perception on this indicator. Second, students' perception on students evaluation 72,79% in rating quality positive, third, students perception on students absorption is 71,94 Over all, the students' perceptions of using smartphone on English Learning at the twelfth at the Xll OTKP and Xll TKJ SMKS Pembina Bangsa.

CONCLUSION

Based on the finding and discussion that have been presented above, the researcher concluded that:
1. Students' Perceptions of Using Smartphone on English Learning at the Twelfth Grade of SMKS Pembina Bangsa in absorption aspect has positive. It can be seen based on the total percentage was 73,94%.
2. Students' Perceptions of Using Smartphone on English Learning at the Twelfth Grade of SMKS Pembina Bangsa. In understanding aspect has positive. It can be seen based on the total percentage was 73,53%.
3. Students' Perceptions of Using Smartphone on English Learning at the Twelfth Grade of SMKS Pembina Bangsa. In evaluation aspect has positive. It can be seen based on the total percentage was 72,79%.

Based on the explanation above, the researcher found that the mean of students answer was percentage very good in Students' Perceptions of Using Smartphone on English Learning at the Twelfth Grade XII OTKP and XII TKJ SMKS Pembina Bangsa Bukittinggi.

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