

EFL PRE-SERVICE TEACHERS' PERCEPTION TOWARD THE USE OF MOBILE ASSISTED LANGUAGE LEARNING IN TEACHING ENGLISH

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Abstract

In 21st century, educational process has been changed by the development of technology. One of the strategies that can be applied to support educational process in digital era is that the use of Mobile Learning strategy. Related to language learning, Mobile learning is further developed into the term Mobile Assisted Language Learning (MALL). This study aimed at investigating EFL pre-service teachers' perception toward the use of Mobile Assisted Language Learning in teaching English as Foreign Language. Explanatory sequential mixed method design was used as the method of this study. The participants of this study were 70 participants from semester 8 students of English Language Education in Ganesha University of Education. Data of this study were collected through questionnaire and interview. As the result, EFL pre-service teachers had positive perceptions toward the use of MALL in teaching English. It shows that EFL pre-service teachers understand and aware toward MALL in teaching English.

Keywords: perception, Mobile Assisted Language Learning (MALL), EFL pre-service teachers, teaching strategy

INTRODUCTION

In 21st century learning, educational process has been changed by the development of ICT (Harendita, 2013). The use of ICT in educational process can help teacher and students to have opportunity to explore the information related to their education (Kee & Samsudin, 2014). It enables them to access educational contents from many resources through connecting to internet. However, teacher and students need tool to be used to access learning material through internet. As stated by Fu (2013), the use of ICT in teaching-learning process can

be done by using several devices such as computers and mobile devices.

Today's, mobile devices have attracted people's attention to be used in teaching-learning process (Hsu, 2013). The use of mobile devices in teaching learning process is called as mobile learning. According to Kukulska-Hulme & Shield (2008), mobile learning is learning which can be done anywhere and anytime through the use of handheld device. As supported by Dehkordi (2018), mobile learning (M-learning) as one technology that takes on a greater prominence in teaching-learning process especially in language learning. It shows that

mobile learning is a learning strategy that can be implemented by using handheld device and done anywhere and anytime. Related to language learning, Mobile learning is further developed into the term Mobile Assisted Language Learning (MALL).

Mobile Assisted Language Learning can be defined as language learning which deals with mobile devices and technology (Sutrisna, Ratminingsih, & Artini, 2018). As supported by Kukulska-Hulme and Traxler (2005), types of mobile devices in Mobile Assisted Language Learning are smartphones, tablet, and laptops. These devices are used as its name mobile technology which facilitates the users by the function of mobility and portability. It means that these devices are easy to be carried which makes the teachers and students can use these devices to learn anywhere and anytime. In line with Azli, Shah, and Mohamad (2018), Mobile Assisted Language Learning as formal and informal learning which can support traditional learning. It is said as formal and informal learning because it can be done in the classroom or outside of the classroom.

Additionally, Abdelraheem and Ahmed (2015) state that Mobile Assisted Language Learning is a language learning strategy that uses mobile phone applications such as Facebook, Instagram, YouTube and other social media that supports language learners to learn their target language. In line, So (2016) states that Whatsapp can be used in language learning because this application enables teacher and students to communicate outside of classroom. It also enables teacher to share learning material through group chat to students.

From those statements, Mobile Assisted Language Learning can be inferred as language learning strategy which uses smartphones, laptops and tablets as tool. These devices can be used in implementing MALL through utilizing some features and applications that is related to learning materials.

The use of Mobile Assisted Language Learning has beneficial in language learning. According to Chiu et al. (2015), the use of mobile device in language learning could improve students' language skills. It is because mobile devices provide some features and applications that supports language learners to improve their language skills. Chartrand (2016) states that the use of dictionary application on smartphone enables learners to improve their pronunciation and vocabulary mastery. It is because language learners can listen to the correct pronunciation from the dictionary application and they try to pronounce it.

Besides, Chartrand (2016) also points out that language learners and teachers enable to access learning materials easily. Since, the use of MALL provides internet access, language learners can access supporting learning materials easily. It makes language learners having rich of information source related to language learning materials. Moreover, Krivoruchko et al (2015) states that through the implementation of MALL facilitates mobility to language learners and teachers. It means that language learners can learn their target language anywhere and anytime. While, teachers can access teaching-learning material anywhere and anytime. In general, MALL has some benefits to teachers, students and learning process.

Many studies had been conducted which is related to the use of mobile technology in English learning. Dashtestani (2013) explored the attitudes of Iranian English as foreign language teacher toward the implementation of MALL. The result showed that there were positive attitudes of the participants toward the use of mobile phones for language learning and teaching. However, there were some problems faced by Iranian English teachers in implementing MALL. The problems such as students may not use their mobile phones for academic purposes, small screen size and keyboard of mobile phones, low speed internet

connection if there was no Wi-Fi or packet data. Weng and Chen (2015) found that students had positive perceptions toward the use of smartphone application in EFL learning. The students believed that the use of smartphone in EFL learning can be done anywhere and anytime.

Wagner et al. (2016) found that the respondents have positive perceptions in which they believed that MALL is good learning strategy to support their teaching learning process. As supported by Yudhiantara and Saehu (2017), they found that students' perception toward mobile phone to support classroom activities were positive. Classroom activities were supported by reading e-books that contained Phonology subject, playing audio and video file to get visualization of the Phonological concept, and operating offline dictionary. Grimshaw, Cardoso, and Collins (2017) reported that most language teachers were opened to engage their students in MALL, but they still worried with the limitation of MALL.

Moreover, Azli, Shah, and Mohamad (2018) found that the respondents had positive perception toward the use of MALL in classroom. They assumed that the use of MALL could enhance the teaching learning process. They also hoped that MALL can be used by educators to assist them in EFL teaching learning process become effectively. Dehkordi (2018) also found that there was no significant difference between perception of male and female learners. Both perceived positively toward the use of technology-based learning like MALL in EFL learning process. Widian, Santosa, and Myartawan (2018) also found that tenth grade students had positive perception toward MALL in learning English. Besides, students who had mobile technology tend to have more positive perception rather than students who had no mobile technology.

Oz (2015) states that the successful integration of mobile technology in English

learning does not depend on the technology itself, but it depends on some degree such as students' and teachers' awareness, and perception toward the technology in integrating to English learning. Therefore, it is important to know the users' perception toward technology in English learning in order to achieve successful implementation of technology in English learning (Shorfuzzaman & Alhussein, 2016).

Pre-service teachers are also as the users of technology in teaching-learning process because they are future teachers. As stated by Ryan, Young, & Kraglund-Gauthier (2017), pre-service teachers are students who enrolled in teacher-education program who must successfully finish their degree requirements including practice teaching in field experience before they graduate from the university to be teachers. Additionally, Berkup (2014) states that pre-service teachers are those students who study in education university to be teachers and currently belong to generation Z. It is because generation Z are those people who were born since 1995 which is also known as digital natives because they were born in technology environment (Levickaitė, 2010). Thus, pre-service teachers are students who enrolled in teaching program education to study, learn, and master the steps by steps to teach nation generation in which they try to be good teacher after graduate. Therefore, it is also important to know pre-service teachers' perception since they are the users of technology in digital era and will be future teachers.

Consequently, this present study investigated EFL pre-service teachers' perception toward the use of Mobile Assisted Language Learning (MALL) in teaching English as foreign language. Since the perception of EFL pre-service teachers are important to know in order to give information about the use of Mobile Assisted Language Learning (MALL) in teaching English as foreign language.

METHODOLOGY

This study used explanatory sequential mixed method design as the method. This study was done in two phases in which the first phase was conducted by quantitative research then followed up by conducting qualitative research (Creswell, 2012).

The participants of this study consisted of 70 participants from semester 8 students of English Language Education in Ganesha University of Education. These participants were selected through purposive sampling in which the participants must be semester 8 students of English Language Education who had already conducted practice teaching at school / university.

The instruments used for this present study were questionnaire and interview guide. The questionnaire was adapted from Hussin, et al., (2012) and Azli, Shah, and Mohamad (2018). From the modified questionnaire from two research, the

questionnaire was classified into three dimensions such as; concept of MALL, the benefits of MALL, and the implementation of MALL. This questionnaire consisted of 30 items with positive statements only and five options of the response such as strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). While, the interview consisted of 5 questions.

Descriptive Analysis was conducted on SPSS 24.0 to determine mean score and standard deviation of EFL pre-service teachers' responses toward MALL Perception Questionnaire. While, Interactive Model Analysis from Miles, Huberman, and Saldaña (2014) was used to analyze the result of interview. Interactive Model Analysis consisted of three passes such as: Data Reduction, Data Display, and Conclusion and Verification.

RESULT AND DISCUSSION

Table 1. Result of Questionnaire

| | Concept of MALL | Benefits of MALL | Implementation of MALL |
|----------------|-----------------|------------------|------------------------|
| N Valid | 70 | 70 | 70 |
| Missing | 0 | 0 | 0 |
| Mean | 4.221 | 4.341 | 4.316 |
| Std. Deviation | .63558 | .5261 | .57653 |
| Minimum | 1.33 | 1.65 | 2.00 |
| Maximum | 5.00 | 5.00 | 5.00 |

A descriptive analysis is described to understand EFL pre-service teachers' perception toward MALL. Based on Table 1, the mean score on concept of MALL Questionnaire Perception was 4.2214, the mean score on benefits of MALL was 4.3412, and the mean score on implementation of MALL was 4.3163.

Besides, it was also found minimum and maximum score for each dimension. These minimum and maximum scores were used to determine Mi and SDi in order to find out the criteria. Then, the criteria were used to determine qualification level of each dimension. The formula for calculating Mi and SDi were:

$$Mi = \frac{1}{2} (\text{Max score} + \text{Min score})$$

$$SDi = \frac{1}{6} (\text{Max score} - \text{Min score})$$

From the calculation of Mi and SDi on concept of MALL, it was found the categorization of mean score on concept of MALL.

Table 2. The Categorization of Mean Score of EFL Pre-Service Teachers' Perception on Concept of MALL

| No | Criteria | Interval | Categorization | Qualification |
|----|---|---------------------------|----------------|---------------|
| 1 | $Mi + 1.5 SDi \leq M \leq Mi + 3.0 SDi$ | $4.083 \leq M \leq 5.001$ | Very High | Very Positive |
| 2 | $Mi + 0.5 SDi \leq M < Mi + 1.5 SDi$ | $3.471 \leq M \leq 4.083$ | High | Positive |
| 3 | $Mi - 0.5 SDi \leq M < Mi + 0.5 SDi$ | $2.859 \leq M \leq 3.471$ | Average | Neutral |
| 4 | $Mi - 1.5 SDi \leq M < Mi - 0.5 SDi$ | $2.247 \leq M \leq 2.859$ | Low | Negative |
| 5 | $Mi - 3.0 SDi \leq M < Mi - 1.5 SDi$ | $1.329 \leq M \leq 2.247$ | Very Low | Very Negative |

(Adapted from Koyan, 2012:24-25)

Based on Table 2, the qualification level of concept of MALL were very positive since the mean score was 4.221 and it is in interval $4.083 \leq M \leq 5.001$. It indicated that EFL pre-service teachers understand the concept of MALL. The result of interview found that majority of interviewee stated:

"Mobile Assisted Language Learning is a strategy in 21st century that can be integrated to the use of technology like mobile device."

"In Mobile Assisted Language Learning, teachers and students must be fulfilled with mobile devices such as handphone, tablet, iPad, and Laptop."

"MALL is a learning strategy in which teachers and students use handphone as a mean in English teaching-learning process. It is because handphone has features and applications which support English learning, such as: voice recorder to train speaking skills, offline-online dictionary to check vocabulary, spelling, and pronunciation."

As supported by Yudhiantara and Nasir (2017), MALL is an approach of language learning through handheld device during teaching learning process. In line with Kukulska-Hulme and Traxler (2005), types of mobile devices in implementing MALL are smartphones, tablet, and laptops. Abdelraheem and Ahmed (2015) also state that language learning through a strategy of MALL can utilize mobile phone applications such as Facebook, Instagram, YouTube, Twitter, and other social media that supports language learners to learn their target language.

From the result and discussion, it can be concluded that EFL pre-service teachers understand the concept of MALL because their perception was very positive on concept of MALL. Besides, it was supported by the result of interview which shows that they understand language learning strategy of MALL utilize mobile devices as mean in teaching-learning process.

For the second dimension about the benefits of MALL, the categorization of mean score can be seen on Table 3.

Table 3. The Categorization of Mean Score of EFL Pre-Service Teachers' Perception on Benefits of MALL

| No | Criteria | Interval | Categorization | Qualification |
|----|---|---------------------------|----------------|---------------|
| 1 | $M_i + 1.5 SD_i \leq M \leq M_i + 3.0 SD_i$ | $4.162 \leq M \leq 4.999$ | Very High | Very Positive |
| 2 | $M_i + 0.5 SD_i \leq M < M_i + 1.5 SD_i$ | $3.604 \leq M \leq 4.162$ | High | Positive |
| 3 | $M_i - 0.5 SD_i \leq M < M_i + 0.5 SD_i$ | $3.046 \leq M \leq 3.604$ | Average | Neutral |
| 4 | $M_i - 1.5 SD_i \leq M < M_i - 0.5 SD_i$ | $2.488 \leq M \leq 3.046$ | Low | Negative |
| 5 | $M_i - 3.0 SD_i \leq M < M_i - 1.5 SD_i$ | $1.651 \leq M \leq 2.488$ | Very Low | Very Negative |

(Adapted from Koyan, 2012:24-25)

Based on Table 3, the qualification level on the benefits of MALL were very positive since the mean score was 4.341 and it is in interval $4.162 \leq M \leq 4.999$. This result indicated that EFL pre-service teachers of English Language Education get the beneficial of Mobile Assisted Language Learning.

As supported by Chiu et al. (2015), the use of Mobile Assisted Language Learning gives many advantages to the users in learning process. The result of interview also found that EFL pre-service teachers got benefits through the implementation of MALL. They stated:

“Teachers did not need to re-write the learning materials on the whiteboard, but they can utilize power point to show it to their students.”

“Time-efficient in learning process could be done by sending learning materials through group chat on mobile application like Whatsapp.”

“The implementation of MALL in 21st century learning enables to create interesting learning.”

“I could find additional learning materials through Internet. I usually utilize YouTube application in finding learning materials. For example, I search adjectives material on YouTube. I also found that it is beneficial for me to design learning media by utilizing my laptop and the features of power point.”

Azli, Shah, and Mohamad (2018) found that the integration of Mobile Assisted Language Learning in language learning gave the opportunity to create interesting learning process. It is because the learners and teachers can utilize their mobile phones to access various learning materials, try different activities in English learning like they could have communication and interaction outside of the classroom. So (2016) also reported on his study that the use of Whatsapp could bring effective learning process through posting the learning materials in group chat. Thus, the implementation of Mobile Assisted Language Learning brings effective and efficient learning through utilizing some applications in sharing materials or LCD projector in showing learning materials.

The development of technology in educational process enables students and teachers to access learning materials with unlimited time (Vyas & Nirban, 2014). As similar with the result of this study, Oz (2015) also reported that preservice English teachers positively perceived that they have a prompt access to the language teaching-learning materials. The integration of technology which enables teachers to access learning materials and media with unlimited time, it makes teachers easily in finding teaching-learning material and designing teaching-learning media.

From the result and discussion on the second dimension, it can be inferred that EFL pre-service teachers award toward the benefits of Mobile Assisted Language

Learning in English learning. They believed that the integration of Mobile Assisted Language Learning is beneficial for learning process and for the teachers also. In learning process, the integration of Mobile Assisted

Language Learning is believed to facilitate English learning in terms of time-efficient in learning, accessing teaching-learning materials with unlimited time, and giving chance to be done anytime and anywhere.

For the third dimension about the implementation of MALL, the categorization of mean score can be seen on Table 4.

Table 4 The Categorization of Mean Score of EFL Pre-Service Teachers' Perception on the Implementation of Mobile Assisted Language Learning

| No | Criteria | Interval | Categorization | Qualification |
|----|---|---------------------------|----------------|---------------|
| 1 | $M_i + 1.5 SD_i \leq M \leq M_i + 3.0 SD_i$ | $4.250 \leq M \leq 5.000$ | Very High | Very Positive |
| 2 | $M_i + 0.5 SD_i \leq M < M_i + 1.5 SD_i$ | $3.750 \leq M \leq 4.250$ | High | Positive |
| 3 | $M_i - 0.5 SD_i \leq M < M_i + 0.5 SD_i$ | $3.250 \leq M \leq 3.750$ | Average | Neutral |
| 4 | $M_i - 1.5 SD_i \leq M < M_i - 0.5 SD_i$ | $2.750 \leq M \leq 3.250$ | Low | Negative |
| 5 | $M_i - 3.0 SD_i \leq M < M_i - 1.5 SD_i$ | $2.000 \leq M \leq 2.750$ | Very Low | Very Negative |

(Adapted from Koyan, 2012:24-25)

Based on Table 4, the qualification level on the implementation of MALL were very positive since the mean score was in very high categorization and very positive qualification, since the mean score was 4.316 and it is in interval $4.250 \leq M \leq 5.000$. It indicated that EFL pre-service teachers of English Language Education get understand and aware toward the implementation of Mobile Assisted Language Learning.

The result of questionnaire was supported by the result of interview in which EFL pre-service teachers stated that MALL was easy to be used. Besides, they also stated that the implementation of MALL utilized mobile technology, they stated that:

"I used handphone and laptop to implement MALL in English learning because I have learned English by using handphone and laptop. Even, I get used to use my handphone in my daily life and Laptop to do my assignment."

"The use of mobile device in English learning is easy because students are familiar with the device, they usually use mobile device as their tool to communicate."

"The use of Whatsapp is easy because I get used to use that application, even I could distribute learning material and tasks for students."

"The application of Quizlet is easy to be used in order to help teachers in teaching vocabulary, even students get interesting learning through the utilization of mobile application."

As supported by Widiana, Santosa, and Myartawan (2018), they found that the respondents were responded positive to the effort expectancy of Mobile Assisted Language Learning. The respondents believed that Mobile Assisted Language Learning is easy to be used in learning English. They assumed that the respondents might have experienced to use mobile technology in learning English. In line with Kukulska-Hulme and Shield (2008), they reported that Mobile Assisted Language Learning is flexible and easy to be used in learning English.

In implementing MALL, teachers can utilize application provide in mobile device such as Facebook, twitter, and YouTube in teaching-learning process. It is because millennial students are familiar with social

media in their daily lives (Abdelraheem & Ahmed, 2015). Besides, teachers also can utilize game application such as Kahoot, Quizlet, Quizizz that can be applied in teaching-learning process to support vocabulary and grammar content (Nobre & Moura, 2017).

From the result and discussion, it can be inferred that EFL pre-service teachers can implement MALL in English learning because it is easy to use in English learning. Since they get used to use their mobile device in their daily lives. It is also because they have experienced in using mobile device in learning process.

CONCLUSION

Based on the result of this study, it can be concluded that EFL pre-service teachers of English Language Education in Ganesha University of Education are familiar with Mobile Assisted Language Learning. It is proved by the qualification from each dimension of the questionnaire which show that EFL pre-service teachers' perception were very high. Besides, EFL pre-service teachers believed that the use of Mobile Assisted Language Learning facilitated English learning with rich of information source related to educational content, learning anywhere and anytime. It also enables teachers to be easier in designing material using mobile technology

Due to positive response of EFL pre-service teachers toward the use of MALL in teaching English, it is suggested for other EFL pre-service teachers to prepare themselves to teach in digital era. They are also suggested to improve their knowledge and skill in operating mobile technology because they are future teachers in digital era. Besides, further research is also suggested to conduct and develop this study by expanding the research problems and the participants for those who are interested to conduct study about Mobile Assisted Language Learning.

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