

ENGLISH TEACHERS' PERCEPTION OF MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN BANYUWANGI

Suciani Anggi Susanti

Muhammadiyah University of Jember

Jl. Karimata No. 49

sucianianggi@gmail.com

ABSTRACT

Technology has become an important part of teaching and learning process to help teachers facilitate language learning for the students. One of the technologies that can be used for learning is mobile phone, its usually called Mobile Assisted Language Learning (MALL). Mobile Assisted Language Learning (MALL) usually includes certain applications that can support teaching and learning activities. If teachers do not use technologies in their teaching they will never be able to keep up with these technologies. This research problems were formulated to find out the perception of english teachers about Mobile Assisted Language Learning (MALL) in their teaching and learning process. There were 4 teachers already used Mobile Assisted Language Learning (MALL) especially used language learning application in their teaching learning process and 3 teachers only used general application such as Google meet, and zoom. It conclude that most English teachers have implemented mobile assisted language learning (MALL).

Key Words : English Teachers' , Perception , Mobile Assisted Language Learning (MALL)

The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners. According to Gilakjani (2013), the use of technologies has the great potential to change the existing language teaching methods. Gilakjani and Sabouri (2014) emphasized that through using technology, learners can control

their own learning process and have access to many information over which their teachers cannot control. Technology has an important role in promoting activities for learners and has a significant effect on teachers' teaching methods. If teachers do not use technologies in their teaching they will never be able to keep up with these technologies. Thus, it is very important for teachers to have a full knowledge of these technologies in teaching language skills (Gilakjani, 2017; Solanki & Shyamlee, 2012). One type of m-learning is mobile assisted language learning (MALL) related to the use of mobile technology in the process of language learning. Ilara & Kee Broussard, 2011; Şad and Göktaş, 2013).

Some teachers agree and accept mobile assisted language learning well and apply this m-learning in the teaching and learning process. However, there are some teachers who still teach manually and not applied MALL in their teaching and learning process. According to Mouza (2008) asserted that one of the impacts of using technology in the language classes is the increase in cooperation among teachers and learners. In this case, each teacher has their own perceptions about mobile assisted language learning. Based on these facts, knowing the teacher's perception of mobile assisted language learning is very important to know how effective mobile language learning is in helping the process of teaching and learning languages.

Method

The research design used was descriptive qualitative method. According to David Williams (in Moeleong, 2006) that qualitative research is the collection of data in a natural setting, using natural methods, and carried out by naturally interested researchers. This definition illustrates that qualitative research prioritizes natural settings, so the results can be used to interpret phenomena, and the methods usually used are interviews, observations, and documents.

The data obtained in this study is the perception of English teachers about mobile assisted language learning (MALL). The researcher used a questionnaire given to English teachers in Banyuwangi.

The type of the data in this research use questionnaire. In collecting data the source of the data in this research are respondents from English teachers in SMK Muhammadiyah 4 Glenmore (Consist of 3 teachers), and SMAN 1 Glenmore (Consist of 4 teachers).

Due to pandemic of COVID-19, the data collection was carried out through online via Whatsapp media. They will answer all the questions that have been provided in the questionnaire. They can

explain their answers in detail because the questionnaire used by researchers is an open questionnaire. Questionnaires are used when researchers want to know perceptions or habits of a population based on respondents. The questionnaire can be a print questionnaire or online. In this study researchers used a direct questionnaire with open items, direct questionnaire means a questionnaire that is given directly to the respondent. The respondents in this study were English teachers in Banyuwangi especially English teachers in SMPN 1 Glenmore, SMK Muhammadiyah 4 Glenmore, and SMAN 1 Glenmore. Questionnaire with open items means a [question](#) that cannot be answered with a "yes" or "no" response, or with a static response. Open-ended questions are phrased as a statement which requires a response. The questionnaire will be given to English teachers and they are free to explain according to their perceptions. Ary et al. (2010) suggest three simple phases for qualitative data analysis which are, (1) familiarizing and organizing, (2) coding and reducing, and (3) interpreting and representing. Considering three logical steps of qualitative data analysis, the researcher conducted these steps of qualitative data analysis procedure along with the conclusion to analyze the data. There were some sections as follows:

1. Familiarizing and Organizing

In the first step of data analysis phase, the researcher attempted to reread and reviewed all the data in order to increase understanding. The data were gathered from observation, field notes, videotape recorder, students' paperwork, interview videotapes, notes, and questionnaire. After grasped and ensured related information under study, the researcher organized the data in written list. This phase aimed to make an easier analysis

with a large amount of data. To organizing and familiarizing , the researcher carried out the following steps :

1. Reviewed teachers' perceptions from they answers in the questionnaire that had been given .
2. Making the scope of data to be analyzed . the next step is to create a scope by analyzing the answers from the teachers .
3. Classifies the answers given by the teacher according to the division of questions that created by the researcher.
4. Coding and Reducing

The next step in analyzing data was coding and data reduction. Reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes, and removing unnecessary. In this context , the researcher coding is done by given the code . The code are teachers knowledge , teachers practice , teachers challenge , and teachers expectations. the teachers answers based on the division of questions that the researcher has made.

2. Interpreting and Presenting

The last steps in data analyzing process were interpreting and representing. At this stage, it is a data analysis process starting from general analysis to specific analysis. According to Ary (2006: 490) interpretation involves reflecting on the words and actions of the study participants and abstracting important understandings from them. Descriptive data analysis contains the result of the study, researcher's background knowledge, and also related theories. To Interpreting and representing data, the researcher carried out the following steps:

1. Sorting data

Before the data were analyzed, the researcher included a description of context conversation to clarify understanding the analysis. This is time to analyze the collected data and find out which data should be included in data category based on theory used.

2. Interpreting data

After the data is sorted, it is interpreted in analysis according to Dinkelman in his article the four division are teachers' knowledge, teachers practice, teachers challenge, and teachers expectation.

3. Representing data

To present the data, the researchers described analysis descriptively. The researcher described four questions division by the opinion from the English teachers.

4. Reporting data

The final step for qualitative research is to write about what is understood, seen, and heard about phenomenon in research.

Result and Discussion

The questionnaire consisted of 9 questions which aims to collect English teachers' perceptions about Mobile Assisted Language Learning (MALL) . The 9 questions are categorized into 4 categories there are teachers knowledge (questions number 1 and 2) , teachers practice (questions number 3 and 4) , teachers challenge (question number 5 and 6) , Teachers expectations (question number 7,8,and 9). The questionnaire is an open questionnaire . Open questionnaires give a chance to English teachers to express what they think in their own words. Open questionnaires allow English teachers to answer as much detail as possible according to their opinion about Mobile Assisted Language Learning (MALL). Based on the data that has been

obtained from questionnaires, the result of the questionnaire analysis show that found several differences in the perceptions of English teachers about Mobile Assisted Language Learning (MALL). Here are the categorized according to responses of English teachers about Mobile Assisted Language Learning :

1. Teachers Knowledge

Teachers must have a broad base of knowledge about educational goals and science being taught. In the technological era, education has also experienced several developments in learning media. Implementing Mobile Assisted Language Learning (MALL) in learning activities is one of the uses of technological advances in education. Therefore, the teacher must know what Mobile Assisted Language Learning and what kinds of it. According to the data, all teachers (7 teachers) already know what Mobile Assisted Language Learning is and what kind applications that include of Mobile Assisted Language Learning. In the second question, the researcher mentions examples of learning applications that can be used in the learning process.

2. Teachers Practice

English teachers have implemented several learning applications in their learning activities. Some teachers have used language learning applications with the aims to improve four skills in English and there are also some teachers who only use general learning applications that are commonly used by online during the pandemic. According to the data, The researcher concluded that teachers' understanding of applications that include Mobile

Assisted Language Learning can be divided into two types. The first is a language learning application, and the second is a general learning application.

3. Teachers Challenge

Implementing something new in learning is of course not an easy thing. This is related to the obstacles that will be faced by teachers and students. This relates to student responses to Mobile Assisted Language Learning that has been implemented by the teachers. Based on the data, there are several obstacles faced by teachers when implementing language learning applications. The difficulties such as some students still not familiar with language learning applications. The students can't accept well the materials because when they have difficulties, they can't answer directly, unsupporting signal, and the obstacles about device, accessibility, and platform handling.

4. Teachers Expectation

Expectation is something that is supposed to happen, like a teacher whose expectation is that the students can understand some materials clearly. In this case, English teachers also definitely have expectations regarding the application of Mobile Assisted Language Learning in learning activities.

Based on the findings of this study and previous research that there are similarities with the results of teachers' perception about Mobile Assisted Language Learning (MALL) because they state that the use of mobile assisted language learning is effective for learning activities. In addition, teachers must continue to find and implement

innovations in learning activities so the students are more interested in learning English and students can improve the four skills that must be mastered . One of the innovations that teachers can apply is the use of Mobile Assisted Language Learning (MALL) which has many types of applications with interesting features so that students don't feel bored when learning activities.

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