

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study aimed to explore the impact of the mobile phone prohibition policy on English learning at an Islamic Integrated Junior High School. At the conclusion, it is revealed that the policy has both positive and negative effects. Overall, the policy contributes to classroom discipline and supports the school's religious values by reducing distractions from social media and games. This creates a more focused learning environment, encouraging students to engage more in class discussions. However, while it promotes discipline, the policy also limits the integration of modern teaching methods, such as Mobile-Assisted Language Learning (MALL) and the flipped classroom model.

From the teachers' perspective, the mobile phone ban reinforces classroom order and discipline, aligning with the school's values. Teachers notice that students are less distracted and more focused on academic content. However, the policy also restricts the use of technology in teaching, which increases the workload for teachers. They are forced to rely on traditional methods like group discussions, role-playing, and printed materials, which often require more preparation and fail to provide the same level of engagement and interactivity as digital tools.

From the students' point of view, the mobile phone ban poses more challenges than benefits. Many students report that the lack of access to smartphones limits their ability to improve their language skills, particularly vocabulary, pronunciation, and listening. They rely on printed resources, which slow down the learning process and offer less exposure to authentic English input. This aligns with Vygotsky's sociocultural theory, which stresses the importance of tools in cognitive development. The absence of mobile devices also reduces opportunities for independent learning and critical thinking key components of language acquisition.

5.2 Recommendation

Based on the research findings, several recommendations are proposed to improve the learning experience while respecting the pesantren's values and discipline:

5.2.1 Implementing Supervised Mobile Use for Academic Purposes

The school should consider allowing controlled use of mobile phones during specific English learning sessions. Students could use mobile-assisted tools, such as translation apps, pronunciation guides, and interactive English materials, under teacher supervision to support their language acquisition.

5.2.2 Increasing School-Supported Technological Resources

To reduce the digital gap, the school should provide more Chromebooks, interactive whiteboards, or computer labs equipped with English learning software. This would give students fair access to digital resources without violating the mobile phone prohibition.

5.2.3 Conducting Teacher Training and Development

Teachers should receive professional development on innovative and technology-based teaching strategies that align with the school's policy. This would help them deliver more engaging and interactive lessons even without personal mobile devices.

5.2.4 Reviewing and Adjusting the Policy Periodically

The school management should review the mobile phone policy regularly to assess its effectiveness and make necessary adjustments. Involving students, teachers, and parents in this process could ensure that the policy remains relevant and supportive of educational goals.

5.2.5 Promoting Independent Learning Through Blended Methods

The school should explore blended learning approaches that combine traditional face-to-face learning with limited, well-supervised digital activities.

This would help students develop independent learning skills and digital literacy while maintaining discipline.

5.2.6 Doing

Future studies should investigate the long-term effects of mobile phone prohibition on students' language proficiency and overall academic performance. Comparative studies involving schools that allow mobile-assisted learning could provide broader insights into the impact of such policies. By considering these recommendations, the school can create a more balanced learning environment that supports both discipline and educational advancement. Integrating technology in a controlled manner will not only enhance English learning but also prepare students for future academic and professional challenges where digital literacy is essential.