

**MOBILE PHONE USAGE  
IN ENGLISH LANGUAGE TEACHING : A META  
SYNTHESIS  
THESIS**

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan  
(S.Pd) in Teaching English



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## ABSTRACT

Hadi, Muhammad Syaikhul. (2025). *Mobile Phone Usage in English Language Teaching (ELT): A Meta-synthesis*. Thesis, English Language Education Department, Faculty Of Tarbiyah and Teacher Training, Islamic State University of Sunan Ampel. Supervisors: Hilda Izzati Madjid, M.A and Dr. Siti Asmiyah, M. TESOL

*Keyword: mobile phone, english language teaching, meta-synthesis*

The urgency of this research lies in the growing reliance on mobile technology in education and its potential to transform traditional language learning methods. As mobile phones become increasingly accessible and integrated into daily life, their role in education deserves thorough exploration to maximize benefits while addressing challenges like distractions and technology misuse. This study investigates the role of mobile phones in English Language Teaching (ELT), emphasizing their potential to improve learning outcomes, enhance student engagement, and support innovative teaching practices. The focus is on understanding how mobile applications are utilized by educators and students to facilitate language learning, particularly in areas such as vocabulary acquisition, grammar instruction, and the development of the four key language skills: listening, speaking, reading, and writing. This study used a qualitative meta-synthesis approach, analyzing data from 25 national and international journals indexed in Quartile and Sinta rankings. The research synthesizes findings to provide insights into how mobile phones, through tools like WhatsApp, WeChat, Google Translate, and interactive learning apps, align with theories such as Technology-Assisted Language Learning (TALL), Constructivism, and Connectivism. These tools are evaluated for their effectiveness in fostering collaboration, providing instant feedback, and enhancing accessibility in learning environments. The results demonstrate that mobile phones significantly contribute to student engagement, motivation, and skill development. Applications such as WhatsApp and Google Translate enhance vocabulary learning, while multimedia resources and voice recording apps improve speaking and listening proficiency. Additionally, collaborative tools foster peer interactions and real-world skill applications. However, challenges such as technical limitations, distractions, and the need for structured integration were also identified. This study concludes that mobile phones have a transformative impact on ELT, offering valuable opportunities for personalized and interactive learning. Recommendations are provided for integrating mobile technology effectively in teaching, ensuring its benefits are maximized while minimizing potential drawbacks.



## ABSTRAK

Hadi, Muhammad Syaikhul. (2025). *Mobile Phone Usage in English Language Teaching (ELT): A Meta-synthesis*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel. Pembimbing: Hilda Izzati Madjid, M.A. dan Dr. Siti Asmiyah, M.TESOL

*Kata Kunci: telepon genggam, pengajaran bahasa Inggris, meta-sintesis*

Urgensi penelitian ini terletak pada meningkatnya ketergantungan pada teknologi seluler dalam pendidikan dan potensinya untuk mengubah metode pembelajaran bahasa tradisional. Seiring dengan semakin mudahnya akses dan integrasi telepon genggam dalam kehidupan sehari-hari, perannya dalam pendidikan perlu diteliti secara menyeluruh untuk memaksimalkan manfaatnya sekaligus mengatasi tantangan seperti distraksi dan penyalahgunaan teknologi. Penelitian ini mengkaji peran telepon genggam dalam Pengajaran Bahasa Inggris (*English Language Teaching* atau ELT), dengan menekankan potensinya untuk meningkatkan hasil pembelajaran, keterlibatan siswa, dan mendukung praktik pengajaran inovatif. Fokus penelitian ini adalah memahami bagaimana aplikasi telepon genggam dimanfaatkan oleh pendidik dan siswa untuk memfasilitasi pembelajaran bahasa, khususnya dalam hal penguasaan kosakata, pengajaran tata bahasa, dan pengembangan empat keterampilan bahasa utama: mendengarkan, berbicara, membaca, dan menulis. Penelitian ini menggunakan pendekatan meta-sintesis kualitatif dengan menganalisis data dari 25 jurnal nasional dan internasional yang terindeks Quartile dan Sinta. Penelitian ini mensintesis temuan untuk memberikan wawasan tentang bagaimana telepon genggam, melalui alat seperti WhatsApp, WeChat, Google Translate, dan aplikasi pembelajaran interaktif, selaras dengan teori seperti *Technology-Assisted Language Learning* (TALL), Konstruktivisme, dan Konektivisme. Alat-alat ini dievaluasi efektivitasnya dalam mendorong kolaborasi, memberikan umpan balik instan, dan meningkatkan aksesibilitas dalam lingkungan pembelajaran. Hasil penelitian menunjukkan bahwa telepon genggam secara signifikan berkontribusi pada keterlibatan, motivasi, dan pengembangan keterampilan siswa. Aplikasi seperti WhatsApp dan Google Translate meningkatkan pembelajaran kosakata, sementara sumber multimedia dan aplikasi perekaman suara meningkatkan kemampuan berbicara dan mendengarkan. Selain itu, alat kolaboratif mendorong interaksi antar siswa dan penerapan keterampilan dalam dunia nyata. Namun, tantangan seperti keterbatasan teknis, distraksi, dan kebutuhan akan integrasi yang terstruktur juga teridentifikasi. Penelitian ini menyimpulkan bahwa telepon genggam memiliki dampak transformatif dalam ELT, menawarkan peluang berharga untuk pembelajaran yang personal dan interaktif. Rekomendasi diberikan untuk mengintegrasikan teknologi seluler secara efektif dalam pengajaran, memastikan manfaatnya dapat dimaksimalkan sambil meminimalkan kendala yang ada.

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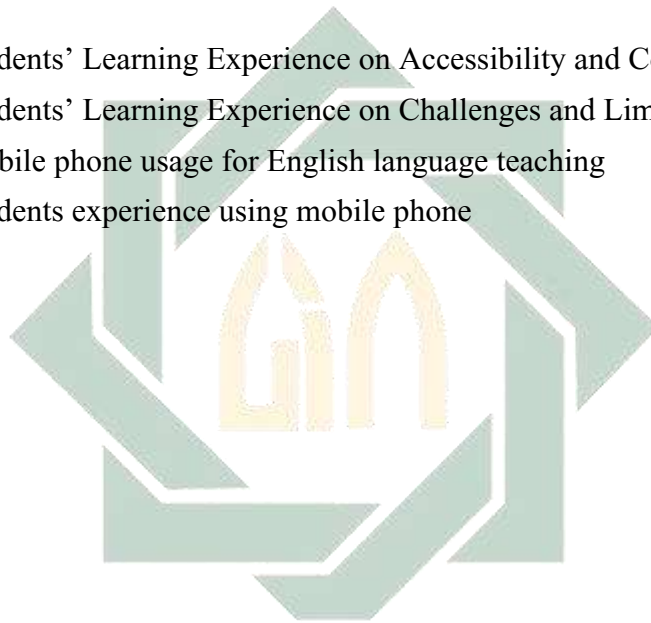
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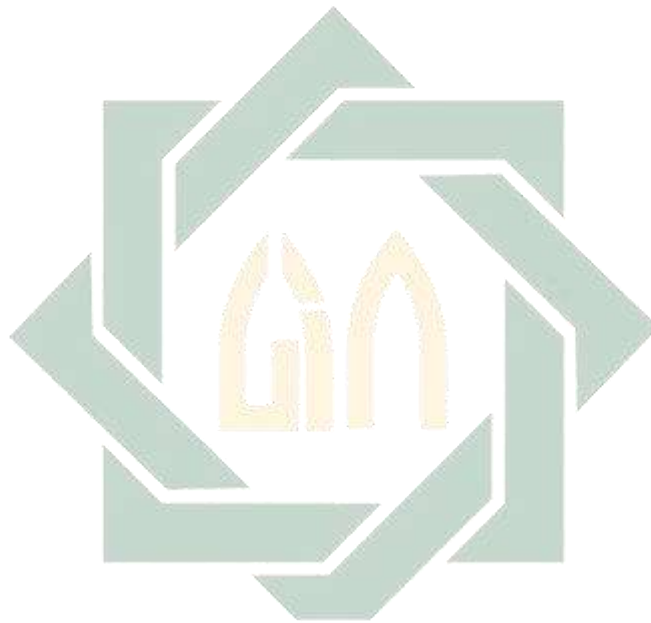
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