

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The findings and analysis from the study indicate that the participants held a positive perception regarding the use of smartphones in reading activities. It can be concluded that smartphones played a significant role in enhancing the reading experience for the participants. One of the notable benefits of using smartphones for reading was the increased accessibility to digital books and online reading resources. By having their reading material readily available on their smartphones, individuals were able to conveniently access a wide range of literary content whenever they desired.

The positive impact of smartphones on reading activities was evident through the participants responses and the distribution of their opinions. The majority of participants either agreed or strongly agreed with the statement, indicating their acknowledgment of the benefits associated with using smartphones for reading. This positive perception highlights the role of smartphones in promoting a reading culture and fostering a greater engagement with literary materials.

On the other side, it can be argued that the participants in this study had potentially misguided or overly optimistic perception of the use of smartphones in reading activities. While smartphones may have provided increased accessibility to digital books and online reading resources, the reliance on such devices for reading purpose can have detrimental effects. The convenience and ease of accessing literary content on smartphones may lead to a decline in the quality and depth of reading experiences. Furthermore, the prevalence of reading on the go facilitated by smartphones may contribute to culture of distracted reading, where individuals fail to fully engage and comprehend the material due to external distraction. Thus, while smartphones may seemly encourage more reading, the overall impact on the depth, concentration, and critical engagement with literary content is questionable.

However there are also some difficulties EFL learners are confronted. It has also contributed to distraction and reduced attention spans, as individuals tend to get easily side tracked by various digital distractions, such as social media, notifications, and other apps. The advent of smartphones has also led to a decline in deep reading and critical thinking skill, as individuals tend to skim through text and jump from one source to another, without fully comprehending or analyzing the material.

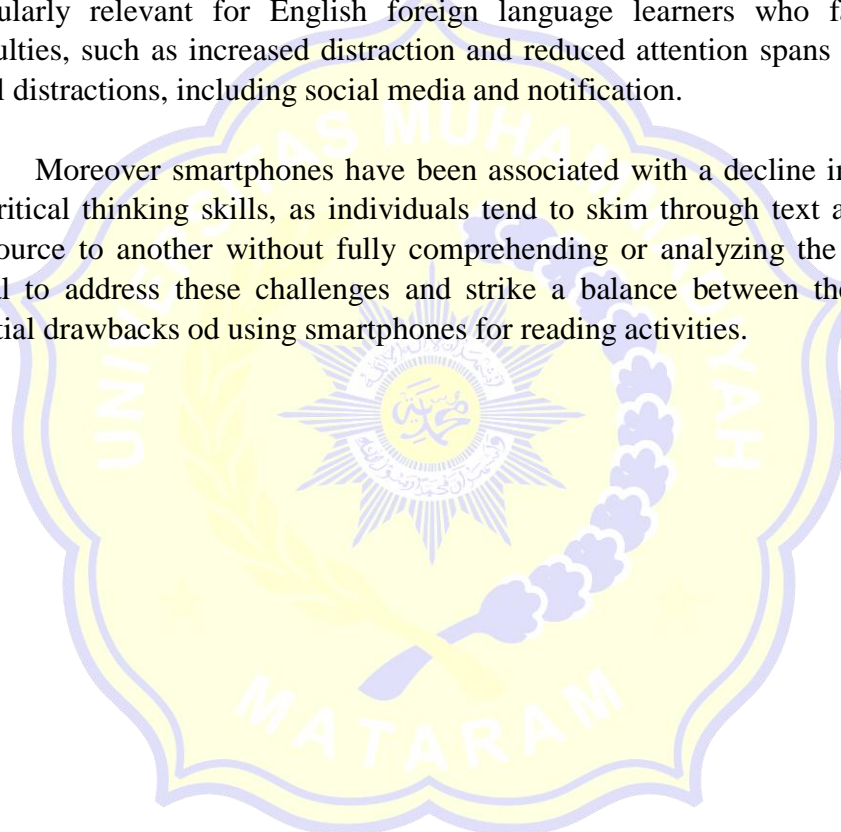
B. Suggestion

The study findings reveal a positive perception among the participants regarding the use of smartphones for reading activities, indicating that smartphones play a significant role in enhancing the reading experience. Notably, the accessibility

to digital books and online reading resources offered by smartphones was highly valued. Participants expressed their convenience in accessing a wide range of literary content whenever they desired, contributing to a positive reading culture and fostering greater engagement with literary materials.

However, it is important to consider potential drawback and the need for caution. It can be argued that participants may have had a potentially misguided or overly optimistic perception of smartphones for reading. While smartphones provide convenience, their use may lead to a decline in the quality and depth of reading experience. The prevalence of reading on the go facilitated by smartphones could contribute to a culture of distracted reading, where external distraction hinder full engagement and comprehension. This raises questions about the overall impact on the depth, concentration, and critical engagement with literary content. This concerns are particularly relevant for English foreign language learners who face additional difficulties, such as increased distraction and reduced attention spans due to various digital distractions, including social media and notification.

Moreover smartphones have been associated with a decline in deep reading and critical thinking skills, as individuals tend to skim through text and jump from one source to another without fully comprehending or analyzing the material. It is crucial to address these challenges and strike a balance between the benefits and potential drawbacks of using smartphones for reading activities.



REFERENCE

- Al-Kadi, A. (2018). ELT'de teknoloji entegrasyonunun gözden geçirilmesi: CALL'dan MALL'a. *Dil Öğretimi ve Eğitim Araştırmaları*, 1(1), 1–12.
- Alzubi, A. (n.d.). *Research in Social Sciences and Technology (RESSAT)*.
- Anshari, M., Almunawar, M. N., Shahrill, M., Wicaksono, D. K., & Huda, M. (2017). Smartphones usage in the classrooms: Learning aid or interference? *Education and Information Technologies*, 22, 3063–3079.
- Ataş, A. H., & Çelik, B. (2019). Smartphone Use of University Students: Patterns, Purposes, and Situations. *Malaysian Online Journal of Educational Technology*, 7(2), 54–70. <https://doi.org/10.17220/mojet.2019.02.004>
- Bala, B. P. (2020). Significant of Smartphone: An Educational Technology Tool for Teaching and Learning. *International Journal of Innovative Science and Research Technology*, 5(5), 1634–1638.
- Baliu, M. I., & Machmud, K. (2017). THE USE OF SMARTPHONE IN DEVELOPING STUDENTS' READING COMPREHENSION FROM PERSPECTIVE OF GENDER DIFFERENCES. *English Language Teaching and Research*, 1(1).
- Bukhori, B., Said, H., Wijaya, T., & Nor, F. M. (2019). The effect of smartphone addiction, achievement motivation, and textbook reading intensity on students' academic achievement. *International Journal of Interactive Mobile Technologies*, 13(9), 66–80. <https://doi.org/10.3991/ijim.v13i09.9566>
- Cakrawati, L. M. (2017). Students' Perceptions on the Use of Online Learning Platforms in Efl Classroom. *English Language Teaching and Technology Journal (ELT-Tech Journal)*, 1(1), 22–30. file:///C:/Users/52461/Downloads/9428-20563-1-PB.pdf
- Chuang, C., & Jamiat, N. (2023). A systematic review on the effectiveness of children's interactive reading applications for promoting their emergent literacy in the multimedia context. *Contemporary Educational Technology*, 15(2), ep412.
- Cote, T., & Milliner, B. (2015). Implementing and managing online extensive reading: student performance and perceptions. *The IALLT Journal*, 45(1), 70–90. www.xreading.com
- Damayanti, S. (2022). *about the Use of Smartphones as English Learning Media*. 4778, 2268–2276. <https://doi.org/10.24256/ideas.v10i2.3564>
- Darko-adjei, N., & Darko-adjei, N. (2019). *THE USE AND EFFECT OF SMARTPHONES IN STUDENTS' LEARNING ACTIVITIES : EVIDENCE FROM THE UNIVERSITY OF*.
- Ghaffar, N., Almas, N., & Akhtar, A. (2021). Helping Material in English Textbooks for Teaching Reading Skills at the Intermediate Level: A Critical Analysis. *Ilkogretim Online*, 20(5).
- Hardyansyah, A. M. (2021). Analysis Students' Perception of Using Mobile Assisted Language Learning (MALL) in Reading Class. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(2), 12–127.
- Heriyawati, D. F., Saukah, A., & Widiati, U. (2018). Working memory capacity, content familiarity, and university EFL students' reading comprehension. *Indonesian Journal of*

Applied Linguistics, 8(1), 21–27.

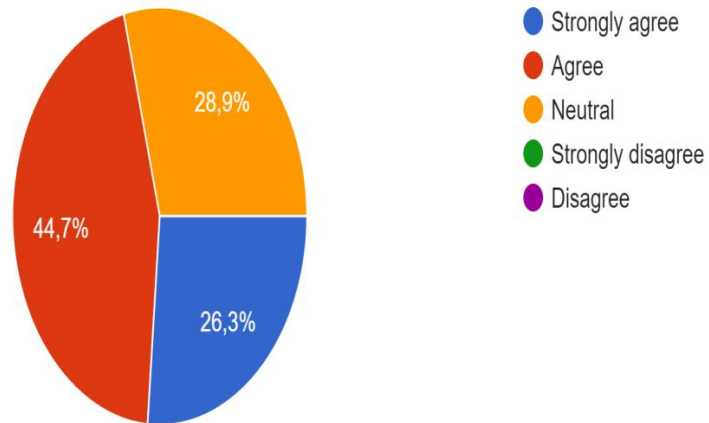
- Khalid, M., & Sajid, M. (2019). *European Journal of Education Studies* COMPARISON OF READING ALOUD STRATEGIES VERSUS SILENT READING STRATEGIES USED ON PAKISTANI UNIVERSITY STUDENTS ' READING COMPARISON FOR READING PROFICIENCY & LITERAL READING SKILLS. 112–130. <https://doi.org/10.5281/zenodo.2541862>
- Kim, H. (2019). *Exploring Smartphone Applications for Effective Mobile-Assisted Exploring Smartphone Applications for Effective Mobile-Assisted Language Learning*. March 2012.
- Lai, C., & Zheng, D. (2018). Self-directed use of mobile devices for language learning beyond the classroom. *ReCALL*, 30(3), 299–318.
- Lekawael, R. F. J. (2017). the Impact of Smartphone and Internet Usage on English Language Learning. *English Review: Journal of English Education*, 5(2), 255–262. <https://doi.org/10.25134/erjee.v5i2.540>
- Malilla, R., Departement, E. E., & Departement, E. (2022). *The Effectiveness of Using WhatsApp in English Language Teaching during the Covid-19 Pandemic for Junior High School Students*. 3(2), 185–194. <https://doi.org/10.51454/jet.v3i2.157>
- Manalu, B. H. (n.d.). *Students ' Perception of Digital Texts Reading : A Case Study at the English Education Department of Universitas Kristen Indonesia*. 5(October 2019), 191–203.
- Manurung, A. M., Pardede, H., & Purba, C. N. (2020). The effect of using sustained silent reading (SSR) method to the students' ability in reading report text at the eleven grade of SMA Negeri 2 Pematangsiantar. *Journal of English Teaching as a Foreign Language*, 6(2), 39–65.
- Martina, F., Syafradin, S., & Utama, J. A. (2020). The Practice of Extensive Reading among EFL Learners in Tertiary Level. *Yavana Bhasha : Journal of English Language Education*, 3(2), 56. <https://doi.org/10.25078/yb.v3i2.1712>
- Masadeh, T. S. Y. (2021). Smartphone Use in Learning As Perceived By University Undergraduates: Benefits and Barriers. *International Journal of Research - GRANTHAALAYAH*, 9(3), 56–65. <https://doi.org/10.29121/granthaalayah.v9.i3.2021.3764>
- Metruk, R. (2020). EFL learners' perspectives on the use of smartphones in higher education settings in Slovakia. *Electronic Journal of E-Learning*, 18(6), 537–549. <https://doi.org/10.34190/JEL.18.6.006>
- Muchtar, N. (2019). Intensive and Extensive Reading in Improving Teaching Reading Comprehension. *Lingua Pedagogia*, 1(2), 1–13. https://journal.uny.ac.id/index.php/lingua-pedagogia/article/view/18687/pdf_1
- Nyarko, K., Kugbey, N., Kofi, C. C., Cole, Y. A., & Adentwi, K. I. (2018). English reading proficiency and academic performance among lower primary school children in Ghana. *Sage Open*, 8(3), 2158244018797019.
- Oh, C. M., Krish, P., & Hamat, A. (2022). *Text Selection and Preferences of EFL Students While Reading on Smartphones*. 12(10), 1022–1030. <https://doi.org/10.18178/ijiet.2022.12.10.1715>

- Olifant, T., Cekiso, M., & Rautenbach, E. (2019). Teachers' perceptions of Grades 8–10 English First Additional Language learners' reading habits, attitudes and motivation. *Reading and Writing (South Africa)*, 10(1), 1–11. <https://doi.org/10.4102/rw.v10i1.254>
- Petersen, J. B., Townsend, S. D. C., & Onaka, N. (2020). *Utilizing Flipgrid Application on Student Smartphones in a Small-Scale ESL Study*. 13(5). <https://doi.org/10.5539/elt.v13n5p164>
- Putri, M. C. S. (2022). *EFL Undergraduate Students' Perception on Using Smartphone As Informal Digital Learning: A Survey Study*. Universitas Islam Indonesia.
- Raunaq, M. N., Mustofa, M., & Nur Habibah, E. (2021). the Students' Perception of Extensive Reading in Online Learning At Flsp Class. *Journal of English for Academic and Specific Purposes*, 4(1), 152–164. <https://doi.org/10.18860/jeasp.v4i1.12618>
- Ruvuta, J. C. (2016). *SMARTPHONE USAGE AND SELF-DIRECTED LEARNING ACTIVITIES AT MOUNT KENYA UNIVERSITY, KIGALI, JEAN CLAUDE RUVUTA MIS / 0038 / 13 Research Project Submitted in Partial Fulfillment for the Award of the Degree of Master of Science in Information Science (Info. October.*
- Salameh, L. A. M. (2017). Investigating the Effect of Extensive Reading on EFL Learners' Reading Attitudes at Hail University in KSA. *Journal of Education and Practice*, 8(8), 7–15.
- Šamo, R. (2019). Young EFL learners and their reading awareness: A case study with twins. *Early Instructed Second Language Acquisition: Pathways to Competence*, 129–141. <https://doi.org/10.21832/ROKITA2500>
- Satriani, I. (2019). Storytelling in teaching literacy: Benefits and challenges. *English Review: Journal of English Education*, 8(1), 113–120.
- SEPTI, G. W. (2022). *THE USE OF SMARTPHONE IN TEACHING LEARNING READING SKILL VIA ZOOM APPLICATION AT FIRST SEMESTER OF ELEVENTH GRADE IN SMKN 2 BANDAR LAMPUNG DURING COVID-19 PANDEMIC*. UIN RADEN INTAN LAMPUNG.
- SHEILA MARIA BELGIS PUTRI AFFIZA. (2022). No Title לנגד שבאמת מה את לראות קשה הכי. *הארץ*, 8.5.2017, 2003–2005.
- Tasks, S. E. F. L. R., Learners, F., Saudi, T., Classrooms, A., Citation, A., Tasks, S. E. F. L. R., Learners, F., Saudi, T., Classrooms, A., & Journal, A. (2021). *LJMU Research Online*.
- Ulker, U. (2019). Reading activities in Blended learning: Recommendations for university language preparatory course teachers. *International Journal of Social Sciences & Educational Studies*, 5(3), 83–94.
- Wang, F. (2021). *Developing EFL Learner's Reading Comprehension through a Smartphone-Assisted Reading Program*.
- ZEYBEK, G., & SAYIN, İ. (2022). Acceptance and Use of Smartphones: AR-enhanced EFL Reading Practices. *Language Teaching and Educational Research*, 5(1), 16–35. <https://doi.org/10.35207/later.1096935>



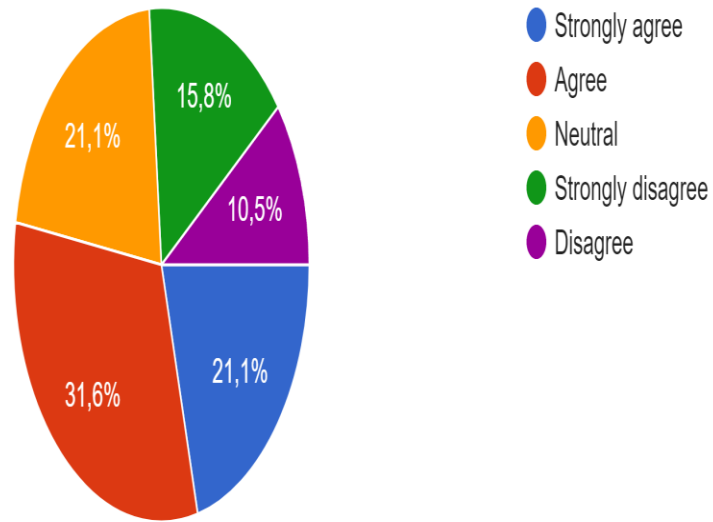
The advent of smartphones has made a significant contribution on my reading activities

38 jawaban



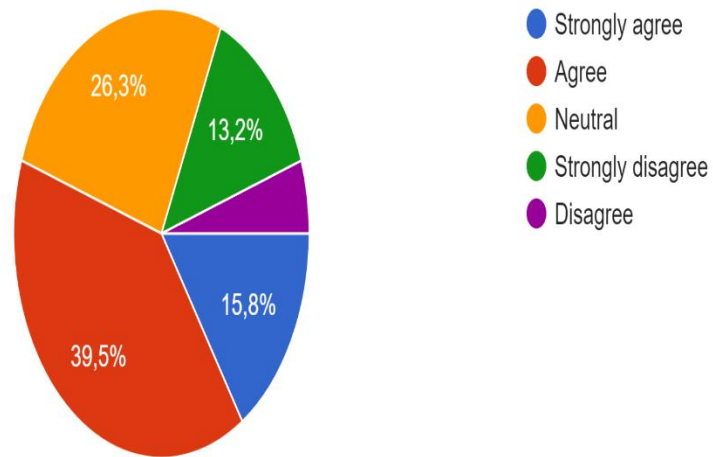
Reading on smartphones is more convenient than reading a book

38 jawaban



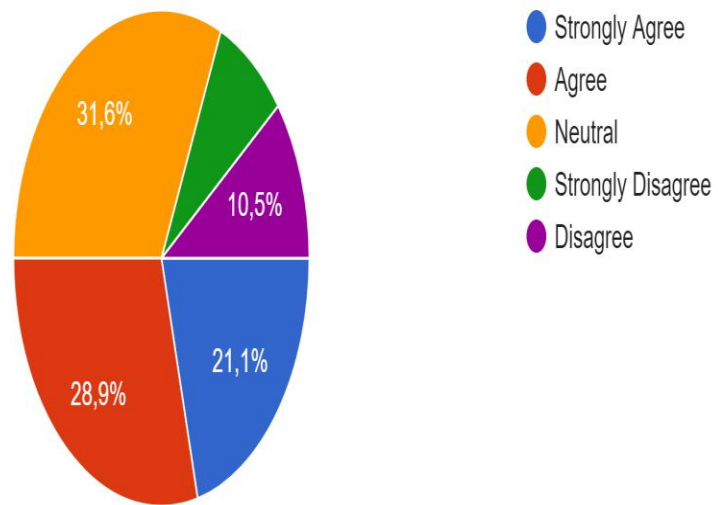
Reading on a smartphone is distracting and reduces my focus

38 jawaban



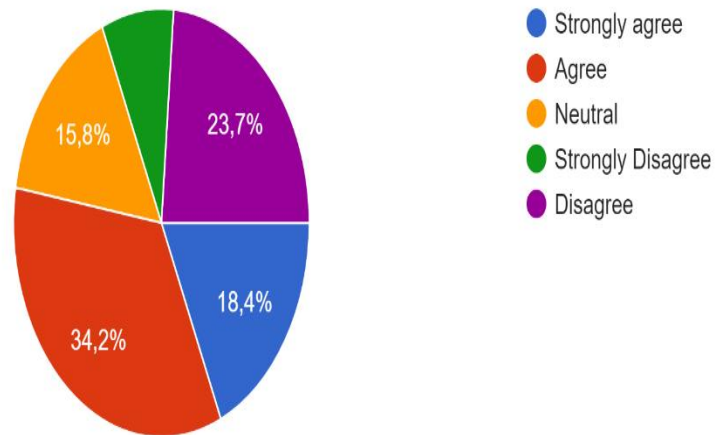
Reading on a smartphone helps me save time

38 jawaban



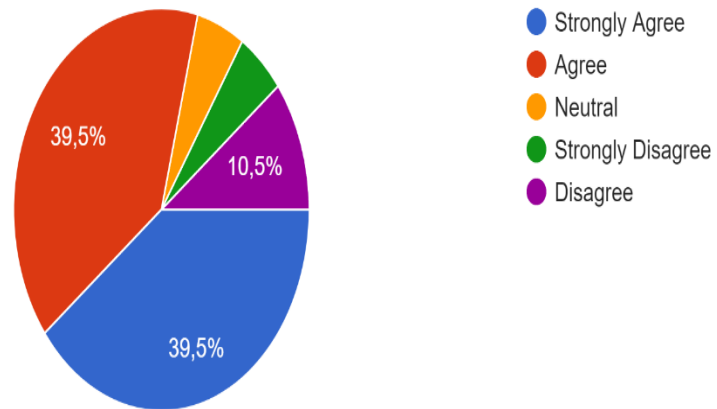
Reading on smartphone limits my ability to comprehend and retain information

38 jawaban



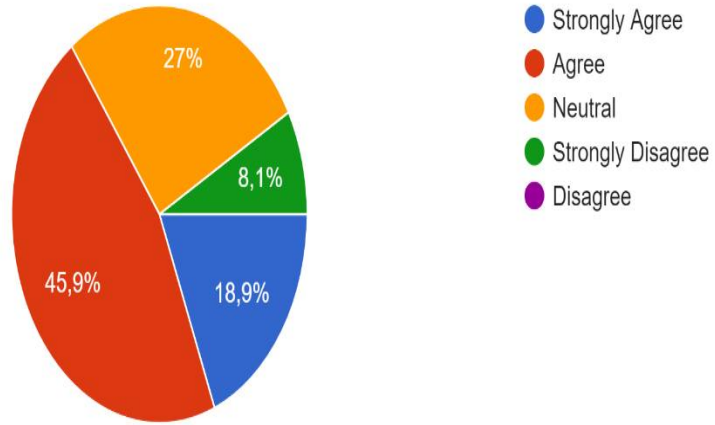
With a smartphone, i can store language reading material English and open it any time

38 jawaban



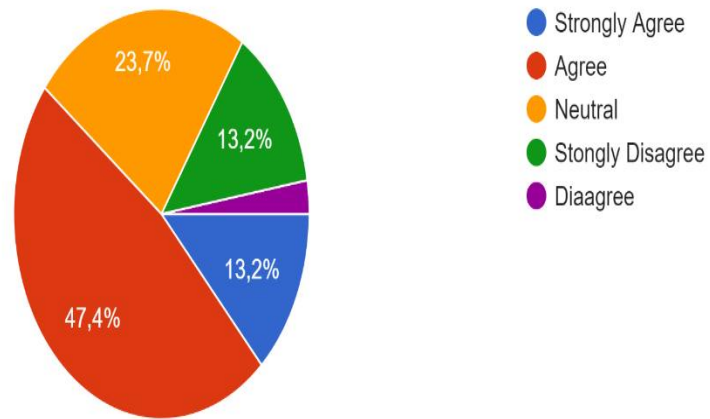
Using smartphones help develop reading ability

37 jawaban



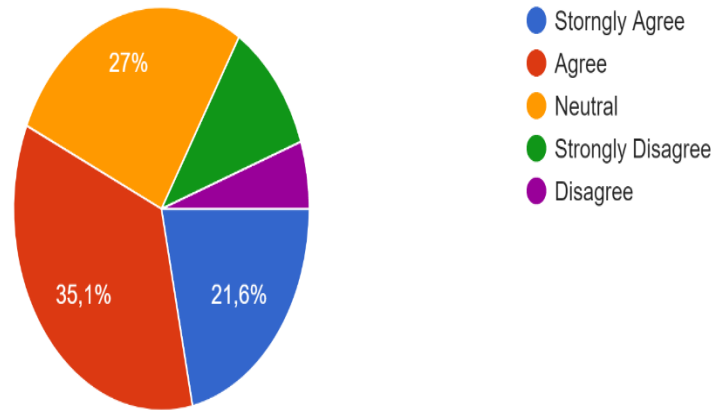
I find it easy to use my smartphone for reading

38 jawaban



My interaction with my smartphone for learning is clear and understandable.

37 jawaban



I feel reading on a smartphone compared to traditional reading materials such as books or paper articles

38 jawaban

