

# The Attitudes and Self-Efficacy of English Department Students Towards the Use of Mobile Phones for Learning Language

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Received 09 10 2023 | Received in revised form 02 February 2024 | Accepted 22 February 2024

APA Citation:

Amir, Verawati. (2024). The Attitudes and Self-Efficacy of English Department Students Towards the Use of Mobile Phones for Learning Language. *EDUCASIA*, 9(1), 1-16.  
doi: <http://dx.doi.org/10.21462/educasia.v9.i1.236>

## Abstract

This research aims to know the students' attitudes and self-efficacy toward the use of mobile phones as a means of learning a language. Descriptive quantitative was used in this research to address the stated questions. Seventy-three samples were taken at the English Education Department by using a stratified random sampling technique. The instrument used was only a questionnaire with close-ended questions, which contained a 5-point scale. The researcher collected data using a questionnaire adapted and modified from previous studies. The researcher did a pilot study to try out a certain research instrument to check the validity and reliability of the questionnaire. After collecting the data, the data is analyzed using descriptive statistics. This research found that the students' attitudes towards mobile phones as a means for learning a language were found with an overall percentage is 78.6%. The students' self-efficacy was also reported as having an overall percentage of 80.9%. It summed up that students had positive attitudes toward the potential of mobile phones that help them keep great at solving problems faced in learning a language. Despite that, the high level of self-efficacy in utilizing mobile phones for learning purposes revealed that students could face any problem for learning the languages even had to use mobile phones.

**Keywords:** mobile phone, self-efficacy, students' attitudes

## 1. INTRODUCTION

Information and communication technology (ICT) is highly used in education in the digital era. ICT is being important in learning and teaching. Many information technology solutions have been implemented, leading to different learning models with mobile technology. It helps to learn activities become easier every time. Mobile technology is used and supported by many types such as computers, phones, and other technology screens. According to Nairn Joanna Canny, people spend twice or as much time in front of a screen like televisions, iPads, mobile phones (smartphones, tablets, etc.), and others else (Joanna, 2015). Therefore, the technology screen is the human companion to do many things easily.

Mobile phones are used and popular with all people, including students. They can now be considered essential to both personal and working lives (Wang et al., 2015). This is why the mobile phone is a good companion for people in daily life, including students. Woodcock states that the potential of using mobile phones to support learning is interesting to students (Middleton, 2015). For instance, people widely use chat apps and other social media by employing technology screens like mobile phones for interaction, including learning many things. This potential showed that mobile phone use in learning is highly recommended in education. Andrew argued that personal smart technology increases a learner's independence, and smart learning through technology increases a student's engagement with their study (Middleton, 2015). Then, with the smart application available and internet support on mobile phones, students could discover how to solve the problem in the lesson.

In education, the existence of mobile learning is important to students. Kukulska-Hulme, for example, set out and explored the attributes that define mobile learning which listed these as spontaneity, personal, informal, contextual, portable, ubiquitous, and pervasive (Kukulsa, 2013) Mobile learning focuses on facilitating and broadening learning sources, such as information collection and exchange, learning construction, and collaboration (Albertus, et al., 2019). The current study also mentioned the advantages of mobile technology collaboration in learning. In some cases, one of the teachers' efforts is to use mobile technology to learn the language. The potential of mobile learning is very motivating for both traditional and non-traditional learning, leading to an increased understanding of the taught content (Nikana, 2000). The key features of mobile learning, such as personalized learning, independence on time and place, collaboration with peers and teachers in a formal and informal setting, ubiquity, and interactivity of mobile devices, make mobile learning efficient (Klimova, 2019). Then, all ideas implemented on mobile learning allow students to enrich their foreign language learning skills by making it easier for them and supporting learning activities.

Two important stages are recognized within educational mobile learning: the secondary school and the university phases. In each of these phases, the mobile phone might be used for different purposes. In higher education, students of English as a foreign language should continuously learn and practice the language to improve their skills. Some areas and skills of language are grammar, reading, listening, writing, speaking, vocabulary, pronunciation, and culture. In addition, students have to face the changes in the educational system during the pandemic, with all learning based online. Thus, it is

necessary to develop devices that do not have a place and time restriction for learning English, such as mobile devices (Kustriwardani, 2019). Mobile phones could be saved many apps that can support college students' self-regulation (Liu & He, 2019). When self-regulated college students use their mobile phones to learn English, updating their ability becomes more important because English resources are continuously updated daily.

This is confirmed by Nino "The high update ability can save their time, energy, and money in the progress of learning English. Moreover, mobile phones allow students to do independent learning, especially outside the classroom where the teachers are not around. This affirms that the students play the main role, whereas the teachers become guides" (Nino, 2015). Since the mobile phone was close to the students' lives, students were more confident to fix or recognize all problems faced in English learning, leading to students' self-efficacy. Self-efficacy refers to people's judgment of their capabilities to perform particular activities to meet the situational. Self-efficacy affects achievement success when someone has a feeling of control over a learning task (Hsieh & Kang, 2010). For example, students are confident with their abilities to use mobile technology in learning because they do not have a problem applying the device and other applications. So, the mobile phone is very useful for students to improve their language and can increase positive attitudes towards learning where students have self-efficacy development.

Mobile learning would be very useful, but it surely also has negative impacts. Hashemi stated that mobile phones have limitations in terms of storage capacity (Hashemi, 2018). It would interrupt students from downloading a large amount of language material from sites or teachers because the storage size might be too full to keep the file data. Sometimes, students could be affected by the disadvantages of using mobile phones. Students would like to spend long hours chatting with their friends on social networking sites and browsing non-academic websites, which, in turn, affect their classroom performance (George, 2016). Students may indicate the results of differing attitudes on positive or negative towards using the mobile phone in learning the language. Therefore, using a mobile phone day by day might affect students' attitudes and self-efficacy, seeing of few reasons that mobile phones had limited use.

Some previous studies have been referenced in this research. Eling Kustriwardani wrote the first study in her thesis, *A Study of Students' Attitudes and Self-Efficacy Towards the Use of Mobile Technology for Language Learning* (Kustriwardani, 2019). Second, the study of Farah and Abu-Dawood about *Using Mobile Phones in the Learning Process* (Farah & Dawood, 2018). Third, Mohammad Abd Alhafeez wrote about the use of smartphones in learning English language skills (Ta'amneh, 2021). Fourth, investigate students' self-efficacy and attitudes toward the use of mobile learning (Yorganci, 2017). The last study was from Alrefaai about *Exploring EFL Graduate Students' Attitudes towards and Use of Mobile Phones in Language Learning* (Alrefaai, 2019). These previous studies have provided a similar topic that the researcher needed. Then, the researcher applied to study in the English Department at the University of Sultan Aji Muhammad Idris Samarinda. The research was conducted on the mobile phones of English students, especially since the students were also studied during a pandemic situation. The researcher studied students' attitudes and self-efficacy of mobile phones in learning English as a foreign language. The researcher divided the research problem into two questions as follows:

1. What are the students' attitudes towards the use of a mobile phone for learning a language?
2. What are the students' self-efficacy towards the use of a mobile phone for learning a language?

## 2. RESEARCH METHODS

This research was targeted at the English Department. It is allocated to the Faculty of Tarbiyah and Teacher Training at the University of Sultan Aji Muhammad Idris Samarinda. The research referred to the study of students' attitudes and self-efficacy toward using the mobile phone for language learning in the English department. Descriptive quantitative was used in this research to address the stated question. The quantitative approach is relevant to use in this study because the data is based on the number and using statistics to analyze data. As confirmed by Backman, numerical observations derived from tests, forms, questionnaires, etcetera are data-gathering techniques connected to the quantitative process (Farhana, 2018). To match the research background, which is the focus of online learning with all using mobile technology, the researcher intended to identify students' attitudes and self-efficacy toward the use of a mobile phone for language learning in the English department at the Faculty of Tarbiyah and Teacher Training University of Sultan Aji Muhammad Idris Samarinda by presenting data results in a statistic descriptive.

The English department's population was listed from 2018, 2019, and 2020 classes in the Faculty of Tarbiyah and Teacher Training at the University of Sultan Aji Muhammad Idris Samarinda. The research sample was an English department student at the Islamic State University of Sultan Aji Muhammad Idris Samarinda. Since the English department has a population, the size of the sample has been determined according to the sampling and judging by the minimum amounts of samples needed. Here is the basic sample required for the amount of research with the following Slovin's model (Sugiono, 2011).

Quantitative research uses instruments that produce numerical data. This study used a questionnaire as the tool for data collection. The researcher used a type, such as a close-ended questionnaire, to collect the data. According to Krosnick and Presser, a close-ended question allows the respondent to choose from the choice provided (Krosnick & Presser, 2018). In addition, the Likert Scale in the close-ended questions containing a 5-point scale from Strongly Agree, Agree, Neither, Disagree, and Strongly Disagree is also used by the researcher. This research questionnaire was adapted and modified from Eling's study, which is contained twelve items regarding attitude and six items regarding self-efficacy. This questionnaire's description is to recognize students' responses to using mobile phones for language learning.

To obtain data, the questionnaire was distributed to the students—the students were ordered to respond to the prepared questionnaire. The questionnaire was adopted and then modified from the previous study. Students fill out research questionnaires via the internet network using Google form in estimated days given. They were asked to choose answers to the questions on the questionnaire by choosing a score of 1 to 5 using the Likert's scale assessment. After the questionnaire was distributed to the respondents who were in the class of 2018, 2019, and 2020, the English department collected. The researcher

inputted the quantitative data using Microsoft Excel 2010 and SPSS (Statistical Package for the Social Science) version 26. Then, the data was presented in the form of tables and diagrams.

The descriptive analysis is the data analyzed using descriptive statistics. Descriptive statistics describe or illustrate objects studied through sample or population data as they are without analyzing and drawing conclusions that apply to the general public. Thus, the researcher processes data in the following ways. The researcher adopted a questionnaire from the previous study on attitudes and self-efficacy toward mobile technology, with some modifications implemented by the researcher. Then the researcher did a pilot study to try out a certain research instrument to check the validity and reliability of the questionnaire. After collecting the data, the data is analyzed. They were using descriptive statistics.

The attitudes and self-efficacy of students who give the response “Agree,” “Strongly Agree,” “Neither,” “Disagree,” and “Strongly Disagree” toward every statement are analyzed by using a descriptive statistic to present the percentage. Each item from attitudes and self-efficacy is analyzed by showing graphics and narration. The percentage is used to help the researcher define whether or not the result is positive or negative. To find out if the result is positive or negative, the percentage category was followed by Arikunto.

For data validation, the researcher distributed the questionnaire to twenty-two English department students out of the sample. The questionnaire will be considered valid if the *r* value is more than 0.413 and reliable if the Cronbach’s Alpha value is more than 0.70.

### 3. RESULTS

#### 3.1 The Students’ Attitudes Towards the Use of Mobile Phones for Learning Language

Seeing from the students’ attitude toward mobile phone use for learning, the researcher found that the percentage overall is 78.6%, as shown in Table 1.

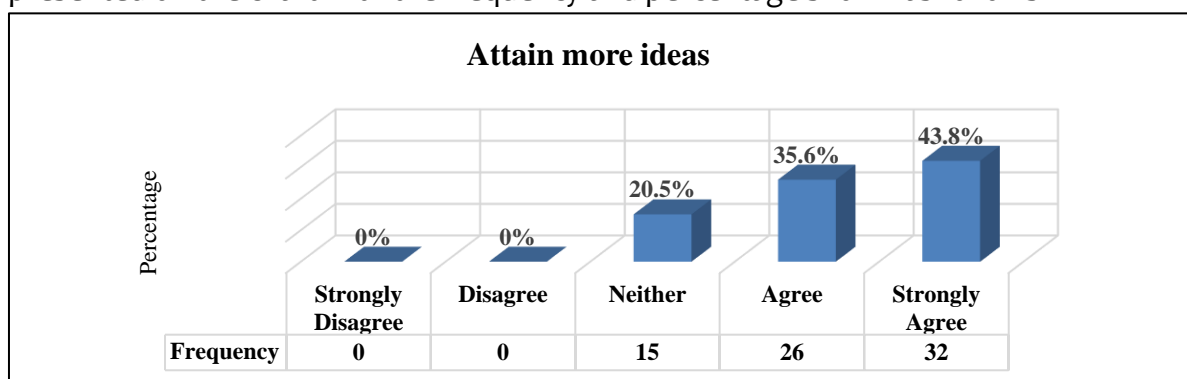
**Table 1: The Percentage Of Students’ Attitudes Towards Mobile Learning**

No	Item	Percentage (%)
1	A mobile phone can help me attain more ideas	83.8%
2	A mobile phone is helpful for me to improve my language skills	78.3%
3	A mobile phone can enhance my motivation to learn a language	69.3%
4	A mobile phone allows me to express myself in a foreign language	74.5%
5	A mobile phone makes learning a language easier	81,3%
6	A mobile phone makes me an independent language learner	76.9%
7	A mobile phone allows me to access authentic material anywhere and anytime	87.9%
8	A mobile phone allows me to access materials faster	80.5%
9	A mobile phone helps me for sharing information and knowledge	85.4%
10	A mobile phone can save time in learning a language	75.3%
11	The intense use of the mobile phone for learning a language makes me save more money	71.7%
Percentage Average		<b>78.6%</b>

The average percentage category is Good according to the percentage category by Arikunto as follows:

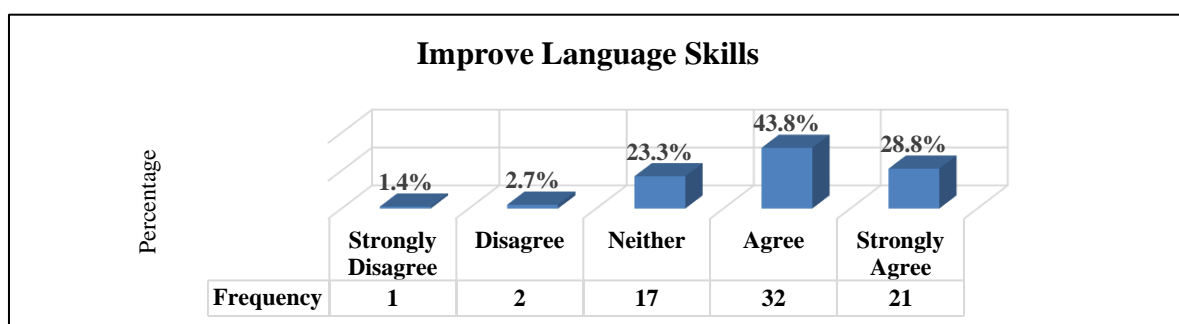
Good	=	76 % - 100 %
Enough	=	56 % - 75 %
Pretty Good	=	40 % - 55 %
Bad	=	Less than 40 %

Then, it can be defined that students have a positive attitude toward mobile phones for learning the language. To know the descriptive of students' attitudes, they are analyzed statically based on responses to the statements in the questionnaire. It was presented on the chart with the frequency and percentage shown as follows:



**Figure 1** A mobile phone helped me attain more idea

It shows the use of mobile phones to help students learn language. There were fifty-eight students who agreed (35.6% agreed and 43.8% Strongly agreed) and rated that mobile phones help them attain more ideas. Students agreed that mobile phones connected them to plenty of language-learning resources that could bring better ideas. There were no students rated for disagreement. So, students' positive attitude toward mobile phones helps them attain more ideas.



**Figure 2** A mobile phone is helpful for me to improve my language skills

Based on the chart above, seventy-three of the students responded to the questionnaire for attitudes that mobile phones are helpful for them. Generally, most of the students had attitudes for agreeing (43.8%) that mobile phones help to improve their language skills. It can be defined that most students decided on a positive answer (agree and strongly agree), and only three students did not agree (1.4% and 2.7%).

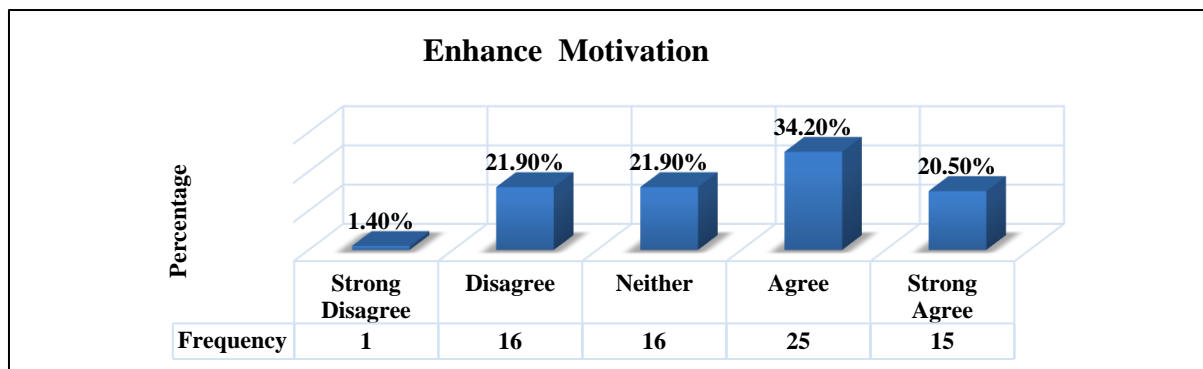


Figure 3 *A mobile phone can enhance my motivation to learn a Language*

Another potential of the mobile phone was related to enhanced motivation. It seems that mobile phone use did not affect seventeen students with percentages of 21.9% for disagreed and 1.4% for strongly disagreed. However, mobile phone use succeeded in encouraging forty other students, with percentages of 34.2% agreeing and 20.5% strongly agreeing to stay motivated in learning a language.

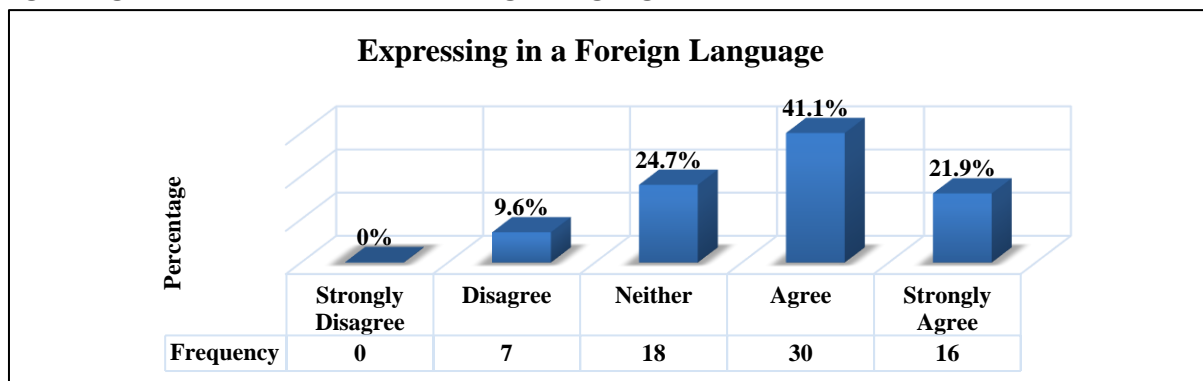


Figure 4 *A mobile phone allows me to express myself in a foreign Language*

This chart shows students' attitudes when helping them express themselves in a foreign language. On the contrary, the other thirty students agreed (41.1%), and eighteen strongly agreed (24.7%). They have expressed a positive reaction that the mobile phone gave them a chance to express themselves learning or performing a foreign language. Only 9.6% of students disagreed with that.

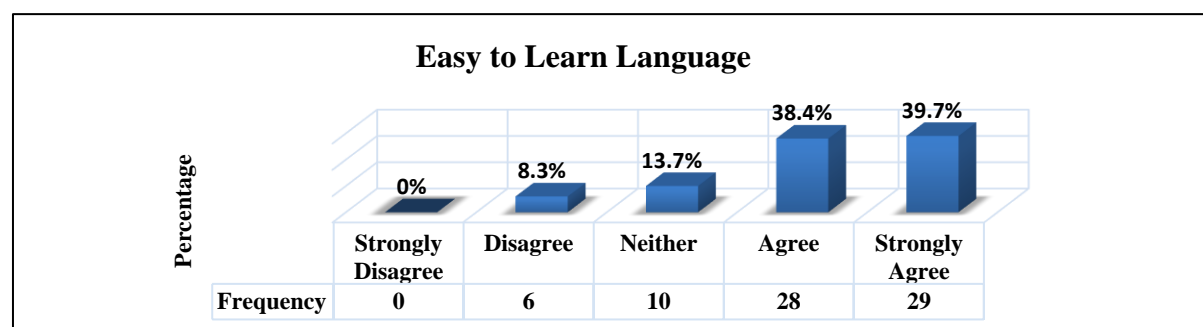


Figure 5 *A mobile phone makes learning a language easier*

This chart shows students' attitudes in case of making learning language easier. Twenty-eight students agree (on percentage is 39.7%), and twenty-nine students strongly agree (23.3%). It can be defined that they expressed a positive response that the mobile phone makes learning a language easier. Only six students, or 8.3% of students, disagreed with that.

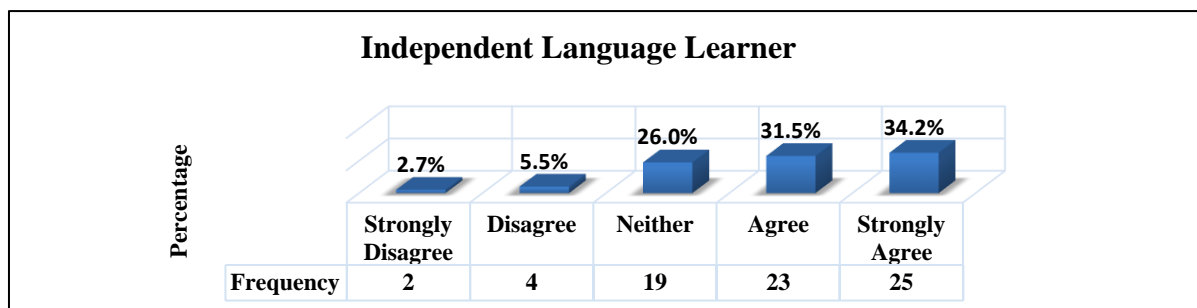


Figure 6 A mobile phone makes me an independent language learner

This chart shows students' attitudes to make them independent learners. Thirty-five students strongly agreed with a percentage of 34.2%, and thirty-two students agreed with a percentage of 31.5%. It can be defined that they expressed a positive response that the mobile phone delivered them to independent learners. Overall, only six students, or 5.5%, disagreed, and 2.7% strongly disagreed with that.

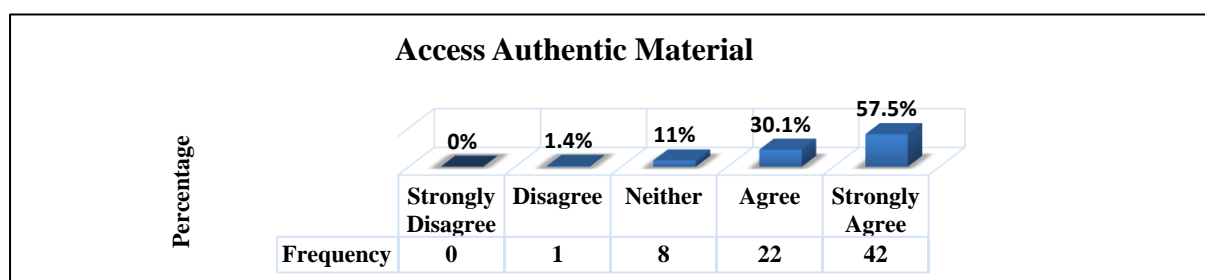


Figure 7 A mobile phone allows me to access authentic material anywhere and anytime

According to the chart, students have a positive attitude. It showed that the students selected mobile phones to access authentic material anywhere and anytime. There were sixty-four students, 30.1% agreed, and 57.5% strongly agreed. Students are mostly agreed than disagreed, and only one or 1.4% responded that mobile phone could fulfill their needs of obtaining authentic material whenever and wherever they wanted to.

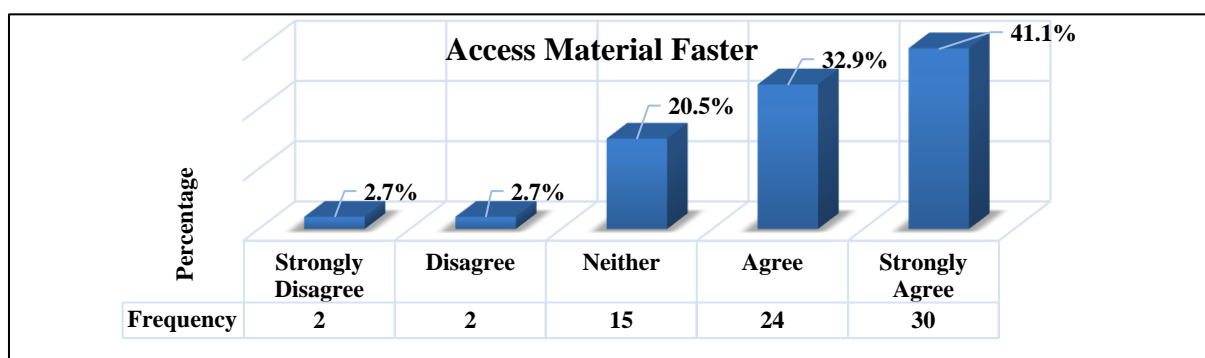


Figure 8 A mobile phone allows me to access materials faster



This chart is the other that shows students' attitudes in case of helping them access material faster. On the contrary, the other thirty students agreed (32.9%), and sixteen strongly agreed (41.1%). They have expressed a positive reaction that the mobile phone gave them a chance to access material faster using their mobile phones. Only four students disagreed with that.

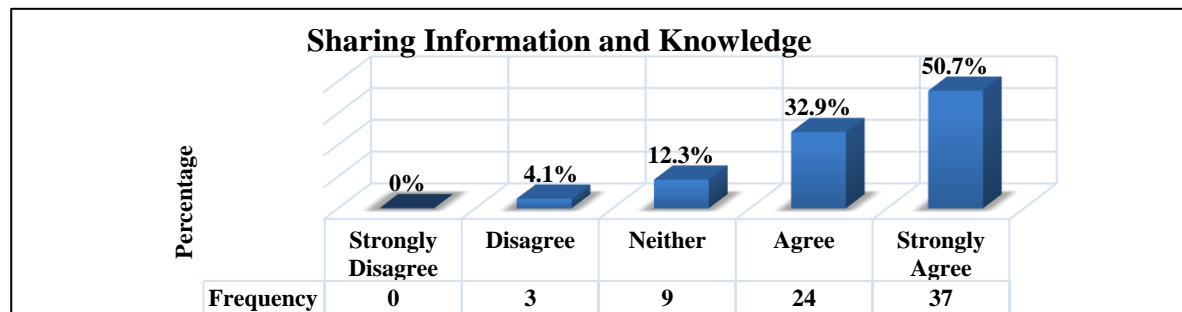


Figure 9 A mobile phone helping me for share information and knowledge

This item is category-positive. It showed that the students favored the mobile phone capability to access easy authentic material from websites or served online by their lecturer and help them share information and knowledge: twenty-four students (32.9% agreed) and thirty-seven (50.7% strongly agreed). So, more than half agreed that mobile phones could help them share information and knowledge without any hesitation. Only 4.1% of students disagreed.

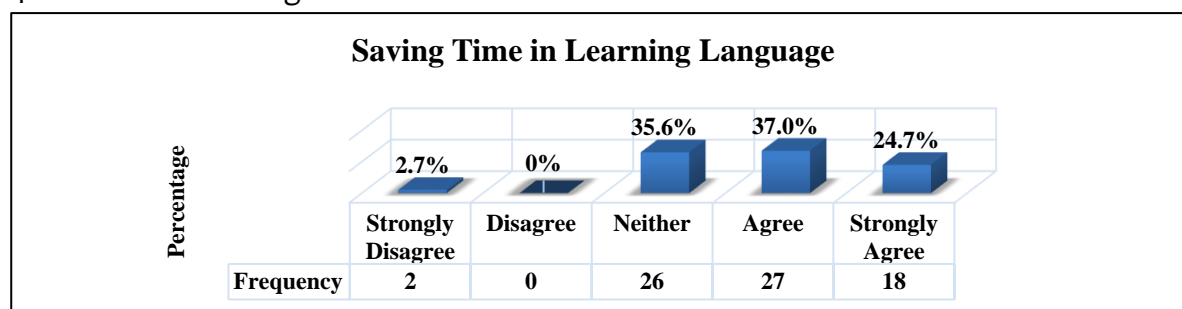


Figure 10 Mobile phones can save time in learning a language

According to the chart above, students have a positive attitude toward using mobile phones to save time learning a language. There were twenty-seven students, or a percentage of 37.0%, agreed, and eighteen students, or a percentage of 24.7%, strongly agreed. Students mostly agreed rather than disagreed, whereas only two students (2.7%) responded. Based on this result, students have more positive feelings than negative ones.

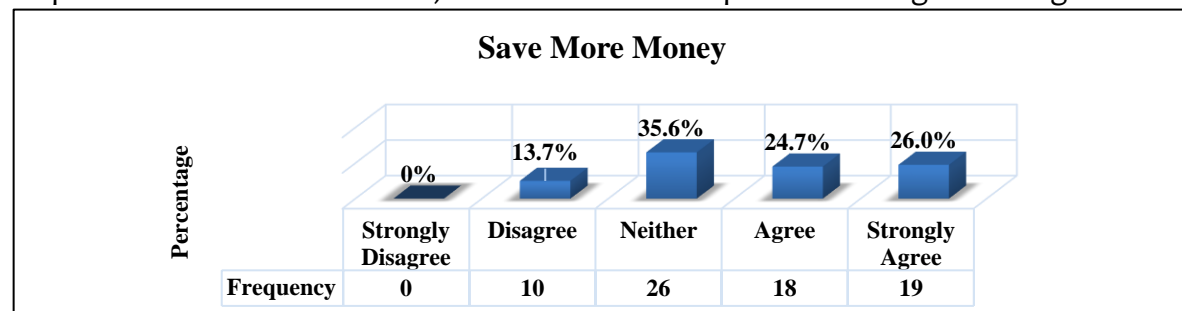


Figure 11 The intense use of the mobile phone for learning a language makes me save more money

This item has a positive response from students. Here, the intense use of mobile phones to learn a language makes them save more money and does not affect ten students (13.7% disagreed). Students disagreed about cost, seeing that applications need accessing non-free internet and have to be online every day to learn the language. However, mobile phones succeeded in encouraging other thirty-seven students, or 24.7% (Agree) and 26.0% (Strongly agree), with the benefit of mobile phones, such as saving more money. Unfortunately, “neither” is higher than agreement or disagreement, which means students do not decide.

### 3.2 The Finding of Students’ Self-Efficacy Towards the Use of Mobile Learning for Learning Language

Seeing from the students’ self-efficacy towards using the mobile phone for learning, the researcher found the percentage overall is 80.9%, as shown in Table 2.

**Table 2: The Percentage Of Students’ Self-Efficacy Towards Mobile Learning**

No	Item	Percentage (%)
1	I can use a mobile phone to download English lessons from the internet	82.7%
2	I can access language learning websites using a mobile phone easily	83.2%
3	I can find more resources to access authentic language material faster using a mobile phone	80.8%
4	I can read language articles using a mobile phone effectively	75.8%
5	I can download and install a mobile application for language learning	83.2%
6	I can execute internet-based language learning assignments well	79.4%
<b>Percentage Average</b>		<b>80.9%</b>

It can be defined that students had a high level of self-efficacy in using mobile phones to learn the language. It means that they can learn the language by using mobile phones. In the same case, descriptive statistics were calculated for all the questionnaire items to examine the self-efficacy of English students towards using mobile phones for learning the language. All items below define how students utilize their mobile phones to learn language. Therefore, six students’ self-efficacy was found in the questionnaire.

## 4. DISCUSSION

The findings showed that students, according to their attitudes, think that mobile phones are important and useful in simplifying the process of learning English. Using mobile phones could make the learning process easier through mobile phone benefits and advantages. Students mostly agreed that they can fulfill their need to obtain authentic material whenever and wherever they want to. Also, students showed positive attitudes towards the ability of mobile phones to help them share information and knowledge. Students highly agreed that mobile phones connected them to plenty of language learning resources that could bring better ideas. This result is consistent with Eling’s study (2019) that using mobile phones in learning language positively affects students. For instance, students can use their mobile phones to learn and exchange ideas through the World Wide Web. Information and communication technology are growing and innovating by collaborating with the internet. Despite that, mobile phone collaboration is one of the supporters of widely accessing information and knowledge. Also, using the mobile phone

to create a good idea was collaborating with many sites, portability, and motivation. It keeps effective in learning the language. This is supported by the result from Alhafeez, where students who were focused on learning via smartphones responded positively and were highly motivated. They can share information and applications to understand the topic discussed with their teachers and classmates in the classroom.

Other advantages of mobile phones, such as being portable and collaborative, still did not affect some students. They showed that not dealing with mobile phones for negative responses could save more money. Students disagreed about cost, seeing that applications need accessing non-free internet and have to be online every day for academic purposes. Moreover, a mobile phone can enhance students' motivation to learn a language, but it does not affect a few students. However, mobile phones positively responded with success, encouraging other students who felt the benefit of mobile phones.

Similarly, Alhafeez (2021) also motivates students to use their mobile phones to attain and save educational data. He reported that students still highly agreed on mobile phone use for learning language, seeing half of them gave a good response. So, students in this study were still as positive as others when mobile phones were used for learning language.

For some reason, mobile phone use can give disadvantages for students that make their motivation to learn a language. It would not be a perfect companion for students to help express themselves in a foreign language. On the contrary, this finding has 49 students expressed a positive reaction to the fact that the mobile phone gave them a chance to express themselves by learning or performing a foreign language. This research also reported that mobile phone use is still positively successful, encouraging other 40 students to stay motivated in learning language. Moreover, mobile phone usage for learning and exchanging ideas through internet access would be positively expressed in a foreign language. Eling found a similar result, wherein the students in her study declared that mobile phones connected them to plenty of language learning resources that could bring better ideas. At the very least, a mobile phone can still enhance students' motivation to learn a language and give them a better idea of mobile phone help. It is clear from these findings that using mobile phones to learn English has a positive attitude and a good effect on students. Several past studies, including works by Eling (2019), Farah & Abu-Dawood (2018), Alrefaai (2019), Alshamsi et al (2020), and Alhafeez (2021) support this conclusion.

Regarding students' self-efficacy, they expressed positive or high self-efficacy toward using mobile phones to learn the language. Students' self-efficacy was about ones' ability to control their activities, feelings about doing certain activities, and how one thinks and motivates oneself. According to the data, students rated the questionnaire higher for "agree" than the other options. For instance, students could download and install applications for language learning from their mobile phones. They were also able to read language articles effectively using a mobile phone. They can download and install a mobile application for language learning without any problems, they can execute internet-based language learning assignments well. Students positively responded to all items with percentages of more than 70%. So, it can be concluded that students had a high self-efficacy towards using mobile phones for learning the language. This result showed the same case as in students' attitudes where students had a high self-efficacy towards using

the mobile phone for learning language in Eling's study (2019). Students agreed that they could easily access language learning websites using a mobile phone without any problem. Despite that, many students were also rated for "neither," and few rated for "disagree." It means that they could not decide to use mobile phones for their learning language yet. Another research study about the use of mobile phones for learning, language said that the impact of mobile phones is affecting students' attitudes and delivering students' achievement.

In this research, the researcher will also discuss the use of mobile phones as benefits and functions such as portability and collaboration that can be compared with the findings. Mobile phone advantages support learning enough. The advantages of online learning affect the students in learning language (Fauzan & Pimada, 2018), such as time and place flexibility, easy updating of content, achievable capabilities, and potential to reach a global audience.

The use of mobile phones has affected students' learning. It is supported by the high-rated statements for attitudes and self-efficacy towards using mobile phones for learning the language before. The benefits of mobile phones could help anyone easily communicate and get information. Online applications used in the learning process would make students more involved in the learning process and access wider information. It is one of the impacts on students to stay motivated. For example, in the same case where Khalid explored the use of mobile phones to improve students' writing skills, the use of mobile phones affects students' writing, including building their motivation. Also, Nurul (2020) said that supportive access to mobile for English learning and enjoyable learning significantly increases learning motivation and encourages lifelong learning. The use of mobile phones gives students more initiative in learning English.

Since students were also highly rated for intensive use, mobile phones can save more money. It was a mobile phone that could collaborate with the internet and support students in learning English without taking any private classes or buying expensive books. Students could minimize any eventually. Moreover, many models of learning English with mobile technology can enhance English skills without worrying about the cost. As stated by Hoffman et al (2003), mobile social media applications provide collaborative and engaging opportunities for students. Mithat & Ecem (2017) reported that EFL students use mobile applications for learning language, and the application has positive impacts on the reading, writing, and listening skills of the learners. It helps them face the problem of expressing themselves in a foreign language. In conclusion, students' positive attitudes were how mobile phones affected them. These benefits and advantages would be useful for developing learning language if the students are also highly or positive with their self-efficacy.

Despite that, mobile phone utilization does not always give students benefits and seems to disadvantage students in some ways. The free-use unlimited access using mobile phones might impact a disadvantage effect for uncensored contents from the perspective of local and national culture. One of the example is the ideology, as written in the Indonesian policy, the English language teaching should provide the moderation values (Fauzan & Nadia, 2024), that is why the discourse-based teaching might be applied in the English language teaching (Fauzan & Saparuddin, 2023). Thus, the English department

students should also consider and aware of the use of language to provoke certain ideologies (Fauzan, 2018).

Other low rates from students surely cannot be avoided since a mobile phone can also be detrimental in some aspects. One of them is the comfort of learning, such as being limited in displaying writing, storage size, or other things that could frustrate them. Mobile phones are not always a perfect companion for students to help express themselves in a foreign language. There is also the disadvantages students suffer from mobile phones. For instance, mobile phones have small keyboards that frustrate students. It causes difficulty in typing long sentences. Then, social media applications that do not contribute to the teaching and learning process may distract students' focus. It could be concluded that the disadvantage of mobile phones is that they can affect students' motivation to learn English. However, Liu & He (2019) said that mobile phones with many apps could support college students' self-regulation. It means the mobile phone still helps students stay useful for learning a language, especially for online learning nowadays.

The research confirmed that mobile phones are an influential language learning tool. Moreover, mobile phone utilization in learning today supports many things for students. English students might use mobile phones for different purposes in the university phase. When being at the universities, students tend to use it more to improve the learning language experience, that is, collaborative learning through social networking sites, contact between them, guides of subjects, and their lecturer. In addition, the mobile phone helps them manage their data, their fees, and their enrolment phases. In the end, it represents a way to be informed of the university situation and their situation within the academic online system, including language learning.

## 5. CONCLUSION

The research can be summed up in two sections. First, the students' attitudes towards mobile learning have an average percentage of 78.6%. It was defined as positive than negative. The statistic on students' attitudes towards using the mobile phone to learn language showed their excitement about using a mobile phone. For example, mobile phones help them easily get information and knowledge. Also, they could access authentic material whenever and wherever they wanted and get any better ideas. Students positively responded to mobile learning, which can help them improve their language skills. Second, the findings showed that students had a high level of self-efficacy. The average percentage was 80.9%. The students were capable of downloading and installing mobile learning applications. They also confidently could surf the internet and access language learning websites. Moreover, students could also download and install online language learning applications. In conclusion, mobile phones have a positive impact on students. They delivered them to positive self-efficacy seems that almost all students could utilize their mobile phones for learning language purposes.

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