

CHAPTER I

1. Introduction

1.1 Background of The Study

Smartphone is one of the ICT (Information Communication and Technology) products that gradually penetrates into students' daily activities and becomes part of their lives. Particularly in Indonesia, according to a study from Australia market research company, Roy Morgan Research, smartphones are seeing a significant uptick in ownership in Indonesia. It's also been found that between March 2012 and 2013, smartphone ownership doubled from 12% of the population to 24% (eMarketer: 2013). In the U.S, Nielsen (2013) mentions that smartphone ownership continued to grow among students and recent grads, as 70 percent of teens (aged 13-17) and 79 percent of young adults (aged 18-24) now own smartphones.

The significant growth of smartphone ownership among students nowadays develops new connections and alter students' attitudes towards the technology item. Lately, students become strongly attached to their smartphones and assume it as an important part of their lives. Hough (2011) highlights the extreme influence of technology through the studies by reseachers which reveals that four in five students have significant mental and physical distress, panic, confusion, and extreme isolation when forced to unplug from technology for an entire day. The findings also indicate that college students across the globe confess to get addicted on modern technology such as mobile phones, laptops, and television. Also , the addiction include the social networking such as Facebook and Twitter.

According to the infographic research done by HackCollege.com, 57% of college students use smartphones, 60% feel addicted to their phone, 75% sleep next to their phones, 93% admit that their smartphones make their lives

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easier, 97% who have smart phones use them for social networking, 88% of students have texted in class, and 40% used smart phones to study before test (Alexander: 2011). Looking at the percentage, it has been acknowledged that huge numbers of students now are strongly connected and spend much time on their smartphones. As stated by Bao (2013) that students spend more time on smartphones but less time on study with it. Many students hold the belief that mobile learning is only complementary but not the mainstream learning model until now. As a matter of fact, students use their smartphones not only for communication, but also for learning.

Yet, the percentage of learning activity conducted via smartphone still less than other activities, such as social networking. Kibona and Mgaya (2015) in their study reveals that there is a negative correlation between smartphone usage and academic performance of higher learning students because the smartphone bring negative results or progression on students' performance academically. Students are proven to use smartphone more on non-academic activities, such as social networking, and those who are addicted to smartphones is easily distracted in their study, very few succeed to get the first class, and leads to GPA dropout. This fact can be considered as a negative impact on how students manage to spend their time due to the smartphone addiction.

Not only taking part on students' daily lives, the expansion of smartphones also penetrating in classroom during the formal session of learning. Hence, concern towards smartphone effect in distracting 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 distract them while they are teaching. Another finding by Kuznekoff & Itsworth (2013) expose the negative impact on texting/posting activity during class lecture. Students who use their mobile phones during class lectures tend to write down less information, recall less information, and perform

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worse on a multiple-choice test than those students who abstain from using their mobile phones during class. Looking on this fact, it shows that students are still not able to use the smartphone wisely, instead, the mobile technology is transformed into learning distraction. Therefore, it is crucial to make students aware of the positive functions offered by the mobile phones and guide them to use their phones wisely in terms of time and place in order to reduce the negative impact.

Responding to the significant growth of smartphone penetration among students, a number of research have been conducted to integrate smartphone into the education field in order to gain the most benefit from it, particularly in language learning. Chu (2011) and Subramaniam and Harun (2013) have investigated the effect of adapting smartphone applications in language learning as well as student' satisfaction and perception towards the integration of smartphone in learning. Those researchers indicate that smartphone as part of the Mobile-Assisted Language Learning (MALL) can contribute to enhance language learning process and students have shown some positive attitudes towards the integration of smartphone into their learning process.

Nevertheless, a smartphone is a personal device. Students can access it without teachers' company or instruction. Kim and Kwon (2012) reveal hundreds of smartphone application related to "ESL" that can be accessed by students themselves. Related to students' individual learning, White and Mills (2014) and Woodcock, Middleton, and Nortcliffe (2012) have investigated on students' use of smartphones for their individual learning. Both studies focus on general learning. Çelik , Arkin, and Sabriler (2012) have found that ICT does encourage autonomous language learning among students. It is related to the paper of Warschauer and Liaw (2011) which reveals emerging technologies that are applicable for learning. Yet, both studies do not specifically mention or focus on smartphone application.

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Most of related studies focus on conducting an experiment design to find out the effect of Mobile Assisted Language Learning (MALL) tool towards learning learning strategies in studying independently. Hence, this study will try to explore the role of learning strategies and the use of smartphone in the factual or natural environment. This study will specifically investigate on how the relationship of learning strategies and the use of smartphone amongst students in terms of English learning purpose, and how the learning strategies are applied during the use of smartphone in learning English.

1.2 Research Problems

This research focused on the relationship and the effect of students' learning strategies with the use of smartphone in English and exploring on how the strategies are applied during the use of smartphone in learning English. Furthermore, the strengths and weaknesses of smartphone use in learning English were also investigated based on the students' experience.

1.3 Research Questions

According to research problems mentioned above, there are three research questions that are composed for this research:

1. To what extent is the influence of smartphone use in learning English on students' learning strategies?
2. Among all the learning strategies (metacognitive, cognitive, social/affective), which strategies are influenced the most or the least by the use of smartphone in learning English?
3. What are the strengths or weaknesses of smartphone for learning English experienced by the students?

1.4 Objectives of The Research

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According to the research questions, the objectives of this study are described as follow:

1. To find out the effect of smartphone use in learning English on the students' learning strategies.
2. To find out which strategy of all the strategies (metacognitive, cognitive, social/affective) is influenced the most and the least by the use of smartphone in learning English.
3. To identify the strengths and weaknesses of smartphone for learning English that are experienced by the students.

1.5 Significance of The Study

Theoretically, this study is expected to give a contribution as related sources for the further and more expanded study of this area. Practically, the findings of this study are expected to be beneficial for teachers and lecturers to identify strategies applied by the students during their autonomous learning and to recognize recent alternative tools in enhancing students' ability in learning English. Moreover, readers who are interested in this particular area can have additional reading materials to be analyzed for comparison in order to enrich their insight.

1.6 Clarification of Terms

For the purpose of this study, the main terms are defined below:

Smartphone - According to Oxford online Dictionary (2015) A mobile phone that performs many of the functions of a computer, typically having a touchscreen interface, internet access, and an operating system capable of running downloaded apps. While TechTerms.com (2010) defines smartphone as a mobile phone that includes advanced functionality beyond making phone calls and sending text messages. Therefore in this research, the smartphone is perceived

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as a tool that contains of applications which provide various functions and sources for the users.

Learning Strategies – The special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information (O'Malley & Chamot, 1990:1).

Metacognitive Strategies - Metacognitive strategies are higher order executive skills entailing goal identification, planning, monitoring and evaluation. (Guo, 2012).

Cognitive Strategies – Cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning (O'Malley & Chamot, 1990:44).

Social/Affective Strategies – represent a broad grouping that involves either interaction with another person or ideational control over affect (O'Malley & Chamot, 1990:45).