Indonesian English Learners' Perception of the Implementation of Mobile Assisted Language Learning in English Class

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Abstract

Many Indonesian English Learners nowadays use smartphone as their communication equipment. It is used only for socializing through social media by most of them. This descriptive research aims to elaborate their perception on the implementation of MALL in English Class for University Level. The data were collected through a survey questionnaire which was adapted from the Technology Acceptance Model (TAM). The result proves that they have a positive perception on the usage of MALL.

Keywords: English Language Learning; ESL; MALL

Introduction

In the development of technology, mobile phone especially smartphone is most commonly used by people. Because of its popularity, it is not rare that it is used as learning media. Pecherzewska and Knots (2007) state that mobile phone is the most used for learning among the portable technological devices.

Many factors make mobile phone chosen as the preference. One of them is its mobility and accessibility (Tayebink & Puteh, 2012). It means that anytime, anywhere mobile learning can be done without classroom limitation. Currently, the features of mobile phone are varied especially for smartphone applications which have many educational purposes. Therefore, the basis of Mobile Assisted Language Learning (MALL) is directed to smartphone utilization.

Many kinds of research have been conducted on the contexts of smartphone application usage for teaching-learning the second language. Most of them have positive results (Steel, 2012; Ozer & Kilic, 2018). Another positive result shows that the learning activity is more collaborative (Yudhiantara & Saehu, 2017). Shield & Kukulska (2008) also claim that mobile-based learning is known as a basis of interactive technology for a learning activity. The results of the two types of research indicate that mobile-based learning facilitates the students in English language learning. They become more active to get involved in the learning activity because of using smartphone as the learning media.

In addition, Liu et. al (2015) found that MALL enabled teachers to provide differentiated learning pathways for students. They also offered multiple modalities for students to produce learning creation. In larger scale for mobile phone integration in schools, pegrum (2013) found that students were ready to join and accomplish a task by using mobile phone for classroom-related work. It reported that students were able to cope with the task and classroom activities by using their mobile phone (Pegrum, Oakley, & Faulkner, 2013).

In Indonesia, students who utilize smartphone is rarely found for educational purposes. They often use it as a device to socialize through social media or other entertainment purposes. The mobile-based learning is not easily found in all education levels even university levels. Therefore, through the phenomenon, this research aims to investigate the perception of Indonesian English learners on the usage of MALL in English class in a private university in Semarang. So, the research questions are 1) What are the Indonesian English Learners' perceptions of the usefulness of smartphone-based learning or MALL? 2) What are the Indonesian English Learners' perceptions of the ease of use of smartphone-based learning or MALL?

Hopefully, the findings of this research are able to inspire the teachers and educators on MALL implementation. Then, by having a good understanding of the MALL implementation, students are hoped to improve their independence for learning English separated from the formal situation. It will also facilitate provision for teachers to develop creative and effective learning activity by combining classroom and mobile-based learning activity.

Kukulska-Hulme and Shield (2007) review MALL researches which have been conducted focus on speaking and listening skills. These are found that MALL is different from CALL in term of its personal use, portable devices which drive the new ways of a learning, easy access and interaction across different contexts of use. MALL focuses on learner-centered learning more compared to old-style learning process.

Dias (2002) in Levy and Kennedy (2005) state that students will use their mobile phone for learning purposes if they are taught to use it. The findings showed that 57,9% of female students indicated positively and 47,4% male students responded in a good way. So, it proves that MALL has achieved a good response because the research results a positive attitude for students and teacher.

Ozer and Kilic (2018) found that MALL has an effect on EFL students' academic achievement, cognitive load, and acceptance of mobile learning tools. A significant increase is found on the students who participated in this research. They get better result of learning than the students who did not.

On the other hand, Foen et. al (2017) state that the more students utilized their smartphone for learning activities, the lower their GPA. It means that here are varied effects because of MALL implementation. Yet, Yudhiantara and Saehu (2017) indicate that English Monolingual Dictionary helps the students in the learning activity. Mobile phones are effective for learning but there are still development anxieties from researcher to explore students' attitudes whether they use it (Pollara, 2011, p.28). Pollara (2011) also proposes that there are varied thoughts on mobile devices. Some people consider as individual tools, others believe them as **a tool** to cheat on tests, but others can acknowledge the

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pedagogical result as a valuable medium or **tool** for teaching lesson materials in the learning situation.

Lawrence (2015) also investigates through research to find out learners' receptiveness for using smartphones to improve English as Foreign Language learning at a Korean University. 159 students of college English program become participants in this research. The result indicates that 50% of the participants showed positive attitudes towards integration, while others are hesitant only with small proportion actively against integration.

Khabiri (2013) reported Mobile phone use practices among Iranian EFL Learners in a university level. The study found that mobile phone offered many promising features which were open to exploring by the teachers for delivering English language learning to university students (Khabiri & Khatibi 2013).

Kee and Samsudin (2014) conducted research on mobile phone use for educational activities for teenagers in school in Malaysia. The findings showed that student had a positive perception and attitude toward mobile phone use for learning language anytime and anywhere. Students viewed that mobile phone offered mobility that enabled them to access material for learning anywhere and anytime (Kee & Samsudin 2014).

In Nigeria a study conducted by Oyewusi (2014) concerning mobile phone use to promote reading habit. The study suggested that mobile phone should be designed in an appropriate way with supporting the application to promote reading habit among language learners (Oyewusi & Ayanlola, 2014).

Therefore, this research aims to identify Indonesian English learners' perception of the implementation of MALL. After knowing the result, it will help teachers to implement innovative and advance teaching tools or media in learning activity for the setting both in the classroom and outside.

Method

The objective of this research was to explore perception on the implementation of MALL in English learning among university students of English Department at Universitas Islam Sutan Agung, Semarang. The smartphone application was used for teaching English pronunciation class. There were 24 students who responded to the questionnaire. The criterion for the sampling is that the participants were at almost the same level of English proficiency. The selection was based on their English posttest of English Tutorial Class.

The instrument employed in this research was a survey questionnaire adapted from Davis (1993) in his research "User acceptance of information technology: system characteristics, user perceptions, and behavioral impacts." The questionnaire contains 20 items. It was designed using agree-disagree statements.

To collect the data, the questionnaire was distributed to the respondents in classroom. The researcher also gave detail explanation about the questionnaire. After that, the result was analyzed and it was presented in percentage form. To get deeper data, the researcher also interviewed several students. Therefore, the

perception on the usage of MALL in English learning among Indonesian English learners could be known.

Findings and discussion
In this research, the findings were presented in terms of the two sections of the questionnaire from the 20 statement items. Those were categorized into perceived usefulness and ease of Use.

Perceived Usefulness

The perceived usefulness perceptions were gotten from item 1 until item 10. First, all respondents agreed that *using MALL improves the quality of their tasks* in item 1. So, all of them had the same perception relating this statement. Then, for item 2, 27% responded disagree relating statement *using smartphone only gives them facility to socialize through social media*. While the rest 73% disagree. It meant that mostly they disagreed for using their smartphone only for social media needs.

Then, for item 3 showed that 95% agreed that *smartphone enables them to complete tasks more quickly*. Item 4 also showed significant response that 95% agreed that *using smartphone can facilitate to learn English.* Besides, item 5, it showed that 59% agreed that *using smartphone increases* their *productivity.* Dominantly, 95% respondents agreed that *using smartphone improves their task performances* on item 6. Next, item 7 showed that 95% agreed for *using smartphone enhances their effectiveness on task completion*. Item 8 also showed majority 95% agreed for *using smartphone makes easier to do their tasks*. On the other hand, item 9 indicated that 68% agreed that *using smartphone reduces their critical thinking*. But, overall 95% agreed that *they find smartphone to be useful to do their task* as shown on item 10.

The summary of the result can be seen in the following table.

Table 1. Percentage of the perceived usefulness perceptions

No	Statements	Agree	Disagree
1	Using Smartphone improves the quality of my task	100%	0
2	Using Smartphone only gives me facility to socialize through social media	72%	28%
3	Smartphone enables me to complete task more quickly	95%	5%
4	Using smartphone can facilitate me to learn English (MALL)	95%	5%
5	Using Smartphone (MALL) increases my productivity	59%	41%
6	Using Smartphone (MALL) improves my task performance	95%	5%
7	Using Smartphone (MALL) enhances my effectiveness on the task completion	95%	5%
8	Using Smartphone (MALL) makes it easier to do my task	95%	5%
9	Using smartphone (MALL) reduces my critical thinking	68%	32%

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10	Overall, I find Smartphone (MALL) useful in my task	95%	5%

Based on the finding, it is obviously indicated that the respondents had a positive perception on the usefulness of MALL implementation for them. They agreed that the implementation of MALL gave beneficial experiences for them.

Perceived Ease of Use

The perceptions of perceived ease of use were gotten from item 11 until item 20. First, 81% respondents disagreed that learning through MALL is not practical to use. Then, for item 12, 73% responds agreed that learning to operate MALL is easy. Then, for item 13 showed that 86% disagreed that interacting via MALL is often frustrating. Item 14 also showed significant response that 95% agreed that it is easy to get the MALL to do what they want. Besides, item 15, it showed that 68% disagreed that MALL is stiff and inflexible to interact with. Dominantly, 81% respondents agreed that it is easy for them to remember how to perform their task using the MALL on item 16.

Next, item 17 showed that 59% agreed that interacting via the MALL requires a good mental effort. Item 18 also showed majority 68% agreed that their interaction via the MALL is clear and understandable. On the other hand, item 19 indicates that 68% agreed that they need to have more practices to be skillful at using MALL. Then, overall 95% agreed that they find the MALL is easy to use on item 20.

The summary of the result can be seen in the following table.

Table 2. Percentage of the perceptions of perceived ease of use

No	Statements	Agree	Disagree
11	I find learning through smartphone (MALL) not practical to use	18%	82%
12	Learning to operate the MALL is easy for me	73%	27%
13	Interacting via the MALL is often frustrating	14%	86%
14	I find it is easy to get the MALL to do what I want	95%	5%
15	MALL is stiff and inflexible to interact with	32%	68%
16	It is easy for me to remember how to perform my task using the MALL	82%	20%
17	Interacting via the MALL requires a good mental effort	59%	41%
18	My interaction via the MALL is clear and understandable	68%	32%
19	I find it takes a lot of practice to become skillful at using MALL	68%	32%
20	Overall, I find the MALL is easy to use	95%	5%

After elaborating each item, it can be concluded that most of the students' perception related to the perceived ease of use is positive.

The findings of this research show that most of the respondents have positive perceptions on the implementation of MALL from both criteria. Thus, they indicate a potential of MALL as appropriate leaning media for English learning nowadays. It is also suitable with Itayem's (2014) findings that the students' attitudes on perceived usefulness and perceived of use are significant when utilizing the iPad.

Moreover, from the findings, it can be concluded that the respondents have positive perceptions on the usage of MALL. mostly they stated that they agree with all statement items of perceived usefulness with the highest percentage on each questionnaire statement. So, it also can be concluded that they get a lot of benefits from MALL implementation. It is also the same as Lawrence (2015). The finding of his study revealed that almost half of the students demonstrate positive perception of the integration of smartphone for language learning.

Meanwhile, the result of perceived ease of use items on the questionnaire also indicates that the respondents have positive perceptions on the MALL implementation. Of course, some respondents show their disagreement on some items. It is caused by the different level of respondents' skills in using MALL. Koole (2009) states that the learners' skill and their previous knowledge and experience with mobile phone devices for learning could affect their perception on the implementation of MALL.

Traxler (2009) states that smartphone or mobile devices are the promising devices for the future of language learning because these devices are transforming the language learning process become more genuine, personalized as well as situated. Kukulska-Hulme (2013) adds that the new century calls for greater autonomous learner with the flexibility of the usage of new learning tool such as mobile phone. It has changed the traditional way of learning all language to be more effective in the future. So, it is recommended for the MALL implementation as new teaching aids in classroom activity.

Conclusion

Some points are concluded from the subject discussed in the article. The results of this research show that the respondents who are Indonesian English learners of non-English department realized the urgent role of MALL in improving the quality of the teaching and learning process. The integration of MALL in classroom activity facilitated the opportunity for the learners to access varied English materials, try varied activities in English, as well as to communicate and interact each other with friends or lecturers.

There are some implications issued of this research. It will help teachers or lecturers and students to have more effective learning condition. Many smartphone applications are useful to create much more learning activity. It also attracts students' attention easily as well as having better understanding on English materials. Moreover, the various applications can facilitate the learners to be autonomous learners.

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