

STUDENTS' PERCEPTION OF SELF-DIRECTED ENGLISH LEARNING USING MOBILE PHONE AT SMKN 3 MALANG DURING PANDEMIC

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Abstract: This article aims at investigate the students' perception of using mobile phone as the media for their self-directed English learning during pandemic. Mobile phones are one of the ICT tools available nowadays that can assist students in studying English. Students have access to a variety of English resources and information every day with the features, applications, and internet connection. The research design in this study is qualitative research. The instrument used to collect data is questionnaire and interview. The participants are one class of eleventh grade of SMKN 3 Malang. The total number of participants is 34 students of *tata kecantikan*, which selected to participate in this study, and 5 students are chosen randomly to be interviewed. The finding indicated that students perception of self-directed English learning using mobile phone in terms of personalization is to support the students to learn English anytime and anywhere, the authenticity facilitated the students to access the authentic learning media, lastly for connectivity mobile phone can improve students' relationship with others while learning English.

Key Word: Mobile phone, perception, Self-directed learning

INTRODUCTION

Technology plays a significant part in today's educational environment to obtain any knowledge. Students can simply gain additional knowledge with the use of technology. In truth, technological advancement undoubtedly affects the academic environment (Bonyadi, 2018). There are many devices that can support the development of technology, in Indonesia most Indonesian students use mobile phone as their main communication tool which can help their learning.

Nazmunissa & Rachman (2021) assert that self-directed learning places the student in complete control of the conceptualization, planning, execution, and evaluation of a learning project. All activities of self-directed learning is depend on the students, they can explore about strategies to increase their ability in learning English. Independent learning is the students behaviour in realizing their rear eagerness to learn by relying others or not. Students are able to do self-study, determine how to learn effectively, try to find learning task well, and look for learning activities individually.

Mobile phone are very common tools for students, almost all of students have mobile phone. The students can utilize mobile phone as learning media which is easy to carry everywhere and easy to use anytime. Through mobile phone, the students can access anything with existing features such as many application which can support students to learn English. The use of a mobile phone can help students to improve their reading comprehension skills and allow them to study alone and receive feedback (Hazaea & Alzubi, 2016). Using mobile phone also have challenges for students such as about the internet connectivity and network. The primacy of mobile phone is strongly supported by internet connection and network, with

connected to the internet the students can access anything easily. However, sometimes students cannot connect to internet due to cost constraints.

Therefore, the researcher wants to conduct a research to know the students perception of self-directed English learning using mobile phone outside of classroom. And the research problem of this study is “How are the students’ perceptions of using mobile phone as their media for self-directed English learning out side of classroom during pandemic?”. Based on the research problem, the purpose of this study is to investigate the students’ perception of using mobile phone as the media for their self-directed English learning out side of classroom during pandemic.

METHOD

The researcher used qualitative research as research design. Through qualitative research, the researcher obtained an overview of the participants status and the certain condition without making comparison with other variables. In this study, 34 students eleventh grade of tata kecantikan SMK Negeri 3 Malang were selected as the participants. The researcher chose eleventh grade students of vocational high school as the participants because the researcher wants to know their perspective of using mobile phone for self-directed learning outside of classroom during pandemic era. This study provided a questionnaire and interview as the instrument. The questionnaires were adapted from Lai and Zheng (2018) under the title *Self-directed Use of Mobile Devices for Language Learning Beyond The Classroom*, who carried out a related study in a context and with a different research design and cultural background. The interview was conducted after analyzing the questionnaire result. The researcher randomly selected five students to do interview.

The data was collected through questionnaire and interview. The researcher wants to manage the present study directly because this research required direct contact between the researcher and participants. The questionnaire are distributed to all participants to get the data. The questionnaire consists of eighteen numbers and divided into three aspects that are about personalization, authenticity, and connectivity. The researcher conducted the study in the classroom to facilitate easy management of the research and data collection while avoiding inactive situations and conditions.

Interview is conversation between two persons or more in order to get certain information. This research used semi-structured interview. The interview were conducted with five students randomly, and the interview has done directly after they fill the questionnaire. The purpose of the interview is to add more information about students’ perception in the use of mobile phone for self-directed English learning outside of classroom during pandemic era.

The questionnaire analyzed with SPSS to know the reliability of the questionnaire. After analyzing the questionnaire, the researcher transcribed the data of interview session, next the data were analyzed and categorized, and then the data coded and reduced, and the last the researcher interpreted and represented the date based on research problem.

FINDINGS AND DISCUSSION

The first aspects of questionnaire is about students’ perception of self-directed English learning using mobile phone in terms of personalization, there are eight items of questionnaire, 61.8% students respond strongly agree with statements number one about give direct support for their learning English. Further 70.6% students strongly agree that mobile phone is a facility to study English quickly, flexibly, and in unlimited time. Next, 18 students strongly agree with mobile phone can help to achieve their target easily. In other side, 47.1% students strongly agree that they can do self-directed learning with mobile phone as learning media outside of classroom. Mobile learning as an effective method which students can

access flexible, 67.6 % of students strongly agree with this statements. Eighteen students agree that mobile phone can increase students' experience when learning English outside classroom. Mobile phone also can increase students' self-directed learning English proven by 64.7% students agree with the statement. Moreover, twenty-one students said agree that mobile phone can give opportunities to do self-directed learning English outside of classroom.

The second aspects of questionnaire is about students' perception of self-directed English learning using mobile phone in terms of authenticity. There are four items of questionnaire. 76.5% students agree that mobile phone can give authentic sources for them. Beside that, 58.8% students are neutral about mobile phone can build their desire to join community event in English language. Eighteen students choose neutral about statements mobile phone can increase their participation in English community. Twenty-six students agree that mobile phone can give them authentic resources and learning activities.

The third aspects of questionnaire is about students' perception of self-directed English learning using mobile phone in terms of connectivity. The connectivity aspect consists of five items of questionnaire. In the first statements, 44.1% students choose strongly agree and agree about mobile phone can increse the interaction between the students with others in terms of English. 73.5% agree about mobile phone can improve their English skill to make communication with English learners through mobile phone. Nineteen students shows agree with mobile phone can connected students with native speakers. 50% students respond neutral about mobile devices can increase connectivity between the students with English community. The last, twenty students agree with mobile phone can makes students' experience inside and outside classroom connected.

The findings indicate that self-directed English learning can be accomplished with the use of a mobile phone. From first aspect about personalization showed that the highest result 70.6% students strongly agree that mobile phone has benefit for study English quickly, flexibly, and in unlimited time. It supported by the interview result *"through mobile phone, I can access many application to support my learning English such as for translate, and it easy to carry everywhere"* (P1). Another opinion is *"many ways to learn English with mobile phone, when opened social media unconsciously we are also learning and we can access anytime"* (P2).

In the second aspect about authenticity, 76.5% students agree that mobile phone give authentic resource for them. The result is supported with the statements from the students who have been interviewed *"beside of application for learning English, usually I used youtube to get more knowledge"* (P3). Another opinion is *"it can makes me fluent to speak English because with mobile phone I can search the correct pronunciation from native speaker easily"* (P1). It means with the existence of mobile phone is useful for students to get authentic resources with ease.

The last, from the third aspect about connectivity showed that 73,5% students agree that mobile phone have important things for them to improve their English through make communication with their friends. It is proven by the statements of the student *"usually it's because of the habit of scrolling through social media, so sometimes I get carried away when I'm chatting with friends"* (P4). It means that students can learn with easy and fun.

One benefit of using a mobile phone for self-directed English learning is offering students access to a wide range of articles and applications. With the variety of materials provided on the internet, it can be simpler for students to study independently whenever and wherever they choose, more flexibly, and more relaxedly.

CONCLUSIONS AND SUGGESTIONS

This study examined the use of mobile phone for self-directed learning outside of classroom of one class of eleventh grade students at SMKN 3 Malang. In detail, the use of mobile phone is categorized into three aspects, such as personalization, authenticity, and connectivity. Those are identified to know the students' perception of using mobile phone for self-directed learning outside of classroom. The result from the personalization aspect, mobile phone as a tool which can be used by the students to learn English anytime and anywhere. So, the mobile phone can facilitate the students flexibly. From the authenticity aspect students agree that the existence of mobile phone is very helpful to access the authentic learning media. In terms of connectivity, students agree that mobile phone can improve their relationship with each other while learning English.

The suggestion for future researchers who want to investigate students' perceptions of utilizing mobile phones for self-directed learning related to academic aspects at various levels are advised to look at this study. Hopefully, this study will be useful to those who require additional sources to conduct better research. Future researchers can also change the research questions, include more participants, and use various methods to gather data.

For teachers are advised to employ a variety of strategies or methods to accomplish the teaching goal for students' progress in the learning process in order to increase the teaching quality of their English courses. In order to make learning English for students interesting and enjoyable, teachers should develop excellent teaching activities. Therefore, using mobile phone media to obtain a variety of English teaching resources is recommended to give the feature and connectivity.

For the students, there are many different types of learning methods and media, and they are all crucial in the learning process. So the current study is about using learning media to learn English. The usage of mobile phones for English learning activities outside of the classroom is advised for the students. It is hoped that the media would help students locate learning resources and aid them in comprehending the complexities of every part of English. Additionally, the media enables students to practice their English at any time.

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