



CHAPTER I INTRODUCTION

1.1 Background of the study

It is safe to assume that everyone living in any sort of functioning modern society would own some sort of a device that they carry with them all the time, and that is a mobile phone. Initially designed mainly as a far-reaching communication device, the state of advancement that it is on today would describe it as multi-purpose device, be it entertainment, communication, and learning with the help of the internet access.

Students in 2025 had been raised as a digital native, having mobile phones could be as soon as they come into elementary school. But as the researcher personal experience and observation around English department student when learning there, the association that most people have with the mobile phones isn't always, most of the time are not very productive. It was utilized mainly as a communication and entertainment in form of social medias. Years of learned habit grained into the mind where people open their phone and their finger just navigates them to the social media without thinking. Mobile phones in an academic area, specifically in the classroom are often restricted use by lecturer, because it can give distraction for everyone. Lack of policies or sort of a guidance made by, for example the faculty or the department means that mobile phones use as a deliberate tool for learning often ignored. It came down to case-to-case basis for the lecturer, some of them allow them to use it when there are important materials, or applications they use for interactional use, while others restrict them period.

Discrepancy between lack of policies, guidance and the use of mobile phones from students presents problems that could potentially be explored. Mobile phones provide many possibilities with it's benefits to deeply enrich English learning processes. On the flipside mobile phones challenges and negatives weighs almost just as much as its benefits, because the not very productive association that most people have with it, means that there will be a learning curve to be faced. It's current practices and policies right now means that it is severely underutilized and also not helping at all in encouraging or guiding students to learn using mobile phones as a learning tool as a pathway to integrate mobile phones more deliberately as an English learning tool. This research looks to explore students' perception on the integration of mobile phones as an English learning tool which could help provide insight on how and could students also educator and policy makers could effectively encourage the use of mobile phones as a learning tool and integrating them more deliberately in the classroom.

Statistically the English language is the most spoken language in the world. Currently there are 1.35 out of approximately 7.8 billion people who are



to speak English, though only 360 million speak English as their first language (Lyons, 2021). The language itself has become a very important tool, a necessary skill to have for anyone looking to communicate with much of the world.

Mobile learning, or m-learning, is the utilization of mobile devices like smartphones and tablets to aid and enrich learning experiences. As technology rapidly advances and mobile devices become more commonplace, mobile learning has become increasingly prominent in educational environments. It provides learners with the flexibility and convenience to access educational materials, engage in collaborative activities, and interact with content at any time and location (Traxler & Kukulska-Hulme, 2015). Consequently, mobile learning has become a favored educational approach, revolutionizing traditional classroom methods and creating new opportunities for learning. Mobile learning has been recognized for its potential to enhance learner engagement, motivation, and active participation (Kukulska-Hulme & Traxler, 2013). It allows for personalized and contextualized learning experiences, leveraging the multimedia capabilities and connectivity features of mobile devices (Sharples, 2013). By understanding students' perceptions integrating mobile phones as learning tools, educators can better harness the potential of mobile learning to create engaging and effective learning environments.

A study by Santos (2015) investigated the current practices of mobile phone usage among students in higher education. The findings revealed that although many institutions have policies in place that restrict or ban mobile phone use during class time, students often disregard these rules and continue to use their phones, predominantly for non-academic purposes. Furthermore, a report by Vega & Robb (2019) surveyed teachers' perspectives on mobile phone usage in the classroom. They found that while teachers recognize the potential benefits of incorporating mobile phones as learning tools, concerns over distractions and misuse remain significant barriers to their integration. The report highlights the need for clear guidelines and policies to regulate mobile phone use and provide educators with strategies for effectively leveraging these devices for educational purposes. Moreover, studies have examined the effectiveness of policies that either restrict or embrace mobile phone usage in classrooms. For instance, a study by Denoyelles & Chen (2013) explored the impact of a mobile phone ban policy in a primary school setting. They found that while the ban initially reduced distractions, it did not significantly improve student engagement or academic performance. This suggests the importance of considering alternative approaches that leverage mobile phones as intentional learning tools (Okumuş Dağdeler, 2023). Current practices and policies surrounding mobile phone usage in the classroom reveal a discrepancy between existing rules and actual student behavior. While restrictions are often in place, students tend to use their phones anyway, primarily for non-academic purposes. This highlights the need to reconsider existing policies and explore deliberate integration strategies that harness the potential of mobile phones as learning tools while addressing



cerns regarding distractions and misuse (Denoyelles & Chen, 2013; Okumuş deler, 2023; Vega & Robb, 2019).

The writer looks to bridge the clear discrepancies of students' current tices and their mobile phones and existing policies at the English Department of Hasanuddin University. By exploring students' perception towards the integration of mobile phones as learning tools in the classroom, emerging themes regarding their preferences, motivation and challenges can provide a very useful insight to better inform the policy maker of effective ways to possibly integrate the mobile phones as an English learning tool in the classroom.

1.2 Identification of problem

- 1.2.1.Lack of clear policies or guidance from faculties or departments on the use of mobile phones in classroom
- 1.2.2.Current practices do not encourage or guide students effectively to use their mobile phones as learning tools
- 1.2.3.Lack of students' perceptions on the idea of mobile phones integration as an English learning tools
- 1.2.4.No effective strategies or instruction from lecturer or students that utilize mobile phones effectively

1.3 Scope of the Problem

The Focuses of the research defined as:

- 1.3.1.Perceptions of students regarding the integration of mobile phones as learning tools in the classroom.
- 1.3.2.Identifying ways to effectively integrate mobile phones as an English learning tool in the classroom.

1.4 Research Questions

- 1.4.1.What are the perceptions of students regarding the integration of mobile phones as learning tools to learn English in the classroom?
- 1.4.2.What strategies can effectively integrate mobile phones as a tool to learn English in the classroom to enhance learning outcomes, based on student perceptions of current practices?

1.5 Objectives of the Study

- 1.5.1.To explain students' perception towards integrating mobile phones as learning tools in the classroom.
- 1.5.2.To identify strategies that can effectively integrate mobile phones as a learning tools to learn English in the classroom



Significance of the Study

This research is significant as it examines students' perspectives on utilizing mobile phones as learning tools to learn English in the classroom. The study's findings will contribute to educational institutions by informing policies and practices that align with students' needs. Educators will benefit from insights into students' attitudes and experiences, enabling them to tailor instructional strategies effectively. The study also aids curriculum designers and developers in creating mobile applications and learning materials that meet students' expectations. Ultimately, this study seeks to bridge the gap between existing policies and student behavior, leading to effective strategies for utilizing mobile phones as educational tools to learn English.



CHAPTER II

LITERATURE REVIEW

2.1 Previous Study

This part of the chapter summarizes previous studies that prove to have relevant and important insight into the current knowledge base, research gaps, and its research design and methodology regarding research of students' perception of using mobile phones as a learning tool.

It is important to understand firstly what are the current policies or guidelines regarding the use of mobile phones during the learning process in the classroom of the English Department of Hasanuddin University. As of the writing of this research, there are no strict guidelines or policies established by the English Department regarding use of mobile phones during the learning process in the classroom. Currently it is a case to case basis based on the lecturer on how lax or strict the use of mobile phones is. Therefore this research hopes to inspire an insight regarding the integration of mobile phones as learning tools in the classroom of the English Department of Hasanuddin University.

The study conducted by Talan (2020) titled "Exploring the effect of mobile learning integration on students' learning performance: A meta-analysis study" contributes to the current knowledge base on mobile learning by conducting a meta-analysis of existing research. This study specifically focuses on investigating the effect of integrating mobile learning on students' learning performance. By synthesizing data from multiple studies, the meta-analysis provides a comprehensive overview of the impact of mobile learning across different educational settings. The findings of this study indicate a positive relationship between mobile learning integration and students' learning performance. However, despite its valuable contributions, there are a few weaknesses and research gaps that need to be acknowledged. One limitation is the reliance on existing studies, which may vary in terms of methodologies, sample sizes, and research designs. Another limitation is the potential for publication bias, as studies with significant results are more likely to be published. Additionally, the study does not delve into the specific factors that mediate the relationship between mobile learning and learning performance. Therefore, further research is needed to address these limitations and explore the underlying mechanisms and contextual factors that influence the effectiveness of mobile learning in improving students' learning outcomes.

The study conducted by Denoyelles & Chen (2013) titled "Exploring students' mobile learning practices in higher education" contributes valuable insights to the field of mobile learning. However, there are a few weaknesses and general research gaps that should be acknowledged. Firstly, the study's qualitative research design and methodology, while providing a comprehensive understanding of students' experiences, may limit the generalizability of the findings. A larger sample size and a mix of qualitative and quantitative approaches could enhance the study's robustness. Additionally, the study



arily focuses on students' preferences, challenges, and motivations related to mobile learning, but does not delve deeply into the impact of these practices on learning outcomes or academic performance. Further research is needed to explore the connection between mobile learning practices and students' educational achievements. Furthermore, the study primarily concentrates on higher education settings, and there is a need for more research on mobile learning practices in other educational contexts, such as K-12 schools or vocational colleges.

The study conducted by Shih et al. (2010) titled "An Inquiry-based Mobile Learning Approach to Enhancing Social Science Learning Effectiveness " offers valuable insights into the integration of mobile learning in inquiry-based science teaching. However, there are some weaknesses and general research gaps that should be acknowledged. Firstly, the study's focus on a single case study conducted in Taiwan limits the generalizability of the findings to other educational contexts and cultural settings. Replicating the study in different contexts would provide a more comprehensive understanding of the applicability and effectiveness of mobile learning in inquiry-based science teaching. Secondly, while the research design and methodology provide a comprehensive understanding of the implementation process, the study primarily relies on qualitative data, such as classroom observations and interviews. Additionally, the study does not thoroughly address the potential challenges and limitations of implementing mobile learning in inquiry-based science teaching. Further research is needed to identify and address barriers, such as technical issues, access to resources, and teacher professional development, to ensure successful and sustainable integration of mobile learning in science education.

The study conducted by Santos (2015) titled "Mobile phones in higher education classrooms: Challenges and opportunities" adds to the current knowledge base on the integration of mobile phones as learning tools in higher education. By exploring the challenges and opportunities associated with mobile phone usage, the study addresses research gaps and provides valuable insights into this complex topic. The findings shed light on the perceptions, attitudes, and experiences of both students and educators regarding mobile phone integration. The research design, employing qualitative methods such as interviews, surveys, and observations, allows for a comprehensive exploration of the multifaceted aspects of mobile phone usage in higher education classrooms. Overall, this study contributes to the field by informing educators and policymakers about the challenges to be addressed and the potential opportunities to be harnessed when incorporating mobile phones as educational tools.

The study conducted by Talan (2020) is a meta-analysis that synthesizes data from multiple studies to investigate the effect of mobile learning integration on students' learning performance. It identifies a positive relationship between mobile learning and learning outcomes. However, it has limitations such as varying methodologies and potential publication bias. In contrast, the study by Denoyelles & Chen (2013) focuses on students' mobile learning practices in higher education. It employs a qualitative research design to explore



ferences, challenges, and motivations. However, it lacks a deeper analysis of impact on learning outcomes and academic performance. The study primarily focuses on higher education settings, leaving a research gap in other educational contexts. The study by Shih et al. (2010) delves into the integration of mobile learning in inquiry-based science teaching. It presents a case study conducted in Taiwan, but its findings may not be generalizable to other contexts. The study relies on qualitative data and could benefit from incorporating quantitative measures to strengthen its findings. On the other hand, the study by Santos (2015) explores the challenges and opportunities of integrating mobile phones as learning tools in higher education classrooms. It employs qualitative methods to investigate perceptions and experiences of both students and educators. The study provides comprehensive insights into the multifaceted aspects of mobile phone usage. Overall, these studies contribute to the understanding of students' perception of mobile learning, but they have different focuses and methodologies. They highlight research gaps such as the need for larger sample sizes, mixed methods approaches, exploration of learning outcomes, examination of different educational contexts, and identification of implementation challenges.

These studies have contributed valuable insights into the field of mobile learning, shedding light on various aspects such as the impact on learning performance, students' mobile learning practices, integration in inquiry-based teaching, and challenges and opportunities in higher education classrooms. The previous studies have examined different educational settings, utilized various research methodologies, and explored diverse theoretical frameworks. Despite their differences, these studies collectively highlight the significance of understanding students' perspectives, attitudes, and experiences in order to effectively harness the potential of mobile learning. By synthesizing the findings from these studies, the research proposal recognizes the existing research gaps and aims to address them by investigating students' perceptions in the specific context of English department students. The proposed mixed-methods research design, combining qualitative and quantitative approaches, will enable a comprehensive exploration of students' attitudes, beliefs, challenges, and perceived benefits associated with mobile phone integration. The research aims to bridge the gap between existing policies and student behavior, inform educational institutions' policies and practices, and contribute to the development of effective instructional strategies and mobile applications. Ultimately, this research seeks to enhance the understanding and utilization of mobile phones as learning tools, aligning with students' needs, motivations, and engagement in the classroom.

2.2 Theoretical Background

2.2.1. Students' Perception

Sidhu (2003) stated that students' perceptions are students' point of view toward something that happened in learning process



class and produced it with suggestion or argument for teacher to improve their learning process

Understanding students' perception is essential for examining their attitudes, beliefs, and interpretations of their learning experiences. According to Fishbein & Ajzen (1975), a theoretical framework that explains individuals' behaviors and intentions based on their attitudes and subjective norms. In the context of mobile learning, students' perception of using mobile phones as learning tools can influence their acceptance and engagement with this approach. By considering factors such as their beliefs about the usefulness and relevance of mobile learning, researchers can gain insights into students' acceptance and willingness to engage with mobile devices for educational purposes. This theoretical perspective can help uncover the underlying factors that shape students' perceptions and guide the design and implementation of effective mobile learning strategies.

2.2.2. **Mobile Learning**

According to Sadeck et al. (2022) Mobile learning is a variation of e-Learning based on the use of mobile devices, which includes but are not confined to, devices such as: cell phones, PDAs, smart phones, tablets, notebooks, etc. which can be used with wireless network or offline.

Mobile learning is supported by various theoretical foundations that emphasize its unique characteristics and affordances. The Seamless Learning Theory Wong et al. (2015) proposes that learning can occur seamlessly across different contexts, such as formal and informal settings, through the use of mobile devices. This theory suggests that mobile learning enables the integration of learning experiences and resources across diverse environments, providing learners with continuous and personalized learning opportunities. Augmented Reality (AR) and Situated Learning Theory (Lave & Wenger, 1991) highlight the potential of mobile devices to enhance situated learning experiences. By incorporating augmented reality technology, mobile learning can provide learners with real-world context, interactive information, and authentic learning experiences. These theoretical frameworks contribute to understanding the theoretical underpinnings of mobile learning and its potential impact on students' learning experiences.

2.2.3. **Integration of technology in education**

The Technology Integration theory (Technology Integration Framework, n.d.) provides insights into the effective integration of technology in educational settings. This theory suggests that successful technology integration goes beyond the mere presence of technology and focuses on pedagogical practices, instructional design, and the alignment of technology with curriculum goals. It



emphasizes the importance of using technology as a tool to support and enhance learning rather than as a standalone entity. Terada (2020) posits that The Substitution, Augmentation, Modification, and Redefinition (SAMR) model offers a framework for understanding the progressive integration of technology in education. The model suggests that technology integration can start with simple substitution of traditional tools, progress to augmentation of learning tasks, further evolve to modification of instructional processes, and ultimately lead to the redefinition of learning tasks through transformative uses of technology. By adopting these theoretical perspectives, researchers can explore how mobile phones can be deliberately integrated into the learning process, moving beyond their conventional use and leveraging their potential as powerful learning tools.