MALL for Online Learning Context in Bali

Putu Adi Krisna Juniarta[1,*] Dewa Komang Tantra[1]

[1] *English Language Education Study Program, Universitas Pendidikan Ganesha, Singaraja, Indonesia*
Corresponding author. Email: adiputu108@gmail.com

ABSTRACT
The purpose of this study is to determine the ways Mobile Assisted Language Learning (MALL) application was employed throughout the process of teaching and learning , as well as how the seventh-year students in SMP Negeri 4 Singaraja perceived MALL use in the process of English course in teaching and learning. This research employed a mixed-method approach. Seventh year students and two English teachers in SMP N 4 Singaraja were selected as the subjects. Because this study examined how MALL was applied in the online learning of English class in 7th year student at SMP N 4 Singaraja, as well as students' impressions of MALL's use in the classroom, it used 2 instruments to gather the data. They were observation sheets to observe the use of MALL and questionnaires for examining students' perception. Teachers' activities in implementing MALL were recorded on an observation sheet, and students' perceptions of those activities were gathered through questionnaires. As from the result, the conclusion was drawn that mainly students agreed with the statement in the questionnaire, resulted in a mean score that was classified to the positive criteria.

Keywords: Language Learning, MALL, Perception.

1. INTRODUCTION

As time goes by, technological advances are also growing in various fields. One of them is in the field of education. According to [1], technology has become an inseparable part of life and now has a positive impact on education and presents various possibilities. Nowadays, Educators can employ technical sophistication to disseminate information.

According to [2], Teachers and lecturers, whether they are educators or instruction, knowledge and skills are a must have especially tools of digital use and resources to assist students in the standards of academic meeting. Educators and instructors can get a wealth of information on learning materials and other resources by going online. The sorts of media offered include learning sites, images, videos, animations, and simulations. Educators or teachers can explain the notion of the content being taught through these diverse media, making it easier for students to grasp the concept. They can also use online technology to obtain more information in order to meet the criteria of enrichment and competence. Due to the e-learning services availability, the students can discuss the materials that are learnt without being constrained by location and time. The advent of information and communication technology has the potential to improve educational and learning quality.

According to [3], in the learning process, technology plays a significant role. Both in and out of the classroom, technology assists students in improving their language skills. [4] highlights that, in order to succeed within the language learning through the use of computer technology, teachers should assist students to choose suitable activities. [5] declare that students can benefit from using suitable technology to attain their academic goals.

The Coronavirus (Covid-19) has recently spread throughout Indonesia. The teaching and learning process is altered as a result. Working from home (WFH) and learning from home (LFH) policies were instituted by Indonesia's Minister of Education and Culture in response to this, in order to decrease and prevent the spread of the Coronavirus.

[6] explains that, online learning benefits students in several ways: (1) a paradigm shift from teacher-centred to student-centred learning, (2) improved interactivities or interaction or among students and their peers, students and educators, with other resources of learning, and (3) converging variety of learning media, methods, and other related learning environments that help students learn more effectively.

All procedures of teaching and learning, that includes English, are now implemented using apps and learning platforms. Quipper, Quizziz, Kahoot, Google Classroom, Schoology, WhatsApp, and other systems can be used to promote online learning. Online learning platforms and applications, according to Kim (2019), are beneficial in giving chances for independent learning and student-centered learning. Online platforms can encourage learning cooperation in addition to providing autonomous study. Most importantly, learning applications give a platform for teachers and students to communicate, much like a face-to-face classroom[7].

Devices and networks (internet) are required in order to access various learning applications and platforms. Within the language learning process, (MALL) or Mobile Assisted Language Learning is the use of mobile phone devices in assisting these learning activities. According to [8,] MALL is associated with the usage of mobile technology to access resources in teaching and learning, resulting in teachers and students in language learning interaction. This might be a way to get around the time and location constraints that come with language learning. Furthermore, during learning by utilizing video maker, camera, and voice note, the learning media can be adjusted through the MALL program. MALL is adaptable and portable, allowing it to be used anywhere to aid in the learning process. [8].

Teachers must be familiar with how to incorporate technology into the learning process in order to deploy MALL. This information is necessary for optimizing online teaching and learning activities [9]. By using this knowledge, which includes tools for representing information (technology), instructional methods, and student learning evaluation (pedagogy), students will be able to learn more effectively (Pamuk, 2011).

Throughout the education, according to early interviews and observations done by some researchers at SMP Negeri 4 Singaraja, a variety of MALL applications such as Quizziz, Whatsapp, Google Classroom and Kahoot, have been used by English teachers. The findings of the interviews revealed that numerous students had differing opinions about the use of applications in the process of learning. In the learning process, several students stated that while using the app, had no effect on their interest, but that if they faced any problems relating to the material given, they could not find the information quickly enough because just a few students actively participated and their response were limited. This condition occurred because they stayed in various places that affected the signal condition. Some of them had problem with the signal when joining teaching and learning process. Furthermore, they had problem in providing the internet quota if they want to join teaching and learning process. For this condition,

they believe that meeting face to face in the learning process is more productive since they can ask immediately for a response at that moment if there is a problem, and the discussion will be more enjoyable if they meet face-to-face.As a result, they believe they do not require the application-based learning approach (e-learning).

On the other hand, other students had opposing viewpoints. They claim that using applications is vital because it allows them to work whenever and wherever they choose, as long as they have access to the internet. They can look up further information and communicate promptly if there are any issues with the subject provided in the app.

It's crucial to analyze students' perceptions of technology before introducing it in English classes. Examining their perceptions were used as the consideration before implementing online learning [10] explains that, in addition to the availability of Internet access and technological devices, the important factors for the learning success are students' perceptions and readiness in applying online learning.

Based on the preceding explanation of MALL application's usage in the learning process, the ways of its usage and the perceptions of 7th year students in SMPN 4 Singaraja were investigated. A hybrid strategy was employed in this study that emphasized two points: 1) the perceptions of 7th year students of the MALL applications used in the English learning process; 2) the ways how the English teachers used the MALL applications.

2. METHOD

This method of research purposely used to assist the collection of data and analysis that is discovered in order to obtain predicted results [11]. A mixed method research methodology is adopted in this study. In terms of outcomes and processes, the research method is used when the researcher has questions that need to be tested. Moreover, as stated by [12] mixed-method research is a combination of research design that uses both approaches of qualitative and quantitative in data collecting and analysis. According to the author's research, the method of qualitative research was utilized in answering the first research question, which is to observe the way how MALL was used throughout the online learning in the 7th year students at SMPN 4 Singaraja. Meanwhile, quantitative technique was utilized to meet the second one, which is to determine how they perceived MALL usage. It was deduced from the statement that this study used the mix method.

Two of the seventh year English teachers and seventh year students of SMP N 4 Singaraja were the

subject or source of data. There are eight classes of 7th year students at SMP N 4 Singaraja. Within the sample of this study, the researcher used all classes. Here, purposive sampling was used to choose the subjects for this study. As referred by [13] the purposive sampling is a technique in sampling that is widely employed in a study in which the researcher selects the samples depending on the criterion established that the researcher used.

A research instrument is a tool used to collect data from research [14] A researcher can choose from a variety of research instruments, and in this study, two types of research instruments were used to collect data: a questionnaire and an observation sheet. A questionnaire is a tool that is used to determine the ways students view on the use of MALL applications in the process of learning . Wilkinson. D, and Birmingham (2003) defines that the questionnaire is one of the profound successful tools for finding data in research in a structured and understandable format. The researcher employed the theory of (Wilkinson. D, & Birmingham, 2003), in constructing the questionnaire for this study, namely employing a web questionnaire. The first form of question, closed questions, was employed in this questionnaire. In terms of questions, a rating scale question using the Linkert scale was supplied for measurement. Respondents were given a response scale to use when answering questions or statements on this questionnaire, as the following; Strongly agree-Agree-Disagree-Strongly disagree. The prior study of the questionnaires were adopted and modified in several ways.

However, in determining how the MALL application was implemented at SMP Negeri 4 Singaraja observation sheet was utilized. The observation sheet used was designed to look like a teaching scenario, with 15 features of assessment. Observation is one of a research method involving an intense and lengthy social period during the interaction between the subject and the researcher thus the data methodically colleted (Wilkinson. D, & Birmingham, 2003).

The data was evaluated in a variety of methods. The term for data analysis is the act of obtaining and test compilation and data observation in a systematic way by organizing data, selecting important sections to

study, and drawing conclusions such that the data is comprehended easily [13]. The gathered data came from observing ways of using MALL applications that were used in the online learning process in a 7th year class, as well as evaluating data from questionnaire to examine their perceptions of MALL applications usage throughout the online learning. The following approaches of data analysis can be seen as follows:

2.1. Data analysis of observation

This stage conducted in order to observe the MALL application usage. Observation activities involve researchers observed online learning activities while the MALL application was implemented. The observations' data were then examined using an interactive model, which began with data collecting, data reduction, data display, and conclusion drawing (Miles & Huberman, 1994).

2.1.1. Data Collection

The gathered data as a result of observation on how teachers use MALL to teach. By adding a checklist to the statement items, the results were written in the observation sheet.

2.1.2. Data Reduction

Subsequently to the data collection from the observations, the data was concluded and converted into the paper prior proceeding to the data display.

2.1.3. Data Display

The data was then summarized and transformed, in which the results of using the MALL platform in the process of online learning of 7th year students were displayed in the form of a description.

Table 1. Student Response Scores Criteria

Score	Criteria
Mi+1.5 SDi ≤ M ≤ Mi + 3.0 SDi	Very positive
Mi+0.5 SDi< M ≤ Mi +1.5 SDi	Positive
Mi−0.5 SDi<M ≤ Mi + 0.5 SDi	Neutral
Mi − 1.5 SDi< M ≤ Mi − 0.5 SDi	Negative
Mi − 3.0 SDi ≤ M ≤ Mi − 1.5 SDi	Very negative

2.1.4. Drawing Conclusion

Following the display of observation data described within a form, the data was then summarized and elaborated to be verified.

2.2. The questionnaire analysis

After observing how the teachers used its application in the online learning process, the step was continued by gathering data related to 7th year students' perceptions of its usage in the online learning process. The numbers of methods to gather this data were used, from [16]. The steps are explained as follows:

a.   All year 7th students were given questionnaires by the researcher.

b.   The data questionnaire's results were collected.

c.   Numeric scores were used in the questionnaires of scoring the data namely 4,3, 2, 1

d.   Questionnaire's data was presented in tabular style.

e.   SPSS was used to input data from the questionnaires.

f.   The mean score was used to examine the questionnaire data using descriptive statistics. This analysis included data on the mean score of the four aspects (perceived usefulness, perceived ease of use, attitude toward using, and intention to use) presented in this questionnaire. SPSS 15.0. were used to measure it. The following criteria and procedures were used in a descriptive statistical study to calculate the mean ideal score.

The average score of student responses was obtained by dividing the total number of student response scores. For the formula used to find the average score of student responses, among other things:

$$M = \frac{\Sigma n}{N} \quad (1)$$

3. RESULT AND DISCUSSION

Several findings found which were as evident on the ways of implementing and the students perceive MALL application usage and as well as how it related to occurring theories. The first finding was observation results concerning its usage in the online learning process of 7th year class. The observation results explained that the teachers used this application for discussing material and giving assignments. It showed a positive or good influence towards the students. Although the learning activities are conducted throughout an online setting, students still feel keen in working on their assignments. This is due to the fact that the situation is not conducted directly in which it motivates students to be more brave when expressing their own opinions. Commonly, in the learning activities that are conducted conventionally, students tend to be less active because they feel ashamed in expressing their opinion as they are scared to make mistakes and afraid of being laughed at by their friends and bored to learn conventionally. Nevertheless, students are more confident and courageous in their abilities because the activities of learning are done through online. Furthermore, according to the daily tests and assignments results of the 7th year students, it showed improvements that are positive, yet the significance was mild. In learning outcomes, most students showed better results than previously, particularly for those students that were less involved in the class, through the use of MALL platforms, more discussion with teachers and friends can be done, thus their scores showed improvements through online learning.

Subsequently, the results of data were obtained from the questionnaire's distribution. The researcher created questionnaires containing four aspects and fifteen statements. In the relevance to the questionnaires distributed, the students' responses showed results that the most of students agreed with questionnaire's statements. From the students' choice on the dimension of perceived usefulness, there were 452 score for strongly agree, 650 score for agree, 92 of students score for disagree and 22 score for strongly disagree. In conclusion, from the aspects of perceived usefulness, the accumulation of responses of the students in total showed that most of students agreed that MALL is very useful as online learning application. The benefits were the ease of conducting discussions, the ease in uploading their assignments, and many more. Further results are gained from the students' responses that were accumulated from second dimension perceived ease of use. The data indicated that 320 score for strongly agree, 550 score for agree, 88 score for disagree and 19 score for strongly disagree. As a result of the final count, it showed that most students believed MALL is very user-friendly. Students think the platform of MALL was easy in use but convenient with features that can made they worked more efficient. In the following, the students' response result that was related to the third dimension was attitude toward using.   There were 218 score for strongly agree, 426 score for agree, 57 score for disagree, and 15 score for strongly disagree in this dimension. It can be inferred that the majority of students agreed to utilize MALL and can make them enjoy online learning. The attitude toward MALL is also evident in the daily lives of teachers and students who utilize it wisely to deliver materials, assignments, and

discussions. MALL is used as a teaching and learning platform in almost every subject and almost every day and by both teachers and students.

Last but not least, in the fourth aspect, the findings derived from students' responses to dimension intention to use. There were 256 score for strongly agreed, 400 score for agreed, 49 score for disagreed, and 21 score for strongly disagreed on this dimension. Based on the results, it can be seen that students agreed to recommend MALL usage for online learning process. According to the results of the questionnaire responses, students benefited much from the usage of MALL as an online learning platform and expected that MALL will be used in the future.

4. CONCLUSION

Based on the preceding findings, it is concluded that:

1. The observation results revealed that teachers of SMP N 4 Singaraja used MALL as a forum to send tasks and also to conduct discussions on material being taught if students did not comprehend it. In this instance, first the teacher gives instructions to students in accordance with thematerials that must be learnt by the students, then is continued by giving links of assignments by the teachers.

2. Students' perceptions of MALL usage were very positive, according to the results of the distributed questionnaires to 242 students. The mean score for each dimension in the questionnaire revealed that the first dimension, perceived usefulness, has a mean score of 3.23, categorizing into the "positive" criterion. Perceived ease of use was the second dimension, with a mean score 3.19, indicating that this outcome belongs to "positive" criteria. The third dimension, attitude toward using, was also categorized in the "positive" criteria with the mean score was 3.16. The last dimension, intention of use, had mean score 3.23 that was categorized in "positive" criterion. The average final score was derived by adding all of the mean scores. There were 3.20, showing that the use of MALL influenced the 7th year students of SMP N 4 Singaraja in a positive way.

3. The majority of the students were enthusiastic about using MALL. It was because MALL is economical,has all of the necessary features,can access itanytime and anywhere, thuscan be directly connected into a Drive feature so that a variety of topics and assignments might find files that were deleted by mistake. can be found on Google Drive. Theadvantages make students feel the joyfrom

utilizing MALL. Students were facilitated and assisted when receiving assignments, working on the assignments, and collecting them.

As the final result, the best advice that can be provided is that every teacher, particularly English teachers, need to carry on to develop and deploy technology, particularly the use of MALL and related applications within the process of learning, in order to keep learning activities exciting and enjoyable. Fascinating and fun learning activities will more likely have a positive impact on students' mindsets and moods, enabling them to be completely involved in learning activities, pay attention to the explanations of instructors, and in the future maintain good grades . Furthermore, when using MALL as a teaching and learning platform, teachers must be prepared to use a number of instructional strategies as well as provide students with assistance in a variety of methods, such as giving reliable online learning resources and learning videos.

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