STUDENTS' SELF-REGULATED LEARNING IN THE USE OF SMARTPHONES IN LEARNING ENGLISH

(A Case Study of the Four Ninth-Grade Students at SMPN 14 Pontianak Academic Year 2023/2024)

A THESIS

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LANGUAGE AND ART EDUCATION DEPARTMENT
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UNIVERSITAS TANJUNGPURA
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Submitted to fulfill one of the requirements for writing a thesis in English Language Education Study Program of the Language and Arts Education Department of Teacher Training and Education Faculty of Universitas Tanjungpura

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I truthfully declare that this thesis entitled " Students' Self-regulated learning in the Use of Smartphones in Learning English" was written entirely by myself. I take responsibility for the content of this thesis. The opinions or findings from other writers included in this thesis are quoted and cited under ethical standards.

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ABSTRACT

This study explores how four participants at SMPN 14 Pontianak use smartphones for learning English and investigates their self-regulated learning (SRL) strategies. Using a qualitative case study approach, data were gathered through interviews and observations. The findings reveal that students employ smartphones to support key SRL strategies, including motivational strategy, cognitive and metacognitive strategy, and behavioral and contextual strategies. These strategies enable students to personalize their learning experiences, encouraging learning to acquire English language skills. This study contributes to the understanding of the role of smartphones in English language learning, emphasizing their significance in supporting SRL in secondary education. It also highlights the potential of integrating smartphones into educational practices to enhance student's ability to manage students learning..

Keywords: *Self-regulated learning, Smartphone-assisted learning, English language learning, Educational technology, Student motivation*

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim, the most gracious and most merciful. Praise be to Allah for all his mercy and grace so that the researcher can complete this thesis entitled "Students' Self-regulated learning in the Use of Smartphones in Learning English". Gratitude is extended for the blessings given, and continuous praises and sholawat are dedicated to the Prophet Muhammad SAW and his companions.

Throughout the challenging process of completing this thesis, the researcher extends sincere gratitude to the various individuals who played important roles in its realization. Their consistent support, guidance, and meaningful contributions have been inseparable from the researcher's academic journey. First, sincere gratitude is directed towards Dr. Eni Rosnija, M. Hum., the researcher's first supervisor, and Wardah, S.Pd., M. Pd., the researcher's second supervisor. Their generosity in sharing time and expertise, offering invaluable knowledge, guidance, and consistent support has significantly contributed to the development and completion of this thesis. Sincere gratitude is also extended to Sumarni, S.Pd., M.TESOL., the researcher's first examiner, and Yanti Sri Rezeki, M. Ed., Ph.D., the researcher's second examiner. Their insightful comments, constructive feedback, criticism, and suggestions have played a crucial role in refining and enhancing the content of this thesis.

Furthermore, the researcher would like to thank the family, especially the researcher's parents, Hamadi and Eny Prihati, for their love, understanding, and unfading support, especially in times of tension and uncertainty. Their support has been a source of strength and motivation that has never faded for the researcher. The researcher would also like to thank friends and classmates for their encouragement, discussions, and moral support during this journey. Moreover, the researcher would like to express gratitude to everyone who helped, supported, and participated in the researcher's process while completing this thesis. Allow the researcher to express appreciation and gratitude to:

1. Dr. Ahmad Yani, M.Pd., M.Pdi., as the dean of the Teacher Training and Education Faculty, Universitas Tanjungpura
2. Dr. Agus Wartiningsih, M. Pd., as the head of the Language and Art Education Department, Teacher Training and Education Faculty, Universitas Tanjungpura.
3. Yanti Sri Rezeki, M.Ed., Ph.D., as head of the English language and Education Study Program, Language and Art Education Department, Teacher Training and Education Faculty, Universitas Tanjungpura.
4. All lecturers in the English Education Study Program that have provided precious lessons and knowledge.
5. All staff of faculty, department, and study program that have assisted the researcher in administrative matters during the thesis completion process.
6. The researcher's parents, brother and sisters, Hamadi, Eny Prihati, Aulizzami Al-hany, Aghny Sagika Al-hany, and Aliful Ghony Al-hany, for their support, encouragement, and love throughout the researcher's academic journey, making this accomplishment possible.
7. BMI Munzalan scholarship program which has provided educational funds, so Researcher have completed the study well.
8. The Management Team of the English Education Department Student Association (EEDSA) FKIP UNTAN for the 2022/2023 period, for providing valuable learning experiences that have enriched the researcher's academic journey.
9. Researcher classmates, A1+ class, who have been with the researcher in this lecture process for less than 4 years.
10. The researcher's friends and the person closest to the researcher who always helps in any matter, provide support, and prayers in every process of completing this thesis.
11. And all parties who cannot be mentioned one by one, who have sincerely provided prayers and motivation so that this thesis can be completed.

In conclusion, the researcher acknowledges that this thesis is far from perfect. Therefore, the researcher sincerely welcomes constructive criticism and suggestions, aiming to utilize them as valuable insights for conducting

more refined research in the future. Hopefully, this thesis will contribute to the ongoing and future advancements in education.

Pontianak, Mei 29, 2024

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CHAPTER 1
INTRODUCTION

1.1 Research Background

Technological advances have had a significant impact on human life, providing extraordinary conveniences and presenting new challenges. Smartphones is highly adaptable digital devices because they include all the essential features that humans need. Smartphones are small, portable gadgets that offer access to a large amount of information and are easy to use, making them one of the most impressive modern inventions. Appel et al. (2020) estimate that the number of smartphones and social media users globally reach 3.29 billion in 2022, or covering around 42.3% of the world's population. The multi-functionality of smartphones has proven to be very useful for accessing entertainment, news, knowledge, and maintaining communication with friends anytime and anywhere. However, the ease of using smartphones can also create a problems for students, because it can interfere with their ability to concentrate and focus on learning (Wang et al., 2023). Therefore, it is important to understand the role smartphones play in students' academic goals, especially regarding how they self-regulate themself. This aspect can be seen as a prime period where students dedicate their time to studying.

Besides, the use of technology in education has grown very rapidly and has adapted to the usage and preferences of all generations. For example, smartphones provide many applications that can enhance various skills and knowledge of students, especially their English ability, through proper use of various functions contained in smartphones (Al-Sofi, 2020). Different apps and media social that can help students learn English well are Duolingo, Wattpad, and various media social like Instagram, Facebook, TikTok, Twitter and WhatApps which can be downloaded on Playstore or Appstore. However, not only smartphone apps can help students learn English, smartphone features like the internet can help them surf Google to

deepen their understanding, and MP3 and video players can help students improve their listening skills.

Recent research on learning English highlights diverse approaches and challenges. For children, learning English alongside other languages is a collaborative, social activity focused on using linguistic structures to achieve communicative goals (Mayor, 2020). In Indonesia, obstacles to learning English include difficulties with pronunciation and spelling, which can decrease student interest (Machmud, 2018). To address evolving student needs, language teaching methods are adapting, with a recommended principled eclectic approach for effective English learning instruction (Adebileje & Akinola, 2020). Blended learning, combining traditional and technology-enhanced methods, has shown positive effects on all four integrated English language skills: reading, writing, speaking, and listening (Hashemi, 2020). These studies emphasize the importance of tailoring teaching approaches to learners' contexts and needs while leveraging both traditional and innovative methods to enhance English language acquisition.

Students need to regulate the use of smartphones to avoid distractions caused by smartphones. The ability is also known as self-regulated learning (SRL). Zheng, C., et al. (2016) argued that self-regulation through the implementation of independent learning plays an important role in improving learning efficiency. One of the goals of students trying to develop independent learning skills for academic success is to develop self-regulated learning (Yot-Domínguez & Marcelo, 2017). Students learn how to spend their time when, where and how they study online, they know their knowledge level of the study material and what they need to do to learn best.

The potential of smartphones as an effective tool to enhance students' self-regulated learning in learning English is increasingly recognized in educational research. Several studies provide a comprehensive understanding of how smartphones can support self-regulated learning and improve learning outcomes. Research by Rahmani (2024), highlights the importance of limited smartphone use in promoting self-regulataed learning and academic success. The study showed that self-

regulataed learning positively impacts academic performance when students consciously limit their smartphone use during study sessions. The study also found that interventions designed to increase self-regulataed learning and reduce smartphone dependence can lead to better academic outcomes. In addition, research by (Hartley et al., 2020) investigated how smartphones empower self-regulated learning in English language acquisition. The study concluded that smartphones can significantly help self-regulated learning by providing students with educational resources, increasing motivation, and facilitating self-directed learning. The accessibility of educational apps, and language learning tools on smartphones allows students to engage in self-directed learning at their own pace and convenience.

Based on this previous research, the researcher highlights gaps in the existing literature. While Rahmani (2024) demonstrated the positive effects of limited smartphone use on self-regulated learning (SRL) and academic success, the study did not focus specifically on English language learning. Additionally, Hartley et al. (2020) explored how smartphones empower SRL in English language acquisition but did not address the nuances of SRL strategies facilitated by smartphone use among secondary school students. This study fills the gap by specifically examining how high school students at SMPN 14 Pontianak use smartphones to support their self-regulated learning in learning English, providing insights into effective strategies. This study focuses on learning English subjects using smartphones through self-regulated learning.

Based on preliminary research conducted, the researcher found a relationship between students' self-regulated learning in using smartphones in English learning. This investigation was carried out on four students of SMPN 14 Pontianak. These students were selected based on their English language competency and by how they use smartphones to learn English. This information was obtained through observations of the four students who used their smartphones to learn English. This is proven by the existence of several applications for learning English on their smartphones and their

social media is filled with things related to English. Through a short interview with the four participants, this added information on the use of self-regulated learning in the use of smartphones carried out by the four participants. They explained that even though they had good English skills compared to all their classmates, they explained that they had never taken additional classes such as tutoring or private English lessons, they honed their English skills just at school and through their smartphones by using applications such as Duolingo, Google Translate, Youtube, Instagram and TikTok to get various materials that hone their English skills.

This information was confirmed through interviews with the English teachers at SMPN 14 who explained that out of eight classes of grade IX students in the year 2023/2024, the participants who had been selected did have good English skills, were indeed active during English lessons, and always got grades above the KKM (Kriteria Ketuntasan Minimal) above their classmates. In addition, two of the four participants have represented their school in the Storytelling competition.

Researcher discovered various self-regulated learning used by four selected students from SMPN 14, who have demonstrated extraordinary English language proficiency in the use of smartphones in language learning. This research identified and analyzed students' self-regulated learning to improve English learning via smartphones. The involvement of these specific participants has provided a unique opportunity to investigate the practical experiences of students who have used smartphones for English language learning, offering context-specific insights that may not have been fully addressed in previous research.

Although there is available literature that provides evidence indicating the role of smartphones in students' self-regulated learning, there is little evidence regarding how students attempt to regulate smartphone use during self-regulation in learning English. This includes investigating what strategies students at SMPN 14 Pontianak use and how these strategies helps learning via smartphones. This can be concluded to be relevant information

that can provide a basis for supporting students to become independent learners.

1.2 Research Questions

To understand how self-regulated learning affects the four participants at SMPN 14 Pontianak in learning English through smartphones, this case study investigates their self-regulated learning. Specifically, the researcher attempts to answer the following research questions:

1. What self-regulated learning do the participants at SMPN 14 Pontianak use when using smartphone to learn English?
2. How do the participants at SMPN 14 Pontianak use smartphones to support their self-regulated learning in learning English?

1.3 Research Purposes

Based on the research question, the purpose of this research is to investigate student self-regulated learning.

1. This study seeks to explore the self-regulated learning that students use when utilizing smartphones for English language learning.
2. The study aimed to investigate how students at SMPN 14 Pontianak use smartphones to support their self-regulated learning (SRL) in learning English.

1.4 Scope of The Research

This case study research investigates the self-regulated learning used by selected students during their use of smartphones for English language learning. This research focus on identifying specific self-regulated learning and practices adopted by students in the context of self-regulated learning via Smartphones.

1.5 Research Significance

This research is expected to share contributions to the domains below:

1.5.1 For Teacher

As smartphones become more prevalent in the classroom, teachers are challenged to regulate student use of these devices. This research project examined how students self-regulated their

smartphone use while learning English, with the aim of gaining insight into strategies for managing smartphone use in the classroom. By understanding how students use smartphones to learn English, teachers can develop new strategies and techniques for incorporating technology into classroom practice and promoting student success in teaching English.

1.5.2 For English Students

This research can provide students with practical advice and recommendations on how to manage their smartphone use to improve their English learning. These results can assist students in identifying smartphone activities that can help them learn a language, such as using language learning apps, accessing online resources, or communicating with native speakers. The research can also assist students in developing self-regulated learning for managing their smartphone use, such as establishing objectives, tracking progress, and avoiding distractions.

1.5.3 For Resarcher

This research can help to advance ongoing studies on independent learning and the use of digital technologies in language acquisition. Such research can provide empirical evidence on how students manage their smartphone use for language learning, as well as what variables impact their regulatory strategies, such as motivation, self-efficacy, or learning styles.

1.6 Terminology

To avoid misunderstanding and misinterpreting, the following terminologies are presented.

1.6.1 Self-Regulated learning

Self-regulated learning is the techniques and methods used by students to control, monitor and manage their learning process. In this context, this is related to how students organize their learning when using smartphones for English learning.

1.6.2 Smartphones

Smartphones are multi-purpose mobile devices with touch-screen interfaces. Students can use this smartphone to access resources and applications for language learning. Because this device is the main means for students at SMPN 14 Pontianak to participate in English learning activities.

1.6.3 Smartphone Application

The term Smartphone Application refers to software or programs that are installed and run on a student's smartphone. This application is designed to help students in their English learning process and the development of self-regulated learning

1.6.4 Learning English

Learning English is the process by which students gain the ability to understand, speak, read, and write in English. This process can occur in various contexts and through various methods, including formal education, self-directed learning, and digital tools.

1.6.5 SMPN 14 Pontianak

SMPN 14 Pontianak is one of the state schools in Pontianak which is located on Jalan Tani No.5, Saigon, Kec. Pontianak Team., Pontianak City, West Kalimantan.