

Perceptions of Teachers and Students on the Adoption of Smartphones in EFL Learning in the Vocational School Context

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Abstract

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With the shift from face-to-face learning to online mode, both teachers and students need to adjust the online learning due to the COVID-19 pandemic. During the pandemic, numerous researches has been undertaken, particularly ICT adoption in EFL learning. Despite a growing study investigating ICT use in the EFL context, relatively few studies report on the adoption of smartphones as a platform for teaching English situated in the vocational landscape. To fill this gap, this study is aimed to investigate teachers' and students' perceptions about the adoption of smartphones in EFL learning in one of Indonesia's vocational schools. Grounded in a phenomenological case study, this research provided details of vocational English teachers' and students' live experiences interacting in English teaching via smartphone as a learning platform. In this study, two English teachers and three students have recruited as the participants voluntarily. The result of this study showed numerous benefits and challenges in the use of smartphones in the vocational school context. The writer found that the adoption of smartphones is beneficial, helpful, practical, and enjoyable for learning English, especially in using several smartphone applications. Despite the benefits of a smartphone, the participants reported that the instructions need to explain clearly as they are sometimes confused with the teacher's instructions. Drawing on the findings, this research implied that English teachers are suggested to adopt a wide range of learning resources to gain better students' understanding of learning English.

Keywords: perception, smartphone adoption, vocational school

INTRODUCTION

In the recent decade, research on online learning of English beyond the classroom utilizing digital technology has paid great attention among scholars in the EFL context ([Nugroho & Rahmawati, 2020](#); [Sundqvist & Sylven, 2016](#)). Particularly in the English as Foreign Language teaching and learning context, due to the COVID-19 pandemic, education in vocational schools was also affected, that is, the change in the learning system from face-to-face to online learning; thus, both teachers and students need to adapt in 'forced' online learning. Prior research into the use of ICT in EFL teaching and learning provides essential findings on students' and teacher experiences in engaged ICT usage. For instance, [Rababah \(2020\)](#) reveals the obstacle and challenges of using ICT for English language students during coronavirus outbreaks. He involved twelve students as participants in Jabara University who were learning through ICT platforms. He found that the students provided their feedback concerning the constraining factors they experienced while learning through ICT platforms; they revealed three themes: lack of practical training, lack of accessibility, and inconsistent teaching style. [Rababah \(2020\)](#) may assist policymakers and educators in evaluating ICT and EFL initiatives, educational programs, materials, curricula, and teaching procedures.

Another study by [Sole & Anggraeni \(2020\)](#) reported the effectiveness of smartphone use as mobile-based learning in higher education during the COVID-19 situation. [Sole & Anggraeni \(2020\)](#) found that smartphone use as communication technology is considered an effective learning medium in the covid-19 pandemic. Drawing on the findings, this research implied that smartphones could be adopted as the media to teach English during pandemic situations.

Despite a growing body of research investigating how the adoption of smartphones in the Indonesian educational landscape, relatively few studies examine the adoption of smartphones in the vocational school context in the Indonesian context as the learning media that enable English teachers to easier during online learning. Against this backdrop, this study aims to investigate the adoption of smartphones in EFL teaching and learning, consisting of the benefits, challenges, and to what extent the adoption of smartphones engages the students in online learning.

LITERATURE REVIEW

A smartphone is a cellular telephone with a microphone, memory, screen, and built-in modem. A mobile phone is a smartphone communication device that is a multimedia cellphone that combines functionality and handsets to produce a fancy gadget, where there are text messages, cameras, music players, video games, email access, and digital tv ([Williams et al., 1999](#)). According to [Ferdiana \(2008\)](#), smartphones are defined as mobile devices that have features that exceed mobile phones in general; this is indicated by the presence of additional features besides PIM (Personal Information Management).

Smartphones are used by many people to access information and knowledge from the internet. In fact, some people develop understanding by accessing a pool of knowledge from the internet using their smartphones. Hence, smartphones can be taken to enhance education ([Almunawar et al., 2015](#)). Many students use their smartphones to access online teaching materials, organize teamwork to solve problems and share knowledge and information.

Smartphones can be turned into powerful and affordable learning aids for many students. However, if they are not utilized properly, they can also severely interfere with learning ([Amichai-Hamburger and Etgar, 2016](#)).

Prior research exploring ICT adoption in the EFL context provides a fruitful finding. For instance, [Nugroho et al., \(2021\)](#) found EFL teachers' challenges and insights of online teaching amidst a Global pandemic. The study draws on the data collected using self-written reflections and semi-structured interviews with 17 Indonesian EFL teachers. The result revealed that the absence of an e-learning platform, lack of students' motivation and engagement, and time consumption to prepare online learning materials became the primary challenges of the teachers. Hence, examining the teachers' challenges and their insight into online learning activities is highly required. The results further portrayed that developing a representative digital platform, designing online learning materials, and improving the quality of teaching methods were several valuable insights from the teachers. The results of this study contribute to providing fruitful advice for English teachers, students, and school authorities to enhance the efficacy of online teaching and learning activities, particularly during the global pandemic.

[Abidin et al. \(2017\)](#) argued that mobile technology is well-known as mobile learning in language learning. Mobile learning is characterized as any skill or service, regardless of location and time, providing educational content and electronic information that helps attain knowledge.

[Sarhandi et al., \(2017\)](#) contend that teachers worldwide strive to keep their students engaged, and research has shown that task engagement can be elevated by utilizing technology to complete classroom activities. Reasons suggested for this are technology's alignment with students' interests and the stimulatingly transformative effect that technology can have on activities. Due to current students' preferences, authors now encourage incorporating mobile phones into the classroom, claiming that it will improve task engagement. However, this has not been empirically proven ([Sarhandi et al., 2017](#)). Therefore, [Sarhandi et al., \(2017\)](#) conducted a mixed-method quasi-experimental study that examined whether two groups were completing identical activities, where one group using their smartphones would have any difference in their engagement with the given activities. The results indicated a statistically significant difference in the initiation times and distraction between experimental and control settings. Although no significant emotional difference was observed between the groups, the students themselves indicated a significant difference in their emotional attitude towards smartphone activities compared to paper-based ones. The smartphone group managed to engage with activities, thereby overcoming many factors which affected the control groups' engagement levels. This study adopted incorporating quantitative and qualitative research methods. Due to the aims of this research, applied two questionnaires: teachers' activity journals and students' post-study questionnaires. The participants in this study were two teachers and 50 Saudi males aged between 19 and 21 years old, studying in EFL PYP (pre-university preparatory year program) at a single-sex university in Saudi Arabia. All students were graded as an intermediate level of English and randomly mixed into a control group, who would undertake certain paper-based activities from their coursebook, and an experimental group, who would undertake the same activities but using their smartphones.

[Foster \(2000\)](#) reveals three general theories of the nature of perception. First, there is direct realism. This accepts a realist view of the physical world: it takes the physical world (the world of physical space and material objects) to be something whose existence is logically independent of the human mind and something which is, in its basic character, metaphysically fundamental. And, within this realist framework, it takes our perceptual access to the physical world to be direct. Second, there is the representative theory (or representative realism). This, too, accepts a realist view of the physical world. But it sees this realism—particularly the claim of mind-independence—as putting the world beyond the reach of direct perception. Thus, in place of the claim that our perceptual access to the physical world is direct, it insists that perceiving a physical item is always mediated by the occurrence of something in the mind that represents its presence to us. Finally, there is idealism. This agrees with the representative theory that direct perceptual awareness does not reach beyond the boundaries of the mind but manages to combine this with the insistence that our perceptual access to the physical world is immediate.

In addition, [Rakhmat \(2013\)](#) defines perceptions as an experience about an object, event, or relationship that is gained by concluding information and interpreting messages. That is, before one can learn anything, perception must take place. One has to become aware of it through one of the senses. In essence, then, perception means interpretation. Of course, the lack of experience may cause a person to misinterpret what he or she has seen or heard. In other words, perception represents our apprehension of a present situation in terms of our past experiences.

[Ou \(2017\)](#) reveals detailed information about the concept of perception: Its definition, the three stages of the perception process, the two dimensions of perception, how culture influences the three stages respectively, and how perception diversity comes into being. Based on former studies of perception and intercultural communication, he exemplified that a) beliefs, values, and attitudes; b) worldviews; and c) social organizations are the main cultural factors causing perception diversity. In order to make people more sensitive to the phenomenon of perception diversity. Moreover, he takes the two fundamental dimensions of perception into account: the physical and the psychological. Working together, these two dimensions are responsible for our perceptual outcomes. So, this study also refers to the psychological dimension of perception.

Another relevant study by [Silviyanti & Yusuf \(2015\)](#) about the adaption of ICT for EFL teachers. They revealed that teachers' acceptance or rejection of ICT has pedagogical implications. This study found that ICT makes the learning process more enjoyable since students become more involved in learning through a wide range of topics, materials, and tools. [Silviyanti & Yusuf \(2015\)](#) adapted from [Cox et al., \(1999\)](#), and it also revealed that ICT improves the presentation of materials, is enjoyable to be used in the classroom and makes the lesson more interesting for students and lessens the teachers' difficulty in controlling the class.

RESEARCH METHOD

Grounded in the phenomenological case study, this research is aimed to report how the teachers adopt smartphones in EFL teaching amidst the COVID-19 pandemic. Phenomenology is an approach initiated by Edmund Husserl and developed by Martin

Heidegger to understand or study the experience of human life. Several experts and researchers also express the definition of phenomenology in their studies. According to [Alase \(2017\)](#), phenomenology is a qualitative methodology that allows researchers to apply and apply the abilities of subjectivity and interpersonal relationships in the exploratory research process. This study uses purposive sampling to determine the sample as participants.

Out of five vocational school English teachers, two English teachers in one vocational school in Indramayu, West Java, agree to participate voluntarily in this study after the negotiation process. The criteria for recruitment participants include the experience of teachers and willingness to collaborate in this study. Two English teachers were recruited as the participants in this study; they were Mr. John and Jack. Mr. John (male English teacher, pseudonym, aged 35 to 50 years old). He has five years of teaching experience in a vocational high school context, especially for grades 10 and 11. Mr. Jack (male English teacher, pseudonym, aged 35 to 50 years old). They have experienced teaching English using smartphones during COVID-19, approximately eight months to one year. Teachers 1 & 2 were English teachers at one vocational high school in Indramayu, West Java, Indonesia.

The writer also recruited the students as the participants; out of 34 students in vocational high school grade 12, three students agreed to participate voluntarily in this study. Those students are Mawar (female students), Melati (female students), and Bunga (female students). The interview protocols were adopted from [Seidman \(1937\)](#) in three steps interview which focuses on participant experience on online learning. The primary method of data analysis was conducted using inductive phenomenological reduction based on [Seidman \(1937\)](#), the following steps: 1) managing the data; 2) studying, reducing, and analyzing the text; 3) sharing interview data: profiles and themes; 4) making and analyzing thematic connections; and 5) interpreting the triangulation.

FINDINGS AND DISCUSSION

Findings

1. *The benefits of using smartphones amidst global pandemics*

Based on the data analysis obtained from the interview, almost all participants stated that using smartphones during online learning helped them in several activities, such as being easier to deliver and accept the material through the smartphone. According to the participants of this research, smartphone, as the media that contribute to the online learning process, assist the participants in controlling the English learning process. Smartphone devices such as storage devices simplify them to lay up the material because they are automatically saved in their phone.

In addition, it is also easier to store material because it is automatically stored on a smartphone so that it can be viewed at any time if needed when studying for a mid-semester or end of semester test. And sometimes I also record the teacher's explanation, then I slept and when the class is done, I listen to the explanation again, and that is quite easy for me when I am also busy with other things, but there is a class schedule. (Mr. John, Interview 23-08-21)

According to the first student, smartphone adoption helps them safely keep the learning material file in the form of Microsoft Word (Word), PowerPoint (PPT), or PDF. They can open the material file on their smartphone anytime they needed.

I can see a lot of reference material from YouTube or directly search google. Often also see google translate when you don't know the vocabulary given by the teacher, and it's also easy to save the material provided by the teacher; for example, in PowerPoint, the material is automatically saved to the smartphone, so it doesn't get lost when it is needed again. (Melati, Interview 23-08-21)

The second student revealed that they could access many learning materials resources such as YouTube or Google. They also can access Google Translation to learn new vocabulary during online learning.

When speaking skills, you can look at the dictionary, so you know whether the pronunciation is correct or not. Then you can open the internet. When asked by the teacher, he doesn't know the answer. It can save material easily and automatically goes directly to save on the smartphone. So, you know more about useful applications such as English games on the Playstore. (Bunga, Interview 23-08-21)

Another participant revealed that with the sudden implementation of online learning, using a smartphone assisted in giving the material to the students became easier.

In my point of view, smartphone helps me to deliver the material to my students after I prepare the material and assignments. That's one of several benefits of smartphones, easier to deliver the material. And the other is flexibility because the teacher can answer student questions anytime and anywhere related to the material. (Mr. John, Interview 25-08-21)

From the first teacher, he said that smartphone adoption helped the teacher give the learning material to the students through Google Classroom (as Educational Application) and WhatsApp Group (as an Additional Application).

In terms of learning English, students access applications that help in other learning, such as a digital dictionary, to see the meaning of new vocabularies. Students are also supported by learning using smartphones to be more flexible and make it easier to receive information from the teacher. (Mr. Jack, Interview 03-09-21)

Furthermore, they revealed the flexibility of smartphone adoption during English teaching and learning because the students can receive the information from the teacher quickly and be equal to each other.

2. EFL teachers and students face challenges in using smartphones during online learning

The adoption of smartphones has many challenges that should be encountered by teachers and students in the vocational school. Teaching and learning must have gainful communication between teachers and students during the pandemic. However, the teaching and learning activities have several challenges that can hinder the process, i.e., connection, distraction, smartphone devices, and students' activities.

2.1 Connection

One of the teachers mentioned that the first challenge they faced was unstable connection.

In smartphone devices, only in certain parts. For example, an unstable signal, because the signal suddenly disconnects even though using wi-fi, and not all teachers and students use wi-fi. In addition to quota data, although there are free quotas from the government, some are not used because students have not used the government quota properly. (Mr. John, Interview 25-08-21)

The first teacher also said that even though the Ministry of Education and Culture has already provided a free quota, but the students did not use it. It was unavailable to access other applications, especially social media.

When a class is held through a zoom meeting, the only problem is that the connection is suddenly disconnected, and it's disturbing because you have to join again. The teacher's explanation has passed from the material previously explained. (Mawar, Interview 23-08-21)

Most often, quota and signal problems are really a problem when studying, especially through zoom meetings. In other applications, you don't really need a stable connection except for zoom meetings. (Melati, Interview 23-08-21)

The use of smartphones cannot be expeditious without the internet connection and quota data. Somehow, the internet is needed in the teaching and learning process. As [Widayanti and Suarnajaya \(2021\)](#) said that for, online learning, which relies heavily on the use of internet connection, forces parents to provide their children with gadgets, internet quota, and a stable network connection ([Andel et al., 2020](#); [Atmojo & Nugroho, 2020](#); [Laksana, 2020](#)).

Of course, signal or connection. Often disconnected suddenly, the teacher explained it was not fluent and finally difficult to understand. (Bunga, Interview 23-08-21)

Almost all the students who participated in this research said that they must encounter the internet connection as a challenge for them during online learning through the smartphone.

2.2 Distraction

Distraction became most of the students' challenges during online learning through the smartphone.

Absolutely yes, sometimes I accidentally press other applications, so I get carried away until I forget I'm in class. And another, sometimes I feel bored with the way the teacher delivers, so I can look at Instagram or TikTok for a while to refresh my brain. (Melati, Interview 23-08-21)

S3: Yes, sometimes I feel bored with monotonous teacher explanations, so I occasionally look at social media to improve my mood and then return to online classes. Sometimes there are also notifications, such as direct messages, so when you reply, you continue to see the timeline or homepage. (Bunga, Interview 23-08-21)

Even though distraction becomes a challenge in their learning activities, only two of three students said they were distracted by other applications. One student did not distract because she focused on the teacher's lesson.

2.3 Smartphone device

The first teacher revealed that smartphone devices, especially storage devices, became the challenges of using smartphones, and he claimed that it became teachers' and students' challenges.

And also, in this school, any students who don't have smartphones or full memory on their phones make them slow to access the learning applications. That is one of the challenges for teachers and students when learning to teach online using smartphones. (Mr. John, Interview 25-08-21)

As the teacher said, almost all the students in this research also revealed that storage devices become a challenge in that they can disturb learning activities.

In addition, there is also a smartphone memory which is sometimes full because it stores a lot of material from several subjects, maybe that's the only challenge. (Mawar, Interview 23-08-21)

Learning to use a smartphone is also sometimes difficult to understand because the teacher's instructions are not clear or indeed the students who don't understand the instructions make misunderstandings and do wrong assignments too, and online learning also has too many assignments from mathematics, Bahasa Indonesia, there are all of them. (Melati, Interview 23-08-21)

Then sometimes you have to install other applications such as google classroom and zoom meeting, so the memory is full and slow, joining zoom meetings is slower. (Bunga, Interview 23-08-21)

2.4 Students' activities

The next challenge in using smartphones during online learning is related to the students' activities.

Pedagogically, the challenge of using smartphones comes from students themselves. What usually happens is discipline problems, for example, if in schedule English learning and teaching start 8 AM and they joinedjoin the zoom meeting at 8.30 AM, that makes the time does not effective because online learning usually only 30-45 minutes. (Mr. John, Interview 25-08-21)

The writer found the similarities between teacher 1 and teacher 2 answers to overcome the challenges of using smartphones for online learning. The first teacher said that the school had provided smartphones for those who did not have a phone, so the student had no reason to avoid online learning. He also stated that he could monitor the student's parents directly in case to know about the student's daily life; this way has done by the teacher to overcome the student's lack of discipline. Another way that the teacher motivates them is the second teacher also uses this way.

Because there is a challenge from the signal, students who are lack of enthusiasm about participating in online learning via smartphones, the time is not flexible. I was handling 11th grade which at the first week, I still got the maximum number of students (who took lessons), in the second week it started to decline. This decline is also slowly decreasing. (Mr. John, Interview 03-09-21)

The second teacher revealed that a week before the interview conducted, his lesson got only 7-8 students who attended the online class. With those minimum participants, the students also muted and turn off the camera so he cannot monitor their activities.

3. To what extent smartphone engaged the students in online learning based on teachers' experiences

Based on the data of this research, the use of smartphones in online learning during the pandemic also engaged the students in the teaching and learning activities through

smartphones. This part was supported by English teachers' acknowledgment in this research through interviews.

For each platform used has a different way of engaging students, and how students are involved also varies. If learning is carried out using a zoom meeting, students must be on camera and unmute when asked, and the teacher will also be active in asking students to increase students' motivation to be involved in learning as well. (Mr. Jack, Interview 03-09-21)

According to the second teacher, mostly teachers should be enticed the students' attention to make them focus on their material. It showed that in the English learning process, the teacher also enhanced conducting enjoyable learning activities for their students.

T1: In my opinion, creative or not, I personally cannot assess it because it is relative, but as long as the learning outcomes reach the target, it is quite effective. Because during this pandemic, it is quite limited, let it only using smartphones, where not all students really take online learning well and have to face the obstacles mentioned earlier. (Mr. John, Interview 25-08-21)

Even though smartphones have many benefits in English learning, the first teacher also revealed that the students were not joined online learning through the smartphone. In this case, the teacher also knew that not all students already use online learning, particularly smartphones, for their learning activity.

T2: Of course, yes, because the teacher will also learn new things such as new approaches and new teaching methods according to the learning media used. When we find a problem, for sure we will find a solution to solve that problem and it can be a new idea to use another method, maybe not another method but adapting from the old method used. If we see from another side of using smartphones it will help students learning to achieve learning target. (Mr. Jack, Interview 03-09-21)

On the other hand, the second teacher said that both students and teachers learned new things, such as new approaches and teaching methods for teachers and better problem solving for students. This showed that smartphone adoption could engage the students in online learning by using the smartphone to reach the maximal achievement in English learning, enhance the teachers' teaching skills, and solve the problem that happened during teaching English by using smartphones.

Discussion

This part presents the research findings by discussing the identification of the research problem to know how the teacher and students' perceptions about the adoption of smartphones in EFL learning in Vocational High School based on their experiences of the formulation of the research problem. The first discussion is about the benefits of smartphones in English as a Foreign Language teaching and learning based on teachers' and students' perceptions. The second is about the challenges encountered by EFL teachers in using smartphones for learning in Vocational High School. The third is about the teachers' and students' perception of the use of smartphones in EFL learning and the extent to which the smartphone engages the student in online learning. From that discussion, the authors identified the teachers' and students' perceptions of the adoption of smartphones in Vocational schools.

Drawing the interview data, the teachers, who comprised T1 and T2, adopted the smartphone during the online learning, including the smartphone device. The teachers think smartphone adoption during the pandemic is beneficial for teaching from home or WFH (Work from Home). The smartphone device and features are completed to teach and learn English in Vocational School. Like [Ferdiana \(2008\)](#), smartphones are defined as mobile devices that have features exceeding mobile phones in general; this is indicated by the presence of additional features besides personal information management. From the students' point of view, all the students revealed that smartphone features become the most beneficial. They think the use of smartphones is useful, helpful, practical, and interesting for learning English, especially in using several applications from smartphones in that they can access the dictionary, Google, and other educational applications to help them in learning, such as looking for new vocabulary and some resources that related to the material. As like [Almunawar et al., \(2015\)](#) many students use their smartphones to access online teaching material materials, organize teamwork to solve problems and share knowledge and information. And the use of smartphones can be turned into powerful and affordable learning aids for many students. Teachers and students gathered that helped by their smartphones during the pandemic and executed the online learning. However, they have any sparseness of using smartphones in their experiences.

Based on the data above, the writer found that the teachers and students obtained the challenges of using smartphones during online teaching and learning English. All the participants described more of the challenges of using a smartphone.

The first is connection. The authors found that both teachers and students obtained the challenge in connection. The use of smartphones cannot be expeditious without the internet connection and quota data. Somehow, the internet is needed in teaching and learning process. As like [Widayanti and Suarnajaya \(2021\)](#) said that for online learning, which relies heavily on the use of internet connection, forces parents to provide their children gadgets, internet quota, and a stable network connection ([Andel et al., 2020](#); [Atmojo & Nugroho, 2020](#); [Laksana, 2020](#)). In short, these facilities that the parents need to provide will cost the parents money to make it complete ([Nugroho & Mutiaraningrum, 2020](#); [Suciati, 2017](#)). However, the teachers and students have their own way of solving this problem. According to the first teacher in the interview for the quota data challenges, the school has already facilitated the students with a provider that filled by quota data from the minister of education. So substantively it was not a big matter anymore. From the students' point of view to overcome the challenge of connection or signal, they looking for the spot in their home to obtain better connection. Sometimes, the connection' matter is only the spot that they are learning in.

The second challenge is distraction. This challenge is experienced by two of three students in this research. They explained that sometimes they are distracted by social media. Smartphone is personal device that have what students' applications need, it can be social media or games application. Even the teacher gives the material on their educational applications such as Google Classroom and Zoom Meeting, however the students admit that there is possibility for them to open other application as like the description in finding about the distraction challenges part. In this distraction part, [Anshari et al., \(2017\)](#) find that smartphone is easy to use, effective and fast, however the entertainment apps such as watching videos or playing games can distract or even procrastinate the students' learning progress.

The third is smartphone device. The researchers found that this challenge has several categories. Those are storage devices, quality, and quantity of smartphones. This kind of challenge has been explained by the first teacher that receive from students' grievance and also the writer found this from three of students as participants in this research. The challenge in smartphone device affected the students and teachers in teaching and learning progress. Even though the smartphone device' problem depends on the smartphone user individually, but it must be in common matter to solve. In this data is inversely proportional with [Harmer \(2007\)](#) in [Jawad \(2021\)](#) that said mobile devices are very useful in education as life. Even though the writer obtained the different data but this kind of challenge have been solved by the teacher and students in EFL teaching and learning. The first teachers said that it does not matter anymore, in that the school provided free smartphones to the students who do not have smartphones or the students who have any problem of their smartphones.

The fourth is students' activities. This part is based on teachers' points of view. In that students' activities also became a challenge in teaching process for teachers. From the findings in students' activities, the teachers revealed that the time of students' participation in online classroom affected the instructional time. Furthermore, the teachers think that the students' inadequacy of spirit and motivation in learning. As like [Nugroho et al., \(2021\)](#) found that the absence of an e-learning platform, lack of students' motivation and engagement, and time consuming to prepare online learning materials became the primary challenges of the teachers. The same result happened in this research because the teachers obtained the same experienced that the students lost their motivation and lack of engagement in their lesson. In despite of this challenge should be faced by the teachers, they also have their own way to solve the problem. The first teacher said that the way he solved this problem is reminding the parents and the students, because the first teachers believed that learning process always need support by their home especially their parents monitoring and home' environment. Even though the teacher cannot monitor the students directly as like as in the classroom, the students still obtained the control from home by their parents. Furthermore, the teachers should be the role model of their lesson, it can build the students' motivation and also warn the students that even they learned through online learning, they are still be students in that Vocational School. Even though the first teacher did not assume this way does not effective to all students in his classroom, but this way is supported by [Suhr \(2018\)](#), the growth of the mindset is among the strategies at teachers' disposal to create a positive classroom environment and to promote students' motivation. The students must be assured that they are not wasting their time, energy, and effort. Besides, the teachers in this study argued that it is important that they become role models for their students, especially as one of the sources of motivation is creating a relaxing and fun classroom atmosphere so that the students become fond of English.

Drawing on the findings, the adoption of smartphone has positive and negative effect as reported by the participants, however, mostly participants expressed that smartphone helped them in online learning easily as they used smartphone every day. In addition, it could encourage them to be autonomous learner during the online learning. In this part, the writer obtained different answer from both teachers, the first teacher said that his strategy to engage students in his classroom session is less effective because it depends of the educational application that he used. He explained that each platform or application has different way to engage the student into the online learning as like he described in findings. However, this is inversely proportional with [Sarhandi et al., \(2017\)](#) found that teachers all over the world strive to keep their students engaged, and research has shown that task

engagement can be elevated by utilizing technology to complete classroom activities during the pandemic. However, the writer compared the first teacher and second teacher's answers that the second teacher said that obviously, his strategy can engage the students as well in his classroom. All teachers claimed that engaging the students in the lesson depends on the platform in that the platform has a different way for each teacher. The answer from the second teacher is related to [Nim Park and Son \(2009\)](#); [Barnawi \(2009\)](#) argued that the use of ICT is helping the teachers to conduct interesting and enjoyable learning activities, promotes learner autonomy, and motivates the students to learn. And they revealed some challenges encountered by the teachers in using ICT strategies to overcome the challenges as the teachers explained in findings of to what extent the smartphone engaged the students in online learning.

CONCLUSION AND IMPLICATION

The adoption of the smartphone as media for teaching and learning English at Vocational High School is helping the learning process during the pandemic. Every media has its challenges and benefits, and so does the smartphone. In this research, the benefit of the adoption of smartphones in EFL teaching and learning in Vocational schools is helping the teacher and students, more accessible access to the educational application or multi resources during the learning process and save time as effectiveness. The teachers and students give examples of teaching and learning activities when using smartphones during the pandemic. These are building the students' knowledge and simplifying online learning activities.

While the challenges of the use of smartphones are connection, distraction, smartphone devices like storage devices and their quantity and quality, and students' activities during the online learning through the smartphone, the teachers' perception of the adoption of smartphones in EFL teaching is not effectual. Both of them give more challenges than benefits. Most students' perception of smartphone adoption is less effective than other devices. Even though the adoption of smartphones has many benefits, all of the participants claimed that it was not practical to learn English.

Pedagogically, this research implied that the teachers explored the challenges, benefits, and how Vocational School teachers' and students' perceptions when using smartphones as media in teaching and learning English. Practically, this research implied that smartphone as media in teaching English is helpful and, in part, less effective from the teachers' and students' perception in one of the Vocational School in Indramayu.

The use of smartphones in teaching English is not suggested, especially in Vocational High School. However, it is considered by the education institute to maximize the use of smartphones in EFL teaching and learning by providing the need for a smartphone-like wi-fi network. The teacher could adopt the media to teach English. The adoption of smartphones in Vocational schools would be good in the future. It can be applied in all Vocational schools for teaching and learning English, not only in theory but also practical, to have new experiences and points of view about how to increase smartphone use. Drawing on the findings, the future study can be undertaken regarding the exploration of smartphones for teaching English at a wide range of school levels.

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