



Opportunities for Using Smartphones in the Digital Age Literacy to Facilitate Students in Learning English Language at Junior High School

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Abstract. Information technology advancements, notably in the field of education, have led to a surge in smartphone use in many spheres of life. In the classroom, smartphones can support creative teaching methods. Other institutions, though, still forbid teachers from using smartphone during lectures or other forms of more conventional instruction. In the era of digital literacy, Generation Z's use of smartphones could improve educational policies and practices. The goal of this study is to ascertain whether smartphone can aid students in their English-language acquisition. Seventh-grade junior high school students participated in an 80-respondent qualitative descriptive study of this kind. Data for this study were gathered using the lifting technique using surveys, interviews, and a structured interview with the researcher's wife. The four steps of data analysis include data collection, data reduction, data presentation, and conclusion drawing. According to the findings, students will most likely use technology in the digital age. Up to 81.3% of students are interested in using gaming apps on their smartphone to learn, and 82.5% of students believe that learning English on a smartphone is simpler. MGBL, which is also intended to foster students' creativity and critical thinking, is thought to help students' comprehension of English.

Keywords: Opportunities to Use Smartphone, Mobile Learning, English Learning, Game Based Learning.

1 Introduction

In the era of globalization, technology has become a must in all aspects of life. The use of electronic technology in exploration is known as "e-learning. In the digital era, students who are already accustomed to online learning are encouraged to be able to learn with smartphones, which" initially served as communication tools but became learning devices that changed the function of communication technology as knowledge technology [1]. Seeing students' interest in smartphones that are not delighted with them, the smartphone must be able to optimize the learning system of students so that it is right to control the use of smartphones. Mobile learning with smartphones can make it easy

smartphones can make it easy for students to learn anywhere and anytime, although some things also cause ineffectiveness in the learning system.

During this time, teachers provide tasks that need more material depth to help students understand the material [2]. Teachers use traditional reading methods and ask students to find meaning in English dictionaries. After that, please do what you have to do with it and do nothing with it. Understand the importance of every word. Unclear antecedent This makes students passive about learning languages, especially foreign ones they were not used to. In terms of giving a broader learning experience, the smartphone provides a more active learning experience [3]. The Current learning process should look at various opportunities for using digital technology. In addition, students appear to be very familiar with the help of technology, whether it is a smartphone or a computer [4]. The educational system in place at schools is anticipated to foster pupils' capacity critical thought and academic attention [5]. Schools must holistically equip kids to become critical thinkers, visionary and resilient learners, inventive problem solvers, and active community citizens. To deal with digital literacy, which necessitates human crucial thinking in information dissemination, a number of technological skills and competencies are regarded vital [6]. The future potential of students can be improved by developing their critical thinking, analytical, and problem-solving abilities. (Hussin, Harun, & Sukor, 2018; Yamin, Saputra, & Deswita, 2020) [7].

To help students develop collaborative and critical thinking abilities as well as evaluate and solve problems, educational policymakers have created curricula [8]. However, developing these skills and tactics in the teaching and learning process depends on the teacher's strategy scenarios. According to some experts, a curriculum incorporating technology and real-world experiences can foster student engagement, Motivation, and subject-matter understanding [9]. As a result, teachers have the chance to maximize their students' learning processes by creating learning material using technology in the digital age, such as smartphones. Smartphones are a novel learning tool for those studying English. Developing new linguistic systems, discourse acquisition, and language communicative functions are all aspects of language learning that are typically tightly related to personality and closely associated with a second language learning culture. [10, 11]. It also lists a few benefits of utilizing smartphone apps to learn languages. The multi-sensory experiences required for efficient language acquisition are combined with responsive touchscreens, enhanced text entry, high-quality photos, audio and video recordings, editing and sharing, speech recognition, voltage, connectivity, and GPS. Furthermore, they are more appealing than textbooks or conventional activities since information can be provided in various ways through various mediums.

Students can learn the language from a variety of easily accessible content on their smartphones. Through observations of three times as much classroom activity for learning English, it is clear that vocabulary mastering needs to be enhanced. Through observation, I discovered that the teacher solely concentrates on verbally presenting the material during the learning process before assigning the job under the material given. Because teachers may develop creative learning with smartphones, this research is essential. Innovative learning can help students dig deeper into the subject

matter, think critically, and learn together to attain learning objectives. The novelty of this study, locating teaching ideas media in the form of smartphones, finishes by determining language learning topics that focus on vocabulary and word retention. Smartphones are preferred, and game-based learning developed as a learning stimulus. In addition, learning to use a smartphone can help you quickly see what trends are discussed. With the use of social media, such as TikTok, Twitter, or Instagram, you can see or find new vocabulary that many people like, which gives an interesting idea of how to remember the word so that students can master many words with a smartphone.

2 Method

This study is a qualitative descriptive study [12]. Utilizing this strategy, locating the chances for students using smartphones to advance learning outcomes is described more clearly and in-depth. The identification process starts with observational activities. The researcher then distributes the questionnaire and analyzes the investigation findings, which presented descriptively. The subject of this research is a student in the 7th grade at SMP N 1 Kemusu Boyolali, which has 80 students. The object of the study is a student at SMP N 1 Kemusu who uses smartphones in the digital age. This study's data collection methods are surveys and interviews [13].

Data gathering, data reduction, data presentation, and conclusion drawing were the four stages of the analysis. Quizzes and interview guidelines are two tools used in data collection. Data reduction in this study filters or selects data that focuses on a distributed questionnaire to show the findings or core obtained in the field. Answering the question of how smartphone use aids in English learning is the last step in the research process. The tool employed consists of a list with four indicators and 20 questions. These metrics relate to smartphone usage and ownership, educational objectives and poles, long-term use, and advantages for student learning. Expert validators consult on the validity of research instruments before the questionnaire divided by research subject. The study was conducted from April to June 2023 at SMP N 1 Kemusu Boyolali.

3 Result and Discussion

The study's findings demonstrate that there are ways to use smartphones in the digital age to enhance English learning. Opportunities arise despite students' ownership of smartphones because the school needs to provide such facilities to support the student's learning process. Data ownership of smartphones by students of SMP N 1 Kemusu presented in Figure. 1. It is known that 86.3% of students in class VII SMP N 1 Kemusu have smartphones, which support their information access and academic work completion. Smartphones are a flexible and easy-to-use technological tool, and students often spend a lot of time using smartphones, often for more than 5 hours a day. Data on the ease of learning through the use of smartphones by students is shown in Fig. 2. Based on the image, 77.2% believe that learning is easier with the help of a

smartphone. Data on the use of smartphones by students in finding the meaning of English vocabulary is presented in Fig. 3, with a total of 82.5%. A total of 81.3% of students are interested in learning with gaming media, as shown in Fig. 4.

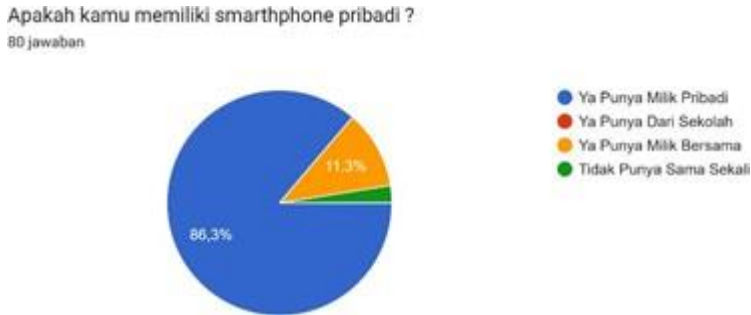


Fig. 1. About smartphones owners by students

This data explains the personal smartphone ownership of students, which reached 81.3%. The student response results show that many students use smartphones, which can be an excellent opportunity to improve and optimize the learning process. Android is an operating system built into smartphones and widely used in Indonesia. It has long been utilized in many facets of human existence [14]. According to student feedback, cell phones offer a tremendous chance to assist learning activities by integrating learning media, particularly games, so that the interest in playing games can be switched to more beneficial activities, but playing games is equally as helpful. [15]. The characteristics of cognitive development according to social phases or its psychology are not independent of this student's response. [16, 17]. As seen by their responses, which revealed that 86.3% of students currently own a smartphone. The results also demonstrated that students are already quite familiar with smartphones. Smartphones have been utilized in education as an inexpensive, observable, and highly flexible ICT instrument.

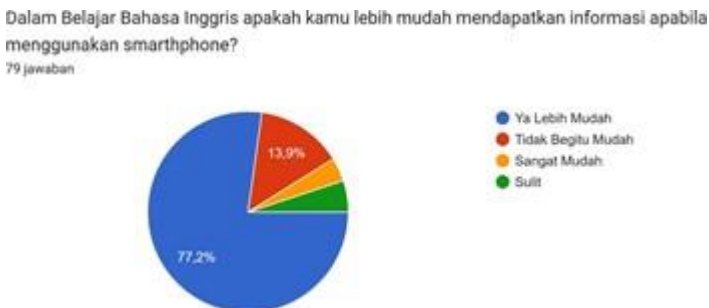


Fig. 2. How to Learn English with Smartphones

The following picture is a chart of students' responses on the ease with which students use smartphones to obtain information, especially in English. It demonstrates that the

smartphone's opportunities for making it easier for students to get information about English are more significant than other media such as books, you, and modules. [17] emphasized that smartphones allow access "at any time to an ever-increasing amount 2 information and resources through functions and applications such as mobile calls, audio/video recording, wireless internet access, social networking apps, mobile dictionaries, and flashcard programs." Smartphone ownership is expanding daily on a global scale. There are several apps available for many uses, including learning languages.

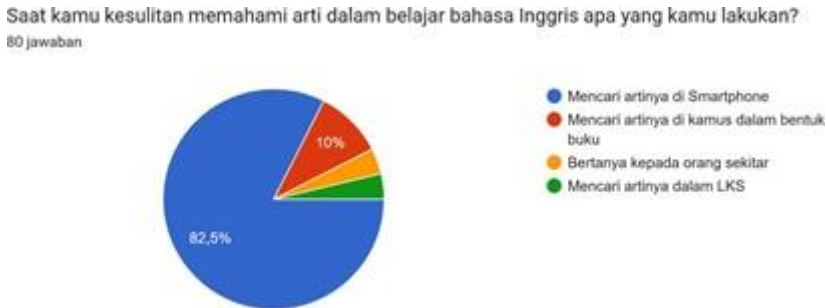


Fig. 3. Learning to Understand Vocabulary through Smartphones

The graph above demonstrates how pupils approach issues when trying to figure out the meaning of a challenging English word. Students with the most voices answered using smartphones compared to other resources. This one is faster in providing English word definitions. Smartphones can keep a variety of applications for various uses. The students can download the one that best fits their needs. Language, vocabulary, listening, speaking, reading, and writing skills can all be developed through a variety of apps. Halim et al. stated, "Language learners will be able to interact with different teaching methods whenever and at any speed with a combination of applications that cover a range of abilities. From repetitive grammar exercises to easy all-in-one solutions" [18]. As a result, the availability of mobile apps encourages language learning anywhere and increases automation among learners by giving them access to rich resources whenever and wherever they desire. The graph above demonstrates how students approach challenges while trying to figure out the meaning of a term in English that they are having trouble understanding. Students who spoke up the loudest suggested choosing cell phones above other resources for swiftly determining the definition of English words. Applications for a variety of uses can be stored on smartphones. Students can select and download the one that best meets their needs. Language, vocabulary, listening, speaking, reading, and listening are only a few of the uses for acquiring foreign language skills. As Rosell-Aguliar (2019:3) stated, "Language learners will be able to participate anytime, anywhere, and at any speed with a variety of teaching approaches, from repetitious grammar exercises to simple all-in-one solutions, with the support of a combination of programs that cover a range of skills." [19]. Therefore, the presence of mobile apps promotes language learning eve-

rywhere and makes learners more automated, allowing them access to rich resources whenever and wherever they want.

Apakah kamu tertarik dengan pembelajaran yang dikemas dalam game di smartphone?
80 jawaban



Fig. 4. Interest in Media Game for Learning

Students' interest in learning altered as a result of the game, as seen by the results of their responses, as shown in the chart above. To be more creative and inventive, teachers in schools need to pay attention to the learning material being used. Games-based learning can energize pupils and boost their creativity and Motivation for studying. One benefit of mobile gaming is that students feel as thigh they are only playing games rather than reading the information in its entirety. Game-based learning applications can inspire students to focus more and maximize cell phones as a fun learning medium [20]. There have been numerous research on the use of games as a learning tool, including studies on the use of games to teach vocabulary, motivate students, and mold their personalities [21]. Additionally, the overall results demonstrate that the usage of mobile learning, particularly those based on games, has a favorable effect on a number of student learning processes and outcomes [22].

4 Discussion

Someone should be educated about smartphones and the digital world to support learning achievement. Improving skills and human resources is thought to depend heavily on the education sector. Therefore, taking into account the age of seven-year-old teenagers, i.e., pupils who require more intense guidance and supervision, it may be necessary to introduce smartphone usage instructions from the beginning. The smartphone is one of the technologies that society uses extensively in education since it is convenient and portable. Due to the applications and the diversity of material that English language students encounter, it is evident from the information presented and discovered through the findings of field research that there are prospects for using cell phones in language learning, especially English. Mobile learning refers to using cell phones as a tool for delivering educational technology throughout the learning process.

Mobile learning can have a good effect on education, enhance learning motivation since it is perceived as more appealing than traditional techniques, improve student performance through easy access to a range of information, and improve learning

outcomes and skills. The abilities needed in the digital age, such as critical thinking, innovation, communication skills, and technological literacy, can also be improved through smartphone learning. The results of this study show that students know how to use a smartphone; up to 96.40% have used a smartphone with an Android system. Students' awareness of using smartphones for learning may be more substantial. The survey's findings revealed that 19.50% of students used their smartphones for educational purposes, while 32.90% of them were used for gaming. The creation of more inventive and artistic instructional materials. This opportunity is not immune from the use of cell phones as a learning medium that may be nourished with a mobile game-based learning (MGBL) application. The use of game-based learning materials in the classroom enhances comprehension and motivates students to adhere to the learning process. Students who are learning with MGBL may become more focused and make the most of their smartphone use as a fun learning tool. The game is also used to help students learn new words. Learning with smartphones offers beneficial chances for the learning process to present innovation in the form of ICT-based learning material. Smartphones can be used as innovative and communicative learning tools, such as Mobile Game-Based Learning (MGBL) [23], to support and promote educational activities. The use of mobile game-based learning (MGBL) as a learning tool will produce learning processes that are dynamic, adaptive, competitive, collaborative, and recipient-based [24]. Theoretical ideas from constructivism and cognitivism are primarily present in all design features of mobile game-based learning [25].

The paper makes reference to earlier studies that looked into the potential of smartphone use, including "Use of Smartphone Applications in English Language Learning: A Challenge for Foreign Language Education," published in the journal MDPI. The findings showed that because mobile learning offers a fantastic opportunity to learn a foreign language, it is a crucial component of education. These are its key advantages: enhanced student cognitive ability, enthusiasm to learn in formal and informal settings, autonomy, and self-assurance of students, as well as the encouragement of personalized learning and aiding students with low achievement levels in achieving their academic goals. Although mobile knowledge is generally beneficial, it is advisable to properly create, organize, and implement it in accordance with students' needs and to teach multi-language abilities a real-world learning setting.

In the second article, titled "Considering the Smartphone Learner. Developing Innovation to Investigate the Opportunities for Students and Their Interests" in the journal Sheffield Hallam University. In order to determine the degree to which students independently use smartphone technology to promote learning, this article presents the results of a research project. The majority of students and teachers who own smartphones need to understand their potential to help learning, according to the report, as they do not typically install educational smartphone apps. This article suggests taking into account using smartphones as a platform for teacher and student participation in the learning process. The study highlights collaborative methods and the difficulties connected to academic innovation. "Integrating Smartphones in EFL Classrooms: Students' Satisfaction and Perceived Learning Performance." the third article." was published in the Springer Journal. The study focused on the use of smartphones after class to learn languages. This study aims to identify factors affect-

ing student satisfaction and perceived learning performance in integrating smartphones into EFL classes. Nine out of the twelve hypotheses were confirmed by the proposed research model, which also demonstrated good predictive strength and relevance. Social pressures, enabling circumstances, perceived pleasure, and student control all have a positive and significant impact on students' intentions to keep using smartphones in the EFL classroom. The goal and enjoyment persisted, and student control had a significant impact on how happy the students were. The student's perception of their learning performance is influenced by both continued intention and satisfaction. In light of the ubiquitous use of cell phones in EFL classes, all of these issues should be carefully taken into account while designing lesson plans.

5 Conclusion

Based on the findings of the research, there is a significant possibility of employing cell phones to help with educational activities. Similar to this, there are ways to optimize ICT-based learning processes so that people can develop their primary competencies and supporting competencies by utilizing the potential of mobile learning based on games. This study might give educators knowledge about smartphone optimization. For English-language subjects, other researchers may create learning applications with mobile-based learning formats to assess how effective they are at promoting digital literacy and foreign language proficiency. According to an agreement with the instructor, the opening of these chances must be related to the advancement of technology and information in the digital era, as well as school policies that permit students to use smartphones in the educational process. Using cell phones for learning: Research Recommendations: 1. Balance your smartphone use and your learning time; 2. Employ the proper learning application in accordance with the requirements of the students; 3. Pay attention to the Internet signal quality to prevent learning from being hindered; 4. Avoid using mobile devices excessively while teaching; 5. Monitor kids' eye health by limiting the amount of time they spend on smartphones.

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