The Smartphone Use of Learning English Among University Students in A State University in Semarang

Zakiyah Zakiyah

English Education, Doctoral Student at Universitas Negeri Malang, Indonesia,
E-mail:zakiyah.2202219@students.um.ac.id

Abstract: This study aimed to describe how smartphone usage is in learning English among university students in a state university in Semarang and the positive and negative effects of smartphone use on students in learning English according to their perceptions. This type of research was qualitative research with a phenomenological approach that find out a deep understanding, and the meaning of events and their links to people in certain situations. The subject of the research was five university students randomly in one of state university in Semarang. Data was obtained from interview to ask some questions regarding the objective of this research for the university students. The instrument used to collect data is the interview guidelines. The result of the interview is in a transcript form. The results showed that Depending on their demands, Semarang state university students used hello English, speaky, youtube, spotify, and browser to improve their English. Self-taught. The five respondents utilized their smartphones to improve their English using features and apps. They learned English and English-related knowledge to help them in class. Respondent 5 would search for unfamiliar English assignment information (smartphone functions as a supplement). Four respondents use smartphone apps to improve their English (smartphones function as a complement).

Keywords: Smartphone and Learning English

Penggunaan Smartphone dalam Pembelajaran Bahasa Inggris di Kalangan Mahasiswa di salah satu Universitas Negeri di Semarang

Zakiyah Zakiyah

*Pendidikan Bahasa Inggris, Mahasiswa Doktor di Universitas Negeri Malang, Indonesia,
E-mail:zakiyah.2202219@students.um.ac.id*

Abstrak:Penelitian ini bertujuan untuk mendeskripsikan bagaimana penggunaan smartphone dalam pembelajaran bahasa Inggris di kalangan mahasiswa di salah satu perguruan tinggi negeri di Semarang dan dampak positif dan negatif penggunaan smartphone pada mahasiswa tersebut dalam pembelajaran bahasa Inggris menurut persepsi mereka. Jenis penelitian ini adalah penelitian kualitatif dengan pendekatan fenomenologis yang mencari pemahaman yang mendalam, dan makna peristiwa dan kaitannya dengan orang-orang dalam situasi tertentu. Subyek penelitian ini adalah lima mahasiswa secara acak di salah satu perguruan tinggi negeri di Semarang. Data diperoleh dari wawancara untuk mengajukan beberapa pertanyaan mengenai tujuan penelitian ini untuk mahasiswa. Instrumen yang digunakan untuk mengumpulkan data adalah pedoman wawancara. Hasil wawancara berupa transkrip. Hasil penelitian menunjukkan bahwa Bergantung pada permintaan mereka, mahasiswa tersebut menggunakan Hello English, speaky, youtube, spotify, dan browser untuk meningkatkan bahasa

Inggris mereka secara otodidak. Kelima responden menggunakan smartphone mereka untuk meningkatkan bahasa Inggris mereka dengan menggunakan fitur dan aplikasi. Hal tersebut membantu kegiatan pembelajaran Bahasa Inggris di kelas. Responden 5 akan mencari informasi tugas bahasa Inggris yang asing (fungsi smartphone sebagai pelengkap). Empat responden menggunakan aplikasi smartphone untuk meningkatkan bahasa Inggris mereka (smartphone berfungsi sebagai pelengkap).

Kata kunci*: Smartphone dan Pembelajaran Bahasa Inggris*

Introduction

A smartphone use is no doubt among student, even children use it. It is getting cheaper with good quality in global era. The smartphone is a form of sophisticated communication technology that currently seems inseparable from the hands of many people (Shafiq, Ahsan & Nadeem, 2016). The communication technology is also driven by human needs to deal with various problems faced and resolved in a short and fast time. The smartphone has the ability like a computer that is supported by a sophisticated operating system in many ways, as well as its effective and efficient functions that can be used anytime and anywhere. The facilities provided in the smartphone are like a computer, however, it is in a smaller and practical form. It currently makes smartphones owned by many people. Its price is affordable with high quality.

The rapid development of communication technology has influenced many fields, including education. The smartphone is used by all levels of society including many students (Sarwar & Soomro, 2013). Most students must have one or even have more than one smartphone. The more students who have and use mobile devices, the greater the opportunities are to use technological devices in education. The technological developments of education recently affect learning media which originally only used blackboards in the classroom, however, teaching learning are using computers, smartphones that are supported by internet connections and even distance learning.

The university students use smartphone to access webs (google, youtube, email, Randals' ESL web and etc) and applications (facebook, instagram, twitter, hello english, learn English daily, memrise, duolingo, joox, spotify, and etc). They can use it for academic purposes, learning, entertainment, business or social anywhere and anytime. It must be supported by connection with Wi-Fi and data of package.

The various uses of a smartphone certainly have positive and negative impacts (Machmud, 2018). The smartphone is useful for the learning process, especially learning English (Jati, 2018). For example, hello English application can be used to learn all of English language basic and its elements such as speaking skills, pronunciation, vocabulary, grammar, reading, and listening through interesting scenes and interactive lesson. It provides various games, tests, and dictionaries (Puspitaloka, Hasanah, & Rahmawati, 2017 & Yunita, 2019). It can be used in classroom or outside classroom. Smartphone users who can use it effectively will have positive impacts. On the other hand, it has negative impacts for university students. Students have dependency to use the smartphone, for instance, two students in Bondowoso experience mental disorders due to smartphone addiction. As shown in Liputan6 *Malam* SCTV, the results of the diagnosis of the two students were addicted to

the acute level. They can be furious to slam objects or hurt themselves if asked to remove the smartphone from his hand (https://www.liputan6.com). Another example is distraction. The students can be destructed by their smartphone to open their social media or play a game at their studying time (Machmud, 2018). It will affect the concentration of learning when students do learning activities. The concentration is an important factor when students learn. If the students' concentration is low, then their learning activities will also be low quality. It also has an impact on the lack of seriousness in learning and the level of understanding of the material is reduced (Suwardi, in Saputra, 2017). In addition, they can use smartphone to cheat answer in google during exam, and they just use smartphone for lifestyle status. In this case, technological developments that are expected to support the learning process cannot be realized properly because students use their smartphones more for activities other than learning.

English is important to learn especially university students because English is a tool for communication, business, politics, social, education, technology, health, science, work (Abdulhafidh, 2015). All majors in state and private universities must certainly have English language courses. It requires students to learn English. As university students are very active users of smartphone. The smartphone can be used as a media for learning English in the classroom and outside the classroom.

Smartphones have become a phenomenon nowadays and most students use smartphones to learn English. Therefore, the researcher wants to describe how smartphone usage is in learning English among university students in a state university in Semarang and the positive and negative effects of smartphone use on students in learning English according to their perceptions. The researcher chose university students in a state university at Semarang as subjects because they are more effective to be interviewed by researcher.

Literature Review

A. Study Paradigm
Humans have their own paradigms in interpreting reality. The understanding of paradigm is a perspective to understand the complexity of the real world. The paradigm is deeply embedded in the socialization of adherents and practitioners. The paradigm shows something that is important, valid, and reasonable. The paradigm is also normative, showing the practicalities of what needs to be done without the need for lengthy existential or epistemological considerations. A paradigm is a perspective and a basis for researchers to determine the type of research. The paradigm adopted by the practitioner is based on various reasons that will underlie and guide the entire research process, starting from the formulation of the problem, objectives, types of explanation, the research methods used to the data alliance techniques (Pujileksono, 2015, p.26).

B. Constructivism paradigm
The paradigm used in this research is the constructivism paradigm. The constructivist paradigm is a paradigm that is almost the antithesis of understanding which places observations and objectivity in discovering a reality in science. This paradigm views social science as a systematic analysis of socially meaningful action through direct and detailed observation of the social actors concerned creating and maintaining or managing their social world (Adom, Yeboah, & Ankrah, 2016).

Constructivism paradigm is a paradigm in which the truth of a social reality is seen as the result of social construction, and the truth of a social reality is relative. This constructivism paradigm is in the perspective of interpretation which is divided into three types, namely symbolic, phenomenological and hermeneutic interactions. The constructivist paradigm in social science is a critique of the positivist paradigm. According to the constructivist paradigm the social reality observed by a person cannot be generalized to everyone, as is usually done by positivists. The concept of constructionist was introduced by interpretive sociologist Peter L.Berger and Thomas Luckman. In the concept of communication studies, social construction theory can be called to be between social fact theory and social definition (Eriyanto, 2002, p.13).

Constructivism rejects the view of positivism which separates the subject and object of communication. In the view of constructivism, language is no longer only seen as a tool to understand mere objective reality and is separated from the subject as a messenger. Constructivism actually considers the subject as a central factor in communication activities and social relations. The subject has the ability to exercise control over specific purposes in each discourse. The theory of constructivism states that individuals interpret and act according to the conceptual category of mind. Reality does not describe the individual self but must be filtered through the way people view the reality. The constructivism theory is built based on the previous theory, namely personal construction or personal construction by George Kelly. He stated that people understand their experiences by grouping various events according to their similarities and differentiating things through their differences (Eriyanto, 2002, p.13).

C. Smartphone

A smartphone is a mobile phone that has the ability to use and function that resembles a computer. A smartphone is a phone that works using all operating system software that provides standard and fundamental relationships for application developers. The growing demand for sophisticated, portable devices has made great progress in processing, remembering, displaying and operating systems that have been outside the cell phone line for several years (Lekawael, 2017). There are several types of smartphones that are mostly used by the community including BlackBerry, iOS and Android. Yi and Han (2018) say that some common characteristics of smartphones are mobile OS (Symbian OS, iPhone OS, Windows Mobile OS, RIM Blackberry, Linux, Palm OS, Androi), open source, web feature, enhanced hardware (wide and sensitive touch screen, built-in keyboard, high camera resolution, front camera side for video conferences), mobile PC which has a high enough processor. Besides, it has a large memory storage and has a fairly large additional RAM such as a desktop PC or laptop.

D. Learning

Learning is one of the factors that influence and play an important role in the formation of personal and individual behavior. Learning can be interpreted as a process carried out by individuals to obtain overall behavior change based on individual experiences in interacting with their environment. Learning is essentially a process of interaction with all situations that exist around individuals. Learning can be seen as a process directed towards achieving goals through a variety of existing experiences (Rusman, Kurniawan & Riyana, 2011, p.16).

In a learning process, there are factors that can influence. The factors that influence learning into three kinds, first, internal factors such as the physical, spiritual condition or

condition of the student. Second, another factor is external factors or factors from outside the students, namely the environmental conditions around students. Third, the approach to learning, namely the type of student learning efforts that include strategies and the method used by students to conduct learning activities in material learning. The influential factors include learning approaches, methods, media, or learning resources (Syah, 2016: 129). This research focuses on the media which is smartphone.

According to Siahaan (in Rusman et. all, 2011, p.53) says that there are three learning functions based on information and communication technology as media learning that are supplementary, complementary, or substitute.

1. Supplement (additional)
Students have freedom of choice, whether to use electronic learning materials or not. In this case, there is no obligation / obligation for students to access electronic learning materials. Even though it is optional, students who use it will certainly have additional knowledge or insight.

2. Complement (supplement)
It is said to function as a complement if the electronic learning material is programmed to complement the learning material received by students in the classroom. As the complements meaning electronic learning material is programmed to become reinforcement or remedial material for students in participating in learning activities. Electronic learning material is said to be enrichment reinforcement, if students quickly master the subject matter delivered by the teacher and can be used to be an additional learning material to further improve the quality of authority in students. While learning material is said to be remedial reinforcement if students have difficulty understanding the subject matter obtained face to face in order to better understand the learning material.

3. Substitution
The use of mobile devices and the internet for learning, where all learning materials, discussions, assignments, and exams are fully delivered via the internet. This form of learning makes the entire learning process carried out entirely using mobile devices and internet facilities such as e-mail, e-books, online conferences, etc.

E. Learning English
English is one of the compulsory subjects that has been taught in Indonesia. Listening skill, speaking skill, reading skill, and writing skill are four basic skill which is learned by students as foreign language students. To support the development of these skills, they must understand and be able to use grammar, pronunciation, lexical, vocabulary, and act as the elements of language in the meaningful text either written and spoken (Jati, 2018).

Based on the Ministry of Education and Culture that learning English has the following objectives:

1. Communication in English
Through the use of English for various cultural purposes and contexts, students develop communication skills that accustom them to interpreting and expressing thoughts, feelings and experiences through a variety of spoken and written English texts, to expand their interpersonal relationships to the international level and to gain access to the world knowledge, ideas and values in English.

2. Understanding English as a System

Students reflect on the English language used and the usefulness of English, and raise awareness about the nature of English, and the nature of their mother tongue through comparison. They increasingly understand the working system of language, and finally recognize the power of language for humans as individuals and community members.

3. Cultural understanding

Students develop an understanding of the relationship between language and culture, and broaden their capabilities to cross cultures, involve themselves in diversity.

4. General knowledge

Students expand knowledge about language and relate to various ideas related to their interests, world problems and concepts that originate in a series of learning areas.

Method

A. Type

The research used qualitative research with a phenomenological approach that find out a deep understanding, and the meaning of events and their links to people in certain situations. Phenomenology as a research method can be seen as the study of phenomena, the study of nature and meaning. This kind of research focuses on the way we perceive reality that is seen through experience or awareness. So, the phenomenological researcher is to describe the texture of experience so that experience itself is richer. It is noteworthy that pure phenomenological research places more emphasis on portrayal rather than explanation of all things, but still pay attention to points of view that are free from hypotheses or presumptions (Fouche in Sobur, 2013, p.11).

Phenomenology is basically a tradition of study used to explore human experience. The phenomenology is a tradition to explore human experience. In this context, there is an assumption that humans actively understand the world around them as an experience of their lives and actively interpret these experiences. Phenomenology as a research method is a way to build an understanding of reality. This understanding is built from the perspective of social actors who experience events in their lives. The main assumption of phenomenology is humans actively interpret their experiences by giving meaning to something they are experiencing. Therefore, interpretation is an active process that gives meaning to something experienced by humans. In other words, understanding is something that is a creative action that is an action towards meaning (Littlejohn and Foss, 2008).

B. Objective

This research aimed to describe how smartphone usage is in learning English among university students in a state university in Semarang and the positive and negative effects of smartphone use on students in learning English according to their perceptions.

C. Setting

The researcher was conducted in one of state university in Semarang.

D. Subject

The subjects of this research were five university students randomly in one of state university in Semarang.

E. Data Collection and Instrument

The researcher used interview to ask some questions regarding the objective of this research for the university students. The instrument used to collect data is the interview guidelines. The result of the interview is in a transcript form.

Findings And Discussions

A. The smartphone usage in learning English
The university students use smartphone to learn English in their daily life, so it is not only used in classroom. In use, each student must have the type of information or learning accessed in accordance with their respective needs. These needs are called cognitive needs, needs that are closely related to one's motives to strengthen and add information, knowledge and understanding about their English skill. The information that the researcer obtained is almost same because they use their smartphone to learn their English skill based on their need, especially application of smartphone. Respond 1, 2, 3, and 4 used application that can be download in playstore free for learning English in their daily life. The applications were hello english, speaky, spotify, and youtube.
Respondent 1
"biasanya aku pakai hello english mbak buat fun fun aja seperti game tapi bermanfaat untuk merecall pelajaran bahasa inggrisku yang udah aku pelajari……"
Respondent 2
"…..buat pembelajaran bahasa inggris aku pakai spotify untuk dengerin lagu-lagu barat dan podcast yang berbahasa inggris…."
Respondent 3
"emm aku suka aplikasi speak buat melatih writingku dan speaking dalam informa sih. Apikasinya gratis kuk engak ada iklan lagi sipp kan. …"
Respondent 4
"aku cuman pakai youtube mbak buat pembelajaran bahasa Inggris seperti nyari materi bisa di youtube buat lebih paham. Jadi dari youtube aku bisa belajar listening, vobaulary, grammar, culture dari barat, kehidupan artis hollywood dan banyak lagi mbak tergantung kamu searchingnya apa diyoutube……."

On the other hand, respondent 5 did not use application for learning English but he just used browser (google) to learn a material that he needed because his memory smartphone is less.
Respondent 5
"aku cari digoogle mbak sesuai kebutuhan tugas dikelas. Jadi kalau aku lagi ngerjain soal grammar kalau aku tidak tahu rulenya ya aku cari di google, aku tidak download aplikasi-aplikasi yang buat belajar bahasa inggris…..Karena kalau aku downlod-download aplikasi kayak gitu memori hp saya penuh karena memori saya tidak terlalu besar. …."
For them, a smartphone is one of tools for learning English, because they can find whatever information they need, for example, they used an application as learning English application to improve their English skill such as listening, speaking, writing, reading, vocabulary, grammar, spelling, pronunciation, and etc. Thus, they can only gain the English material in classroom but also, they can learn English in the outside by using smartphone anytime and anywhere. They can be autonomous learner that they did not depend on their teacher for deep understanding English. In addition, they can use the applications easily without paying.

However, respondent 5 did not use application, but he still use smartphone to find the English material through browser.

Respondent 1

"….. laa itu aku biasanya kalau ada waktu luang aku kerjain mbak ketimbang aku ngegame yang unfaedah mending game yang ada faedahnya kan mbak. Jadi disetiap lessonnya itu ada game yang mana kita harus lawan pengguna lain dan setiap lessonya ada koin untuk naik ke level selanjutnya. Ohh ya sama itu ada rankingnya dihitung berapa banyak jumlah koin jadi kalau aku di gunung pati sekitar gunug pati itu aku ranking berapa gitu jadi aku saingan sama pengguna pengguna yang berdomisisl di gunung pati bahkan samapai duniapun bisa. ……… Bisa didownod kuk di playstore gratis ……… Jadi pas pergantian kelas nunggu dosen aku bisa main itu. "

Respondent 2

"…Kalau lagu-lagu mah tiap hari aku dengerin. Tapi untuk poadcast cuman tiap pagi. Dari itu aku belajar listening dan vocab sih kalau ada yang aku tidak tahu apa maksutnya aku cari di kamus hpku…."

Respondent 3

"….. Jadi lewat aplikasi itu aku bisa berkomunikasi sama orang-orang dari luar negeri seperti, amerika, canada, australia, United Kingdom, Korea, Jepan, Turki, India, dan banyak negara lainnya. ………Aku punya teman tiga yang aku percaya dari australia, amerika, dan prancis kita setiap hari chat-chatan pakai bahasa inggris mereka juga belajar bahasa indonesia jadi kita saling koreksi dan sharing cross culture juga sih"

Respondent 4

"……. Jadi dari youtube aku bisa belajar listening, vobaulary, grammar, culture dari barat, kehidupan artis hollywood dan banyak lagi mbak tergantung kamu searchingnya apa diyoutube, contoh aku lihat film frozen 1 bisa diyoutube. Atau aku search bbc news, ted talk, ellen show. ….aku mah setiap hari buka youtube…."

From the interview result above they use their smartphone to support their learning English apart their lecturer. They used application and feature provided in smartphone. They are hello english, speak, spotify, youtube, and browser. They can meet their needs of knowledge related to learning English anytime and anywhere. It is suitable with recently happened.

B. The effect of smartphone usage in English learning.

Every student can certainly feel each of the positive and negative impact when they used their smartphone in learning English in daily life. First, the smartphone certainly gives positive impact. As we know the smartphone certainly provides many applications and features to support their learning English. The applications gave an advantage and satisfaction for respondent 1, 2, 3, and 4. the application gave them what they need to learn, for example, respondent 2 wanted to sharpen her listening skill, so she chose the spotify application to listen music and podcast in her daily life. Thus, her listening ability will increase and support their learning listening in classroom too. Another example is from respondent 3. She wanted to increase her speaking ability by communicating to the original foreigner from Australia as English native speaker. Although, they are far away but they can still communicate each other using smartphone anytime and anywhere. In addition, she can exchange about cross culture between Australia and Indonesia culture. For the feature gave

also advantage for respondent 5. He wider accessed many links or the web to get many sources according to his English assignment.

Respondent 1

"………aku semangat dan tertarik menggunakan hello english aplikasi ini karena lessonya sangat interactive sekali dengan adanya game setiap lessonnya dan adanya koin untuk ranking jadi menambah motivasi untuk belajar…dengan adanya konesi internet aku bisa main game dengan teman sesama pengguna disekitarku juga mbak………ilmu yang aku pelajari dari hello english itu penambahan vocabularyku, spelling, grammar, speaking, dan listening."

Respondent 2

"……Kalau pakai spotify enaknnya itu dapat dibagi-bagi topiknya atau favorite saya contoh nih ya mbak kalau aku pingin lagu-lagu balladnya barat disitu sudah ada menu khusus lagu-lagu balad, terus ada yang khusus good times, happy hits, akustik, terus lagu-lagu yang lagi trending apa yang lagi hits itu udah dipisah-pisah sendiri jadi enak untuk didengerin sesuai mood kita. Jadi aku sambil belajarnya juga enak sesuai moodku juga. Malah kalau aku lagi moodnya bagus banget sampai aku tulis liriknya sambil dengerin jadi aku bisa belajar listening, vocabulary dan spelling….yang penting punya koneksi internet seperti data paket atau WiFi di kost atau dikampus."

Respondent 3

"……..Makanya aku tertarik banget karena aku bisa berkomunikasi dengan orang luar negeri asli jadi aku bisa melatih bahasa inggrisku, dan aku bisa sharing tentang cross culture kayak gitu. Dan cara chatnya gampang banget mbak tinggal lihat saja profilnya siapa yang lagi online dan tiap profil itu ada bendera dia native speaker apa dan dia mau learn apa..contoh aku mau belajar bahasa inggris aku cari yang bendera amerika dan yang lagi mau belajar bahasa indoensia jadi kami bisa saling koreksi kalau ada yang salah dalam bahasa kami. ……".

Respondent 4

" Jadi dari youtube aku bisa belajar listening, vobaulary, grammar, culture dari barat, kehidupan artis hollywood dan banyak lagi mbak tergantung kamu searchingnya apa diyoutube, contoh aku lihat film frozen 1 bisa diyoutube. Atau aku search bbc news, ted talk, ellen show. …."

Respondent 5

"…… Karena kalau cari di google lebih deep aja mbak penjelasannya kan banyak web atau linknya kan sesuai topik yang kita mau cari. …."

On the other hand, there are negative impact for the respondents when they use their smartphone. That is distraction from other features and applications of their smartphone such as opening whatsapp, instagram, and other webs. For example, respondent 1 was distracted with advertisement in the hello English application. Then, respondent 5 was also distracted with another application like instagram as social media. The another example is from respondent 4 who was distracted other kpop videos.

Respondent 1

"…..Bisa didownod kuk di playstore gratis pula sayang ada iklannya jadi aku pas memainkan lesson itu jadi tergangunggu ….. "

Respondent 2

"......Biasanya aku ke distract karena spotify itu bisa ditutup aplikasinya tapi audionya masih bisa berjalan karena itu aku biasanya ke distract bukak whatsapp..."
Respondent 3
"....... banyak yang fake ngomong dari australia ternyata dai india, dan banyak yang menyalah gunaan seperti malah buat sex sex gitu. Jadi ya harus pinter-pinter milih teman yang bener-bener asli dari negaranya dan mau belajar bahasa atu sharing pengalaman atau ilmu........"
Respondent 4
".... aku terdistract sih mbak bukak video lain yang tidak berbahasa inggris contoh korea tau kan mbak ini lagi booming perkpopan"
Respondent 5
"......aku kadang-kadang pas belajar buka instagram. Itu sih yang membuat menyita waktu belajara dan tidak fokus 100 persen apa yang aku cari dan pahami digoogle. Atau g aku malah buka web lain yang bukan tentang apa yang seharusnya aku cari mbak".

These distractions will affect the concentration of learning when students do learning activities. The concentration is an important factor when students learn. If the students' concentration is low, then their learning activities will also be low quality. It also has an impact on the lack of seriousness in learning and the level of understanding of the material is reduced (Suwardi, in Saputra, 2017).

The findings show that the use of smartphones by students in a state university in Semarang can be used for self-learning for their English language skills. This finding is in line with the statement which states that the use of media is one way to obtain the fulfillment of needs. Theory of use and satisfaction assume that members of the audience are considered to be actively using the media to meet their needs, namely in learning English. those needs tend to be cognitive needs (Effendy, 2003). The cognitive needs related to affirmationinformation, knowledge and understanding of the environment. The five respondents used their smartphone to sharpen their English skills through features and applications on their smartphones. This is not only learn their English skills, but also they were able to gain information based on English which could support their English in the class.

According to Siahaan (in Rusman, Kurniawan and Riyana, 2011) there are three functions of learning based on information and communication technology, namely as a supplement which are optional, complementary,or substitution. The function that is indeed found in the informants is the supplement and complement functions. The respondent 5 would look for information related to his English assignment that he doesn't know more about (smartphone functions as a supplement).Unlike the four other respondents who learn and sharpen their English skills deeper through applications provided by smartphones (smartphones function as a complement). The applications and sites they use are not all the same.

Conclusions

Based on the finding and discussion above that the university students in a state university in Semarang used some applications and features of their smartphone to learn and sharpen their English ability such as hello English, speaky, youtube, spotify, and browser based on their needs. They are self-learner. They tend to cognitive needs because the five respondents used their smartphone to sharpen their English skills through features and applications on their

smartphones. This is not only learn their English skills, but also they were able to gain information based on English which could support their English in the class.. The respondent 5 would look for information related to his English assignment that he doesn't know more about (smartphone functions as a supplement). While, the four other respondents who learn and sharpen their English skills deeper through applications provided by smartphones (smartphones function as a complement).

References

Abdulhafidh, E. (2015). The Role of English in Present Day Higher Education.

Adom, D., Yeboah, A. & Ankrah, A. K. (2016). Constructivism Philosophical Paradigm: Implication For Research, Teaching And Learning. Global Journal of Arts Humanities and Social Sciences, 4(10), 1-9

Basrah University: Conference paper. Retrieved from: https://www.researchgate.net/publication/311739707_The_Role_of_English_in_ Present_Day_Higher_Education

Eriyanto. (2002). Analisis Framing, Konstruksi, Ideologi, dan Politik. Yogyakarta: LKis.

Effendy, Onong Uchjana. (2003). Ilmu Teori dan Filsafat Komunikasi. Bandung: Citra Aditya Bakti.

https://www.liputan6.com/news/read/3230086/kecanduan-smartphone-2-pelajardi-bon dowoso-alami-gangguan-jiwa (it is accessed on Monday, December 22, 2019, at 15.55)

Jati, A. G. (2018). The Use of Smartphone Applications in English Language Teaching and Learning. Jurnal Sosioteknologi, 17(1), 144–153. https://doi.org/10.5614/sostek.itbj.2018.17.1.14

Lekawael, R. F. J. (2017). The impact of Smartphone and Internet Usage of English Language Learning. Journal of English Education, 5(2), , 255-262. Retrieved from: https://journal.uniku.ac.id/index.php/ERJEE

Littlejohn, S. W dan Foss, K. A (2008). Theories of human communication. Belmont, CA: Thomson/Wadsworth.

Machmud, K. (2018). The Smartphone Use in Indonesia Schools: The Heigh School Students' Perspectives. Journal of Arts & Humanities, 7 (3). 33-40

Pujileksono, Sugeng. (2015). Metode Penelitian Komunikasi Kualitatif. Malang: Intrans Publishing.

Puspitaloka, N., Hasanah, U., & Rahmawati, I. (2017). English Vocabularies Enrichment Through "Hello English" Android Based Educational Game, (April), 140–148. https://doi.org/10.24176/03.3201.17

Rusman, Kurniawan, D dan Riyana, C. (2011). Pembelajaran Berbasis Teknologi Informasi dan Komunikasi: Mengembangkan Profesionalitas Guru. Jakarta: PT Raja Grafindo Persada.

Saputra,G. E. A. (2017). Pengaruh Penggunaan Smartphone Terhadap Aktivitas Belajar Siswa Kelas X Sma Muhammadiyah 7 Yogyakarta Naskah Publikasi. Skripsi. Universitas Muhammadiyah Yogyakarta

Sarwar, M. & Soomro, T. R. (2013). Impact of Smartphone's on Society. Journal of Scientific Research 98 (2), 216-226.

Shafiq, F., Ahsan, K. & Nadeem, A. (2016). Solving Real-Life Problems: Future   Mobile Technology Sophistication. Journal of Engineering & Technology, 35 (3),   335-346

Sobur, Alex. (2013). Filsafat Komunikasi Tradisi dan Metode Fenomenologi. Bandung: Remaja Rosdakarya.

Syah, Muhibbin. (2016). Psikologi Pendidikan. Bandung: PT Remaja Rosdakarya

Yi, Y. J. & Han, S. (2018). How does the smartphone Usage of College students   affect academic performance?. Journal of Computer Assisted Learning, 35(1).   Retrieved   from: https://doi.org/10.1111/jcal.12306

Yuanita, S. (2019). the Implementation of Hello English Application As English Learning Media To Teach Speaking Skill.