

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter covers the conclusion of the research analysis and conveys the recommendation offered to expand the findings related to this research. Referring to research problems and significance of this research, below are the conclusion and recommendation explained.

#### 1.1 Conclusions

1. The students admitted that the use of smartphone in learning English has an influence to shape their learning strategies activities. They have acknowledged some English related applications and utilized them for learning English.
2. Among the three strategies investigated in this research, cognitive and social/affective strategies indicated to be influenced the most by the use of smartphone in learning English. Metacognitive strategies are proven to get influenced the least by the use of smartphone in learning English. The students apply metacognitive strategies while using smartphone in learning English by accessing the applications based on their need and interests, which is closer to the strategy of prioritizing. Related to cognitive strategies, students tend to mostly apply translation strategies both to and from English while using smartphone in their English learning. In the meantime, for social/affective strategies, students use smartphone for their English learning to communicate with other in target language and to assure themselves in process of using English for their needs.
3. The students perceive smartphone as a beneficial tool for learning because it is fast, easy, and fruitful in helping them learning English. Mostly the

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difficulties faced by the students during the smartphone use in learning English related to technical factors and their own internal initiative.

## **5.2 Recommendations**

More expanded research related to the learning strategies and smartphone use is expected to be held by other researchers. Focusing on more personal use of smartphone in learning English by particular students and allocating longer time to investigate the topic will be beneficial to support or give additional contribution on this area. This research is also expected to encourage teachers or lecturers to be more aware of the technology development which penetrates rapidly on the students' daily life. Smartphone is one of the technology tools that should be utilized to support students' learning activity and teacher or lecturers play a big role to motivate and lead the students to create a habit of utilizing their smartphone for more learning purposes. Also, this research aims to enrich the sources of information related to this area. It is to facilitate the readers who are interested to explore the information related to this topic in order to get more choices of information sources.

## **5.1 Limitation of the Study**

Smartphone is a personal device that is used on daily basis. Various personal activities or needs are conducted by utilizing the functions of smartphone. Considering the personal principle of smartphone, it is difficult to conduct direct observation of the users to explore their activities in learning English since it may cross the territory of one's privacy. Hence, the data of this research was strongly depended on the consistency of participants' statement in answering questions in the questionnaires and during the interview session.

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