

The Impact of Mobile Gadget in EFL Learning: Perceptions of EFL Undergraduates

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Abstract

Most of young people are enthusiastic in having the most recent mobile gadgets just to boast among their peers. They likely utilize them to make phone calls, take pictures, listen to songs, watch videos, or surf the internet access for learning or just entertainment. In a technologically advanced country like Indonesia, the third and fourth generation (3G, 4G) mobile devices are available at affordable prices, and people of all streams find it necessary to own a mobile gadget for connecting and communicating. Moreover, it has become a common trend among undergraduates to carry a mobile gadget to the classroom as well. In this paper, the researcher emphasizes the potential of mobile gadgets as a learning tool for students and have incorporated them into the learning environment.

The present study examines the application of mobile gadget in EFL learning and investigates the perceptions of EFL students about mobile gadget in learning activity. A field study was conducted on thirty undergraduate students majoring in accounting study Serang Raya University. The methodology of data collection included a self-report for students and teachers' and students' questionnaire. Findings of the research are significant for EFL teachers and researchers for introducing innovative methods and helpful materials for the English classroom.

Keywords: *Mobile gadget, students' perception, teachers' perception..*

Introduction

Technological advancements in Indonesia have paved the way for its citizens and expatriates to easily and quickly connect with their family and friends inside and outside the country. This quick and easy way of communication has accelerated the demand for the latest mobile gadgets multiple purposes uses like voice calls, texting, chatting, web browsing, multimedia, and translation. These latest communication systems are easy to operate and available at affordable prices. [Peter \(as cited in Nashwa 2015\)](#) stated that the mobility of these devices enables learning both in formal and non-formal settings as we do not need fixed locations for study, and consequently our way of learning becomes different (p.299). [Graddol \(as cited in Salmah 2016\)](#) commented that "technology lies at the heart of the globalization process, affecting work, education and culture" (p.1). With the wide spread of phones, computers and mobile devices now fit in our pockets, it becomes very easy to connect to a variety of information sources and communicate with any one in any place nearly everywhere we go. Today, we are dealing with a new generation of technology. Thus, we need to integrate and exploit the technological devices students bring to class to enhance both of learning and teaching methods. With the mobility, availability and flexibility of these devices, students can learn at any time and any place without the need for computer access and availability of learning materials.

[Attewell \(as cited in Aamri, 2004\)](#) Mobile phones have positively contributed to the field of learning in many different ways. First, mobile learning helps learners to improve their literacy and numeracy

skills and to recognize their existing abilities. Second, it can be used to encourage both independent and collaborative learning experiences. Also, it helps learners to identify areas where they need assistance and support. Further, it helps to combat resistance to the use of ICT: Information Communication Technology and can help bridge the gap between mobile phone literacy and ICT literacy. Moreover, it helps to remove some of the formality from the learning experience and engages reluctant learners. Besides, it helps learners to remain more focused for longer periods. Ultimately; it helps to raise self – esteem and self- confidence (p.144). In addition, [Alhafeez \(2017\)](#) states that “using and integrating some technological devices may motivate students as well as teachers to do their traditional jobs in different and attractive ways” (p. 15).

Statement of the problem:

The researcher notes that students encounter many problems in English language learning activity. Students have some difficulties in understanding words or phrases in English written because they think that English lesson is not the main course of their major study, they do not assume that English play the role in their modern life such as in IT and communication device. Moreover, students think that learning in the classroom is boring and makes them feel stress. For those reasons, the researcher tries to find out a new way of teaching English that helps students to make the process of learning more interesting and to help them to continue what they learn inside the classroom through using their smart phones.

Purpose of the study:

The purposes of this study is investigating the impact of mobile gadgets on academic life of the university students, and so the present research examines the impact of mobile gadgets on English language learning at the undergraduate level. The researchers administered self-report inventory to elicit students' and English teachers' perceptions of the effectiveness of mobile gadgets in the teaching-learning process of English. This study also seeks to find out the relevance and usefulness of mobile gadgets in delivering English language education in the students' academic and non-academic environments.

Research Questions;

This study attempts to answer the following question;

1. What is the impact of mobile gadgets on English language learning of undergraduates?
2. To what extent do undergraduates depend on mobile gadgets for communicating in English?
3. How do students and teachers perceive the effectiveness of mobile gadgets in improving English language skills?
4. Does the use of mobile gadgets accelerate or hinder English language learning abilities of undergraduates?

Based on the research questions mention above, it is obviously this research will investigate the use of mobile gadget in learning English Language among university students, the impact of communication tools in language learning, the teachers' and students' perceptions on the effectiveness of mobile gadget in learning, and whether mobile gadget can be helpful learning aids in language learning. It is expected that the results of the study will help significantly educators and policy makers to the effect of new technological devices in the process of learning and teaching. Teachers may also be empowered by these results to look for ways of promoting their own professional development which may improve their teaching practices and their students' achievements in English.

Review of Related Literature:

This section discusses theoretical background to the present research provides a short description of different studies carried on the effectiveness of mobile gadget in language learning instruction. This section also presents the views of different researchers about the impact of mobile gadgets in teaching-

learning contexts. These are some fundamental studies that have investigated the benefits of applying digital tools to improve proficiency in English language.

A. Relevance of Electronic Gadgets in Teaching-learning Contexts

The important role that information technology currently plays in English education cannot be overemphasized. The most obvious advantage of using the technological medium for language instruction is the ease and timeliness of access. It is helpful for both teachers and students. [Salmah\(2016\)](#) commented that technology offers modern educational tools for learning English as a foreign language. The research findings clearly described that 35 students (97.2%) believed that smartphone and tablet apps (i.e., Learn English Grammar, Dictionary. com, dictionaries, and thesauri) can improve their English language learning, while 29 students (80.5%) indicated that word processing software (i.e., Google Docs and Microsoft Word) can definitely have a positive impact on their English language learning (p.8).

[Dang \(2013\)](#) conducted the research on the electronic gadget use in language learning and its results show that 84% of learners had had the experience of using their mobile phones for learning English. It is noticeable that there is a growing tendency for students to make good use of their mobile phones for learning activities. The greatest percentage of learners (85%) had used their mobile phones to look up new words in the dictionary, followed by 62% using their mobile phones to study vocabulary. More than half of learners had used applications to learn English and listened to English audio files through mobile phones whereas hardly anyone had done English exercises via mobile phones (p. 467).

In this digital days of time, Technology change everything, it also change various ways that people communicated. They communicate with short message; they communicate using the Facebook, through computer, iPads, or cell phones. It also means that we can learn English via these mobile devices. In line with that statements above [Sheng Yu \(2013\)](#) pointed out that learning English using the mobile phone is definitely more effectively than the traditional way not to mention conveniences. The same advantage goes with the terms from listening, speaking and reading but not that good at writing part. 72 % of the students agree that using interactive multimedia tools to learn English can improve the ability in all the four phases of language learning. The same percent of the students will choose the interactive multimedia tools to learn English but the traditional way if they have the choice. And the main reason they don't choose the tools is they do not feel comfortable operating the interactive multimedia tools' platform (p. 190).

Based on the insightful discussions above, it is obviously proven that mobile gadget as modern technology tool offers incredible educational process for learning English as foreign language and can give much benefits to enhance English language learning and teaching process. It also indicates that sophisticated technology such as computer software, social networking web, online videos, mobile gadget, and tablet apps have positive impact on learning English as a foreign language. Therefore, technology tools clearly can be effective in improving the students' language and communication skills.

B. The Influence of Mobile Gadget in Language Learning

The invention of mobile gadget is a great achievement in the area of communication because of its convenience and accessibility compared to the fixed telephony which is only used in specific areas and at specific time. According to [Ling in Pamellah \(2014\)](#), mobile phone is appealing to young people because of its extension nature of social life, its role in the formation of identity, its influence in reshaping the temporal and spatial interaction (p.1).Most of the teachers' instructions to their students were to switch off mobile gadgets before starting the lessons. Now it is time for teachers to change their style of teaching and make their lessons more enjoyable and interesting by saying "Turning on your mobile gadgets and start operating your device". Regarding with that statement, [Ramadan \(2014\)](#) states some reasons that make teachers of English ask their students to use mobile phones in the

language classroom. First these electronic devices are available and cheap nowadays in all over the world. Second, such small mobile phones are easy to carry and use in the class and also students find writing SMS letter on their mobiles more interesting than on the white board or on their note books (p. 1).

English language teachers must be educated on the effectiveness of mobile technology in teaching activities. In addition to training the teachers on mobile device technology, they should also be encouraged to examine and envisage innovative ways through which technology can be used to create new prospects for classroom instruction. The number of mobile devices across the world have already surpassed the number of computers and other electronic gadgets, and it is indeed an opportunity for English language teachers to innovate methods and materials for interactive and enjoyable sessions to motivate the students in their classroom. In this era of technological advancements, the majority of the undergraduate student population possess latest mobile gadgets and use it for a wide variety of purposes. Considering the education value, most of the EFL undergraduates depend too much on these devices for electronic learning resources and rarely use hard copies of Standard English dictionaries or books. Also, most of the undergraduates find it convenient to read and learn from portable mobile screens. However, the mobile gadgets have the potential to attract students towards non-academic information which can have serious consequences in students' academic career. In spite of the disadvantages with the utilization of mobile devices, many studies in the field have uncovered the motivation of the young students towards mobile integrated classroom instruction.

Based on the previous studies conducted by some professional researchers, the present study mainly concerned with the impact of mobile gadget in EFL learning. Beside that, it also investigated the students' and teachers' perception on the mobile gadget usage in language learning circumstance as an innovative way that hopefully can stimulate increasingly the teaching-learning practices and students' English skills. The findings of this study are expected to give more understanding regarding the use of mobile gadget in promoting students' English languageskills and give practical know-how for (Indonesian) EFL practitioners interested in this field.

C. Participants

Thirty undergraduate students studying in the first semester accounting as their major subject voluntarily participated in this research. The researchers took the permission of the concerned officials in the university administration and the teachers before conducting the field study. The undergraduates who participated in the study were informed that their responses are meant for research purposes only.

D. Self-report Inventory for Students

A self-report inventory is a questionnaire which gives a description of personality traits. The self-report inventory consisted of two yes-no questions (Q.3 and Q.4) and twenty-eight self-report statements (Q.10 – Q.37). Four scales (Agree - Strongly Agree – Disagree - Strongly Disagree) were given below each of the statements. Students had to read each of given statement and circle the scale that reflected their opinion most appropriately. Students were instructed to express their views objectively.

E. Questionnaire for English Teachers

A questionnaire was used to elicit English teachers' opinions about the effectiveness of mobile gadgets in improving undergraduates English language skills. The teacher questionnaire consisted of four open-ended questions. Teachers were requested to express their views in writing. Since teachers have an important role in the teaching-learning process, their perceptions would be useful for classroom research. Five English teachers responded to the given open-ended questions.

DATA ANALYSIS

The quantitative data analysis, described in this section, is based on students' responses to the self-report, while the qualitative analysis is based on students' and teachers' responses to the open-ended questions.

A. Analysis of the Self-report Inventory

It was noted that the majority of the students who responded to the self-report inventory are currently pursuing English language and literature courses in their seventh semester. The self-report inventory had four scales:

- A - Strongly Agree
- B – Agree
- C – Disagree
- D - Strongly Disagree

The number of responses for each item is given in percentages. Scales added up for clarity.

The percentages of Agree and Strongly Agree (number of responses given for the scale Agree + the number of the responses given for the scale Strongly Agree = Total percentage) have been added up and are presented as the overall percentage. Similarly, the percentage of Disagree and Strongly Disagree (the number of responses given for the scale Disagree + the number of responses given for the scale Strongly Disagree = Total percentage) have been added up and are presented as the overall percentage. Thus, for clarity, the data analysis was based on two major factors; students who circled Agree and Strongly Agree are considered to support the given statements while those students who circled Disagree and Strongly Disagree are considered to be of a different opinion than the one given in the statement.

In Question No.1, it is observed that all the undergraduates mentioned that they belong to Accounting major while in Question No.2, as stated earlier, the majority of the undergraduates mentioned that they belong to the first semester. The table below gives an overview as to whether students purchase a mobile phone to communicate in English.

TABLE1: ENGLISH ON MOBILE PHONE

Q No	Statement	Yes	No
3	I use a mobile phone which has features like an English dictionary and the internet access.	73%	37%
4	I purchased a mobile phone because I can use it to learn English	68%	32%

An analysis of the data presented in the above table indicates that 73% of the students use mobile phones that have features like an English dictionary and web connectivity. 68% of the students agree that they have purchased a mobile phone because they can use it to learn English while 32% of students possibly had other reasons for purchasing a mobile phone.

TABLE2: POSSESSION OF A MOBILE PHONE FOR LEARNING ENGLISH

Q No	Statement	Smart phone %	iPod%	Tab%	Smart watch %
5	I possess the following Gadgets	90	7	3	
6	Which of the following Gadgets do you use to learn English?	87	4	9	

The above data indicate that 90% of the students possess smartphones that they likely use as the media of their language learning 10% of students have an other gadget, and 87% they use their gadget possitively to learn English and the rest of students about 13% of the students use iPods and Tab to learn English.

TABLE 3: MEDIUM OF COMMUNICATION

Q No	Statement	English	Indonesia	Both
7	Which software do you use on your mobile?	13%	87%	
8	Which language do you use more often for chatting on the mobile phone?	22%	83%	5%

The above data indicate that 87% of the students use Indonesian software and 13% of them utilize English software. Moreover 83% of the students use only Indonesia as a medium of communication for chatting on the mobile phone, 22% they seemingly chat with their friends in English and only 5% of the students use Indonesia and English as a medium of communication while chatting on the mobile.

TABLE4: DURATION OF TIME SPENT ON MOBILE PHONE

Q9	In 24 hours a day, I spend _____ hours of my time on mobile phones	4 hours – 18 hours			
	Statement	Strongly agree%	Agree%	Disagree%	Strongly disagree%
Q10	I spend a lot of time, chatting with my friends on my mobile phone	27	57	16	

The data presented in the above table indicate that there are students who spend 18 hours in a day on their mobile phone while the majority of students spend almost 4 hours every day on their mobile phones. Of these students, 84% (27+57 =84) agree that they spend time chatting with their friends while 16% of students say that they do not spend a lot of time chatting with their friends on the mobile phone.

TABLE5: USING A MOBILE PHONE FOR THE PURPOSE OF COMMUNICATION IN ENGLISH AND INDONESIA

Q. No	Statement	Strongly agree%	Agree%	Disagree%	Strongly disagree%
11	I need a mobile phone to understand English words and sentences	50	40	10	
12	I use English as a medium of communication while chatting on WhatsApp Messenger	6	87	7	
13	I use Indonesia as a medium of communication while chatting on WhatsApp messenger	42	34	20	4
14	I use English as a medium of communication while chatting on Facebook		63	20	17
15	I use Indonesia as a medium of communication while writing an email to my friends	33	50	17	
16	I use English as a medium of communication while writing an email to my friends	3	50	47	

The data presented in the above table indicate that 90% of the students depend on mobile phones to understand English words and sentences. These data reveal that 93% of the students use English as a

medium of communication for chatting on Whatsapp messenger, 63% on Facebook, and 53% for the purpose of writing an email. The data in above table also reveal that 76% of the students use Bahasa Indonesia as a medium of communication for chatting on Whatsapp messenger, 37% on Facebook and 17% for the purpose of writing an email.

TABLE6: USING MOBILE PHONES FOR THE PURPOSE OF IMPROVING ENGLISH LANGUAGE SKILLS

Q.No	Statements	Strongly agree%	Agree %	Disagree %	Strongly disagree%
17	During free time, I watch English videos on my smartphones	20	70	10	
18	During free time, I watch Indonesian videos on my smartphones	37	63		
19	Mobile phones can help me to improve my English speaking skills	60	20	20	
20	Mobile phones can help me to improve my English writing skills	50	23	17	10
21	Mobile phones help me to learn new words of English	57	17	14	12

The data presented in the above table indicate that 90% of the students watch English videos on mobile phones. 80% of the students believe that mobile phones can help in enhancing their English speaking skills, 73% believe that mobile phones can contribute to improving their English writing skills while 74% of the students believe that mobile phones can help them to learn new English words.

TABLE7: DEPENDENCE ON MOBILE PHONES FOR TRANSLATION

Q.No	Statement	Strongly agree%	Agree%	Disagree%	Strongly disagree%
22	Mobile phones are necessary for me to translate English words into Indonesia	80	20		
23	I use mobile phones to translate Indonesia words into English	77	13	10	
24	I can understand English words without using a mobile phone		33	64	3
25	The software I use on my mobile phone can translate English words correctly into Indonesia	3	64	33	
26	The software I use on my mobile phone can translate Indonesian words correctly into English		77	23	

The data presented in the above table indicate that the whole students find mobile phones useful for translating English words to Indonesia while 90% of the students use mobile phones to translate Indonesian words into English. The statistics show that 67% of the students believe that the software used on the mobile phones can translate English words into Indonesia while 77% of the students are confident that the software used in their mobile phones can translate Indonesian words into English accurately. The data presented in the above table also interpretes that 33% of the students are confident in understanding English words without using a mobile phone while 67% of the students possibly feel that mobile phones are necessary for understanding English words.

TABLE8: MOBILE PHONES FOR ACADEMIC PURPOSES

Q.No	Statement	Strongly agree%	Agree%	Disagree %	Strongly disagree%
27	I scan and save the study-related reading materials to my mobile phone	20	73	7	
28	My mobile phone helps me to improve my English language skills	37	63		
29	My teachers of English allow me to use a mobile phone to learn English words in the classroom	57	12	11	20

The above data indicate that 93% of the students scan their academic reading materials on their mobile phones while the whole students believe that mobile phones help them to improve their English language skills. 69% of the students indicate that their English teachers allow them to use mobile phones in the classroom for the purpose of learning English words. 31% of the students, however, say that their English teachers do not permit them to use mobile phones to learn English words in the classroom.

TABLE9: READING ON THE MOBILE PHONES

Q.No	Statement	Strongly agree%	Agree%	Disagree%	Strongly disagree%
30	During the exams, I read notes from my mobile phone		17	73	10
31	I can remember everything if I read from my mobile phones		27	70	3

The data presented in the above table indicate that 83% of the students do not use their mobiles during exams during exams while 17% of them read notes from their mobile phones during exams. 73% of the students are of the opinion that they cannot remember everything that they read on their mobile phone while 27% of the students say that they can remember everything that they read on the mobile phone.

TABLE10: INFLUENCE OF MOBILE PHONES ON TEACHING-LEARNING PROCESS IN ENGLISH LANGUAGE CLASSROOM

Q.No	Statement	Strongly agree%	Agree%	Diagree%	Strongly disagree%
32	My English teacher allows me to take notes on my mobile phone	37	41	12	10
33	Because of the mobile phones, I stopped writing notes on paper	30	25	23	22
34	I can improve my English spelling by using a mobile phone	27	45	17	11
35	I do not need to learn English spelling because I can always use a mobile phone	10	20	30	40
36	I do not need not to learn English language because I can always use a mobile phone		15	15	70
37	Mobile phones are the main cause of my poor performance in the exams	21	30	40	9

The above data indicate that English teachers allow students to take notes on their mobile phones, and also, a majority of the students are of the opinion that they can improve English spelling through

mobile phones. 51% of the students, however, believe that mobile phones are the main cause for their poor performance in exams.

B. Analysis of Students’ and Teachers’ Written Responses

The qualitative analysis is based on an open-ended question (Q.38) given in the students’ questionnaire and four open-ended questions given in the teachers’ questionnaire. Students and teachers responded to the open-ended questions related to the effectiveness of electronic gadgets on English language learning. Only 19% of the students (Q.38 Please write your opinion about using a mobile phone / iPad / Smart watch / Tablet for learning English), and five English teachers responded to the open-ended questions. An overview of the students’ and teachers’ perceptions is presented in the table below.

TABLE11: STUDENTS’ WRITTEN STATEMENTS ABOUT USING ELECTRONIC GADGETS FOR THE LEARNING OF ENGLISH

No	Students’ Statements on Question 38:	Relative Share
1	Using Google translation to know a new word, watch youtube, using social applications.	23%
2	A good way to learn English	3%
3	In this century, we can’t imagine our lives without a mobile.	6%
4	In general, technology is helpful to improve your knowledge	10%
5	The mobile phone is always easy to carry and so during our free time we can learn.	10%
6	Inside the classroom, I sometimes use it for translation and outside the classroom, I use it to chat in English.	3%
7	Smartphones are helpful, but, as a student, you always need real books to learn	3%
8	If you need to search for a word from a book (hard copy), sometimes you need to turn many pages, but in the mobile phone, it is easy to search and find a word.	3%
9	My mobile phone helps me to take online English.	6%
10	My mobile phone helps to improve my English skill.	23%
11	It is good to use mobile phones to communicate with people in English or any other language	3%
12	Mobile phones are bad for people who use them most of the time for things that are useless, and who do not care about their studies.	3%

The above data obviously elaborates that most of the students are of the opinion that mobile gadgets can help them to improve their English language skills. There are many students who depend on mobile gadgets for the purpose of translation. However, there are also a few students who think that using the mobile phones is not the only one media for learning resources. The statements presented below is an overview of the English teachers’ opinion on the impact of mobile gadgets.

TABLE12: OPINIONS OF ENGLISH TEACHERS ON IMPACT OF MOBILE PHONES ON ENGLISH LANGUAGE LEARNING

NO	Statements by English teachers (Qualitative approach)
1	Mobile phones help learners to learn independently.
2	Mobile phones enable learners to use varied sources.
3	Students can learn at their own pace
4	Mobile phones can be used for a variety of purposes
5	Mobile phones can store useful information, such as dictionaries, and can access websites on

	the internet
6	Care should be taken on the security of the device and personal data.
7	Mobile phones will certainly improve students' language skills.
8	Mobile phones are within our reach at any time, and we can use them without any time limit
9	Mobile phones are helpful for checking pronunciation.
10	Mobile phones are helpful to verify the usage of English words.
11	Via mobile phones, materials related to grammar can be accessed.
12	Mobile phones help students to record and memorize lists of words
13	Applications like WhatsApp help students to form groups and contribute to improving their writing, reading, and speaking skills.
14	Smartphones provide easy, fast and efficient access to thousands of useful sources.
15	The use of mobile phones for language learning can contribute positively to students' learning processes.

All the five teachers who participated in this questionnaire are of the opinion that electronic gadgets are necessary for improving students' English language skills. Thus, the English teachers are aware of the effectiveness of electronic devices in the teaching-learning process

FINDINGS

The findings of this study are based on the quantitative and qualitative data obtained from students' response to the self-report inventory and teachers' response to the qualitative questionnaire.

The Impact of Mobile Gadgets on English Language Learning

Findings of the present study indicate that 90% of the students possess smartphones while the remaining 10% of them possess other electronic gadgets like iPods and Tablets. An analysis of the findings suggests that the impact of mobile gadgets in students' everyday lives is more dominant than that of other electronic gadgets. It is observed that 93% of the students scan study-related reading materials on their mobile gadgets while 17% of the students read notes from their mobile gadgets during exams. These students spend between four hours and 18 hours per day on their mobile gadgets for chatting with their friends. The findings of the study suggest that many students use mobile gadgets that come with English software like English electronic dictionaries so as to look up unfamiliar words. English teachers can introduce tasks related to writing skills through which students can use the mobile keyboard to compose and edit short written texts for the purpose of communication. Most of the students who use mobile gadgets have only limited knowledge about the features of mobile technology. During the undergraduate education, students at all levels and branches should take the imitative to learn the basics of mobile technology. English teachers' and undergraduates' awareness of navigational issues, file formats, the size of files, types of files, memory cards and the effectiveness of operating systems can lead to successful outcomes.

A. The Extent to Which Undergraduates Depend on Mobile Gadgets for Communicating in English

The findings of the study suggest that 83% of the students use Indonesia while only 13% of the students use English when communicating via their mobile gadgets. The findings also reveal that 90% of the students use translating software, available on the mobile gadgets, to understand English words and sentences. However, the inability of the various available language translating software to give accurate meaning to different English sentences can hinder students' understanding of the exact meaning. It is becoming habitual among students to make use of their mobile gadgets to translate the meanings of English words into their mother tongue. On the positive side, mobile gadgets can be helpful to connect and communicate with people living in other countries. A disadvantage of mobile gadgets is that the students' language learning abilities may be hindered when machine translation

displays inaccurate meanings of a given English word. Lack of guidance while using these translation software programmes can lead to students comprehending inaccurate meanings and thus leading to the breakdown in the communication process. In EFL classrooms, students are often frustrated with the traditional teaching methodologies, and it is time for English teachers to try and test mobile technology integrated activities to help students develop a positive attitude towards language learning. English teachers should encourage students to work productively and cooperatively on language learning activities, using mobile gadget technology in the classroom. Introducing classroom activities that guide students to have control over their own learning while using a mobile gadget can increase the amount of students' participation and create positive language learning environment in the classroom.

B. Students' and Teachers' Perceptions of the Positive Influence of Mobile Gadgets on Improving English Language Skills

The findings of the study suggest that 72% of the students think that mobile gadgets can improve their English spelling skills, and 30% of the students believe that they need not learn English spelling because they can always use a mobile gadget. They believe that they can carry their mobile gadgets around at all times and that therefore, it is not necessary to learn English spelling may hinder them from reaching higher proficiency levels. It is observed that students often depend on their mobile gadgets when they are not sure of English spellings. Undergraduates may not feel it necessary to memorize or practice the spelling of unfamiliar English words because of the overall availability of portable mobile gadgets at all times. Students believe that electronic English dictionaries are effective in displaying the accurate spelling of words. Moreover, students can access electronic versions of standard English dictionaries like Oxford and Cambridge whenever they find it difficult to understand the meaning of unfamiliar English words. Only 3% of the students consider that smartphones are helpful, but, as a student, they always need real books to learn. The findings of the study suggest that the teachers of English interviewed are aware of the effectiveness of mobile gadgets for improving the English language skills of undergraduates. The English teachers who participated in this study are of the opinion that mobile gadgets can certainly enhance students' communication skills and also make them independent. Moreover, they think that students can develop independent learning habits and access resources repeatedly from different sources available on the internet. The English teachers believe that mobile devices are useful for students to record their pronunciation and, thus, improve their pronunciation skills. However, before introducing mobile technology to the classroom, issues like classroom management, variations in the mobile gadgets software programmes and an effective methodology have to be addressed systematically.

C. Mobile Gadgets as a Tool to Improve or Hinder Students' English Language Learning Abilities?

The findings of the present study reveal that English teachers - and most of the undergraduates - who participated in the survey are of the opinion that mobile gadgets can accelerate students' English language learning abilities. One of the teachers pointed out mobile gadgets "are in our reach any time, and we can use them without any time-limit" and another teacher stated, "helps to verify the usage of English words." A student expressed his view by stating that "inside the classroom, I sometimes use it for translation and outside the classroom, I use it to chat in English." Though the teachers of English interviewed are aware of the advantages of using mobile gadgets in the teaching-learning process, they strictly abide with the traditional course materials prescribed for the classroom use. 22% of the students say that teachers do not allow them to take notes on mobile gadgets while 73% of the students are of the opinion that they cannot remember everything they read from their mobile gadgets. In this context, English teachers need to find creative ways to integrate the mobile technology with the course materials for enhancing their students' English language learning skills. It is also important to note that using a mobile gadget for unlimited hours in a day can cause health hazards and increases the potential for stress and insomnia. If these problems are not addressed at early stages in a students'

academic life, the use of mobile gadgets can lead to poor performance in academic exams. The findings of the study reveal that 51% of the students believe that mobiles gadgets are the main cause for poor performance in their university exams.

SUGGESTIONS FOR FURTHER RESEARCH

The present study was limited to 30 undergraduate students majoring accounting study at Serang Raya University and 5 English teachers. The research findings were limited to the analysis of students' self-reports and a teacher questionnaire. Therefore, it will be necessary to conduct another study with a bigger number of English teachers so as to verify or falsify the results presented in this paper. Such further research can be supplemented by designing and testing the effectiveness of integrating English language learning activities with mobile technology in EFL classrooms. However, the findings outlined in the present study give some basic insight into the improvement of English at the undergraduate level. Although these findings are related to the local context, they may, at least in part, be transferrable to the learning environments in other regions as the use of smartphone is becoming more and more prevalent worldwide.

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