

Teacher' and Student's Perspective on the Use of Mall (Mobile -Assisted Language Learning) in English Learning

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Abstract

Mobile-Assisted Language Learning (MALL) is a new approach to language learning and teaching activities that can improve effectiveness, flexibility, and comfort in language learning by allowing the sending and receiving of learning materials, information, and instructions via mobile phone.

The objectives of the researchers are to find out the teacher and students' perspectives toward the use of MALL (Mobile Assisted Language Learning) in English learning at SMK Negeri 5 Samarinda. In this research, the researcher used qualitative research and a phenomenology approach. This research was conducted at SMK Negeri 5 Samarinda in class XII multimedia. With a purposive sampling method, the researcher chose 20 students and 1 English teacher. Collecting data in this study used interview techniques to find out the perspectives of teachers and students on the use of MALL in English learning activities.

The results of the study showed a positive response from the perspectives expressed by teachers and students towards the use of MALL in learning English, where students felt that the MALL helped and made it easier for them to learn English. Furthermore, the teacher said that the existence of a mall helps teachers provide more varied learning.

Keywords : *Mobile Learning, Mobile-Assisted Language Learning (MALL), Teacher Perspective, Student Perspective*

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1. INTRODUCTION

Mobile technology was already being used and applied in the world of education. In recent years during covid-19 pandemic making teaching and learning activities were carried out online. It increases the use of technology and the Internet to support teaching and learning activities. In line (Maharani & Nur, 2021) technology can provide helpful feedback, particularly in aiding the development of knowledge and English abilities. The smartphone has become a pervasive tool among people, especially students, because of its practical features, fair price, and easy access to all materials and resources. According to (Salim & Hamdani, 2013), mobile technology (smartphones and others) is a mediator between teacher and student. Mobile learning is one of the major developing fields in education. Mobile technology is considered a significant aid to language learning and teaching and offers many practical uses in language learning.

The development of the mobile phone as a widespread multi-tasking gadget has urged researchers to investigate its influence on every aspect of the learning process. Several researchers have previously researched the use of mobile phones (smartphones). First, (Pahmi, 2016) discovered that students' perceptions of smartphone use in class were favorable. Similarly, (Machmud, 2018), conducted an online survey to explore how high school students felt about using mobile devices. The majority of students had positive opinions about using cell phones in class. Teaching and learning English also integrate technology to help learners improve their language learning in all four skills: writing, speaking, listening, and reading. As many people know, English is one of the most important languages to study. The implementation of technology in English teaching and learning has significant effects, both in literature and classroom. The use of technology provides a new perspective and has changed the way people learn significantly. Furthermore, the existence of technology with the emergence of improved language learning technologies such as MALL (Mobile-Assisted language learning) as a teaching and learning methodology that uses mobile devices; to enhance the learning approach assisted by the use of handheld mobile devices (Pilar, Jorge, & Cristina, 2013). English teachers will occupy a fundamental role in preparing and encouraging students to use various technologies for language learning purposes. Mobile device technology helps teachers make an interactive and creative learning environment for students (Bachore, 2015). For the students, it helps them learn or re-learn the material they want or do not understand. They can access the material they want to know and study independently by using mobile device and internet access.

Considering the description above, the researcher is interested in examining the perspectives of teachers and students on the use of mobile devices for mobile-assisted language learning in English. Because when there is a new technique in teaching and learning, teachers and students should be asked about their perceptions to know and make the new technique work well.

2. METHOD

In this study, the researcher uses qualitative research because this study is intended to find out the point of view or perspective of teachers and students regarding the use of mobile device technology as MALL in English learning that is presented in a narrative or written without using static calculation (Sidiq & Choiri, 2019). In this study, the researcher used a Phenomenology approach. Phenomenology is a type of qualitative inquiry that examines an individual's lived experiences in the world. According to Watt and Berg (1995: 417), phenomenology is not interested in examining the causal features of an event, but rather in understanding how people do an experience and what the experience means to them. Phenomenological research studies life experiences to gain deeper insight into how people understand those experiences.

The research was conducted at SMKN 5 Samarinda located on Jl. KH. Wahid Hasyim No. 75 RT. 08, Sempaja Selatan, North Samarinda, Samarinda City. For the subject of the research, the researcher chose the students of class XII (12th) multimedia and 1 English teacher of class XII (12th). Furthermore, the researcher used purposive sampling to choose subjects with certain considerations and objectives. According to (Whitehead & Lopez, 2016), purposive sampling is a sampling method selected according to criteria or relevance to a certain research question. The supporting instrument that the researcher used to bolster the evidence for this is interview guide. According to (Creswell, 2012), an "interview" is a face-to-face discussion between a researcher and participant in which the participant provides information to the interviewer by asking them a series of questions. After data was collected by interviewing and observation, the researcher analyzed the data using the framework by Miles, Huberman, & Saldaña (2014), that the process of analyzing qualitative data is divided into three steps; there are Data Reduction, Data Display, and Conclusion Drawing / Verification.

3. FINDINGS AND DISCUSSION

The researcher then completed the research and data collection procedures by conducting an interview and observation. The study's findings aim to answer the research question, "How are teacher and student perspectives on English learning using mobile phones as mobile-assisted language learning?" The subject of this study is the English teacher and the XII grade at SMKN 5 Samarinda. The researcher took an English teacher and 20 students as resources. The interviews were conducted to have a thorough understanding of the English teacher and students' perceptions of using MALL in English learning and teaching as;

3.1 Data Interview with students

3.1.1 Students' Perceptions of Mobile Device Use in the Teaching-Learning Process

Here Students subject feel that the use of mobile devices has helped the subject's learning process, especially when learning is done online (S3). Other student mentions (S1) mobile devices (smartphones) are very helpful and easy, especially with internet access, so that students can find information, learning materials, and discussions. Students (S5 & S12) said having a mobile phone gave them the freedom to access lessons and assignments from anywhere and at any time as long as they have an internet connection. Furthermore, some students said there are also some disadvantages or negatives that students feel when using smartphones for learning. (S3) making us too lazy to study because, when using mobile devices, we can be distracted by opening something else so which makes us not focus on studying and distracting them with various cellphone applications so making them not focus on studying. (S2) It's just that there is also a negative side, which makes students distracted during learning because of notifications from chat applications or social media. From the student statement revealed we can see that students can adapt well to technological advances, particularly with the availability of mobile devices (smartphones) that aids in the learning process. With a mobile phone, it is easier for students to find material and can be used anytime and anywhere as long as there is internet access.

3.1.2 Students Perspectives on MALL in English Learning Activities

Based on student perspectives of mobile devices as MALL (S5) mentions the use of the mobile phone is very useful for learning English because numerous applications can assist and be used to learn English. Meanwhile (S6) said with the mobile phone as MALL it is easy to access online dictionaries. Furthermore, (S11) Having a MALL is very good for today's children to know and learn English deeper and more broadly. For English learning itself (S19) it's good because you can use Google Translate to look up vocabulary that is difficult to understand and you can learn to correct pronunciation by watching videos on YouTube. Same as S19 student (S9) revealed MALL is very helpful because I can learn to speak or find vocabulary that I don't know. Most of the Student participants were helped by having a mobile device as a tool for learning English. Students can search for material and discuss it, listen to the audio to improve their listening and watch learning videos to increase their

vocabulary knowledge and learn how to correct their pronunciation, especially with the internet, and they can also study independently.

3.1.3 Advantages and Disadvantages of Using Mobile Devices as MALLs in The Process of Learning English

The disadvantages and advantages students feel when using smartphones as a MALL in English language learning. (S10) Easily access the material not only from books but also from applications or browsing the internet. Some students have the same perspective that it is easy to access material (S15, S13, and S6). Student (S5) mentions there are lots of good applications so the learning is not limited. Furthermore, Students (S19) revealed the advantages of using smartphones as a MALL can learn how to make sentences and speak English by watching learning videos and listening to audio or music. Meanwhile, Other Students (S1) stated there are limitations to speaking because there is no partner to speak with. So they also need face-to-face learning, and the result was similar to students (S13) I need offline learning to develop my skills. Furthermore (S6) mentions the negative is that if we don't understand, we can't ask the teacher directly. Student (S5) also revealed the negative impact, sometimes it's hard to concentrate because, when using a cellphone, there are always notifications from applications outside of learning, which is quite disturbing. The students' responses revealed the advantages are that students can use it to train and improve their English language skills, facilitate learning, and access to online dictionaries makes it easier for pupils to translate words or sentences, can learn independently, and utilize it anytime and anywhere. The disadvantages sometimes make students distracted and not focus on learning, internet connections, and devices that do not support or error.

3.2 Data Interview with the English Teacher

3.2.1 Perspectives of English Teachers towards Mobile-Assisted Language Learning

The teacher (T) stated that the current technology that can be used properly, will be very beneficial for students and teachers. However, the use of technology is still not optimally utilized, which is often spoofed for activities that are not useful for learning activities. From the teacher's perspective, technology or MALL can help learn English with various advantages of mobile devices (smartphones). The application and features on mobile devices would support teachers and students, especially if they can use it seriously in English learning activities. Besides that, internet access is also provided for students so students can learn outside the classroom independently. However, some students do not use it for learning instead uses it for activities that are not following teaching (non-academic).

3.2.2 Teacher' Response to the Benefits of the MALL for Teachers and Students

English teacher (T) revealed, "Using technology in learning will be very beneficial to them and will increase their learning abilities and motivation, but for some students, who are less active or passive, they may be clueless, so it will have no effect on them and will not work for their learning." The English teacher said the positive benefits obtained from the use or application of technology in teaching and learning English were providing varied learning,

exploring new teaching methods, and developing or improving teaching modules to make them fresher. "As teachers, we are expected and even encouraged to learn more and to seek out more diverse learning methods. So as teachers, we can't just use existing methods, we have to start exploring what we want to use, what methods we want to use, and then what kind of teaching materials we want the teaching modules to be. We develop them, even more, to be more creative."

English teachers also revealed the disadvantages of using mobile devices or MALLs in the student learning activity. Where for the students themselves there will be gaps or differences between active and passive students or students who are clueless about learning activities and receiving learning. Based on the teacher's views above can be summarized, the application of English language learning with technology still cannot be applied perfectly. The fact that there will be a significant difference between passive and active students in teaching with M-learning, some passive students do not know or understand the technology that will even be difficult for them to understand the material. Meanwhile, for the English teacher itself, the existence of mobile learning, or MALL, really helps teachers make learning methods more varied and develop teaching materials so they can be more innovative. However, new technology also requires teachers to adapt to the technology, which sometimes makes it difficult for teachers, especially if they are clueless and accustomed to traditional teaching methods.

After completing the interview and getting the data, the researcher has outlined several important points aimed to answer the research question. (Nuraeni, Carolina, Supriyatna, Widiati, & Bahri, 2020) Point out that MALL is used to complement classroom activities, particularly in English language learning. From the results of the interviews described in the finding, we can see that class XII multimedia students feel that learning English with mobile technology, especially MALLs, is made easy and accessible, as found (Lim & Jr, 2021). In addition to (Ningrum & Arrasyid, 2021), integrating mobile technology makes it easier to get information, makes it more enjoyable, and can increase their enthusiasm for studying English. Students also stated that MALL provides students with the opportunity to learn more broadly by using applications or accessing English learning content according to their wishes. In addition, students said they could use the MALL anywhere and anytime, especially with the internet. In line with (Pahmi, 2016), internet access will help them get the material and information they want anytime and anywhere.

Students revealed that they often use their cell phones as MALLs during English learning activities either in class or outside the classroom (at home or elsewhere). Mainly to help them find meaning or translate sentences by using an online dictionary, accessing the Google

Translate application, or other applications. Students also feel that with Mobile-Assisted Language Learning, they are facilitation in doing or completing English assignments. In the past, students wanted to find answers or complete assignments by reading and searching in textbooks or looking for the meaning of words in print books. But today they can read articles, look for material for discussion, or answer questions in an alternative way with a cell phone that has internet access and can be used anywhere (Lim & Jr, 2021). The internet might be a mechanism for boosting undergraduate students' ability to generate and grow their work. In another perspective, the outcome of using the internet as a resource increases multiple benefits in terms of providing sources, references, samples, and assisting in the development of ideas linked to writing assignments (Rachman, Nur, & Arbain, 2020). Beside that mobile devices have great potential to support students in learning and help them out with the assignments given by the teacher. As outlined by (Pahmi, 2016), mobile devices (smartphones) expand learning opportunities in areas of rapid access to material, a range of learning methods (finishing tasks, practicing English, self-taught, vocabulary), time and location flexibility, communication and content collaboration, and increasing four skills. In addition, based on the perspective of students about MALL, it provides students with a broad scope of learning, such as applications and features on a mobile phone that can be used to help improve their English ability and knowledge. Furthermore, (Nugroho, Rohman, & Geroda, 2020) highlighted how hobbies and positive environments may affect learning. For example, hobbies like reading, watching, listening to music and singing can be utilized in learning English.

Based on (Nuraeni, 2021) research results, respondents believe that mobile learning can help the learning process with its advantages of portability, interactive learning, and ease of access to the material. In line with stated by students, where they can practice their English skills by looking for questions on the internet or language learning applications. The student can search and study independently by watching videos on YouTube on their own and can browse the internet for the material they want to learn. Besides that, they can also improve their English skills by using the MALL to practice their skills. As Point out by (Bhestari & Luthfiyyah, 2021) MALL can also improve and address the issue of English competence, as well as support student learning independence outside of the classroom. Students can do independent learning with the MALL. For example, whenever they want or whenever they forget and don't understand the material at all during learning online activities, they can search and learn about the material they want independently.

As a result, perspectives of the English teacher in class XII who is interviewing. The teacher gave open responses to the idea of using MALL in teaching and learning English. That is the same as shown in (Grimshaw, Cardoso, & Collins, 2017), from their finding of a survey they conducted showing that site teachers are open to using MALLs with students. Besides that, the teacher also stated that using technology properly is beneficial for students and teachers. (Nuraeni, 2021) points out how mobile learning can help the learning process, especially in crises (like the COVID-19 pandemic), with its portability, interactivity, and easy access. As the teachers said, teacher can also look for new learning methods and improve modules to make them fresher. As explained in (Ariyanti, Pane, & Fauzan, 2019) There are a number of instructional techniques that promote verbal motivation and make learning enjoyable, such as creating an engaging environment to improve students' interest in learning foreign languages. In other words, the teachers can provide varied English learning for students based on mobile technology. Point out by (Ali, Gulzar, & Yasmeen, 2018), current technological advances such as MALLs can help teachers improve their learners to be more diverse and innovative. Furthermore, the teacher revealed that using MALL and its various features to supply a new variety of teaching and learning can attract students' interest in studying. In line with (Bhestari & Luthfiyyah, 2021), the findings address the fact that the interesting features and game-based instruction offered by MALL encourage students to be motivated while learning English language concepts.

However, the teacher revealed that the application of mobile learning-based learning still cannot be fully implemented in class XII multimedia because there are still some active students and passive students, so there will be differences between students. As a result, to provide even better learning, it is preferable if the teacher can combine traditional learning methods with various technologies that can aid in learning English. But in this case, students must also be able to use their mobile devices wisely so that they can support their learning activities and that the learning results will be more effective. The application of technology-based and mobile learning has always been a new phenomenon for both teachers and students (Ali et al., 2018). As a result, there are still many flaws, and MALL requires further development by other researchers.

4. CONCLUSION

The study's findings reveal that students view MALL in English learning positively. With a mobile phone, it is easier for students to find material and utilize it anytime and anywhere as long as there is internet access. Students also can improve their English abilities and

vocabulary by watching video or movie, and they can listen to audio to correct their pronunciation. As a result, the teacher's perspective reveals mobile learning or MALL can help learn English. The various advantages possessed by mobile devices (smartphones), such as application features. Mobile devices will help teachers and students. Especially if students can use them with all diligence to learn English and the teacher can apply them properly when teaching English. Furthermore, the results indicate that English language teachers are responsive and open to M-learning-based learning, especially MALL.

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