

The Use of Mobile Assisted Language Learning (Mall) For Teaching and Learning of EFL Students

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ABSTRACT

Education system should use technology. The domination of technology had influenced in all human aspects especially education. In modern Education, both language learning and technology influence by each other. Many variations of English language teaching and learning activity improve English language skill combined with appropriate teaching tool or media. Mobile assisted language learning as one of sophisticated technological tool in education performs many advantages to teach English language learning for improving students English skills. Moreover, English lecturers prefer to utilize it to teach English for Islamic Studies.

This research was qualitative research. It was conducted at Islamic Institute of Riyadlotul Mujahidin Ngabar Ponorogo. The subjects were second semester students of Islamic Religious Education department and this research only focused on teaching English for Islamic Studies used Mobile Assisted Language Learning. The data in this research was collected by interview, documentation and observation.

The research showed that the implementation of Mobile Assisted Language Learning had given students' opportunity to understand English for Islamic studies material through several applications in android system. Those applications are U Dictionary, Dict Box, Thesaurus, and Whats app. Mobile Assisted Language Learning support teaching English for Islamic Studies determined from the following indications: firstly, students really enjoyed and were more enthusiastic in learning process. Second, they understood easily about English for Islamic Studies material. Then, younger students prefer a modern style in English language learning. The last, English language communication

between teacher and students had been realistically happened. The obstruction was about the cell phone signal. To maximize the use of global digital learning, this article eventually persuades that MALL is implemented for EFL teaching and learning particularly for teaching English for Islamic Studies at Islamic Higher Education.

Keywords:

Mobile assissted Language learning,Teaching and Learning, EFL Students

Introduction

The rapid development of science and technology, specifically in the part of telecommunication, has made the word borderless. Transfer of information across countries via mobile phone and internet can now be completed in seconds. People could get informational insight not only from computer but they can get information from their mobile phone. By using our mobile phone, we can get and access information easily and rapidly all over the world. This tool has given a tremendous impact in all human systems particularly in education area.

In academic area nowadays, students should participate actively in international communication. Therefore, a mastery of English is a must. The great demand for good mastery of English has been the obligation of millenials. It is caused that English communication and technology has affected by each other. They are very dominant in education. These two elements are evolving so intense and must be consumed in all areas of modern Education.

Learning technology continues to develop along with the times. In the implementation of everyday learning, we often encounter it the use of technological developments in the world of education, as is often done by teachers or lecturers, namely combining technological tools in the learning process (Yohannes, 2018). Currently, Indonesia is in reformation era where the use of technology based internet grow rapidly. Indonesian students who categorize as digital native are the biggest mobile phone and internet user. This new trend gives big impact in inovation of educational technology. There is a new term called mobile learning, which means the implementation of learning using mobile phone. One of the implementation of mobile learning is Mobile Assisted Language Learning.

Both technology and English have been implemented intensively in Education area. Many variations of English language activities is developed using an effective technological programm. Definately, it must be applied by qualified teacher in class with appropriate teaching and learning interaction. MALL emphasize on mobile implementation. The students can use this application wherever and whenever they are. These advantages of this application combined with PC or another technological application is the mobility of this application. This factor enables mobile phone to assist

teaching and learning. The opportunity to study whenever and wherever they want is realistically happen. MALL has several advantages, including multimedia capabilities, internet access, social networking, and quick feedback. It also influences students' learning enthusiasm. Otherwise, MALL also has several challenges. One of them is malfunction of students use.

In 2nd semester students of Islamic Religious Education Study Program Faculty of Tarbiyah Islamic Institut of Riyadlotul Mujahidin Ngabar Ponorogo, Teaching of English is based on English for Islamic Studies material. English lecturer combines the use of technological aid and english communication system based on English for Islamic Studies material to teach students. The English lecturer applies Mobile Assisted Language Learning (MALL) to teach English lecture. Actually, some advantages of MALL application have not contributed effectively on the whole English learning process. According to interview with English lecturer, the result shows that english lecturer still difficult to navigate and implement MALL in English teaching and learning therefore they rarely use this tool. This is caused some factors. One of them is because the lecturer are not familiar with it so at the end they tend to use conventional teaching method. But teachers remains easy to conduct learning if their lesson run using MALL. On students side, students really enjoy and look more enthusiastic in learning process. They fell that they get more easy to understand the material and accessible. As younger, they prefer to use modern style in English language learning rather than conventional learning. Actually, students get more insight because teaching-learning using MALL make students easy to get various english lesson virtually and contextually. Teacher also are easier to gain communication with students. Based on that condition, the researcher want to research and describe the implementation of MALL in English for Islamic Studies lecture particularly in 2nd semester students of Islamic Religious Education. The references are up-to-date, preferably in the last five years. It is in the form of a critical evaluation of previous studies and the digestion of others' research, not just a summary. It describes the theoretical framework, possible relationships, possible gaps, and differences between groups (Mudra, 2018). It is free from redundancies. It includes conceptual definition, possible relationships, where the specific topic fits into a bigger picture, possible gaps, differences between groups, and background theories. Avoid redundancy, difficult terms, and direct quotations widely (Sweeny, 2010).

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Method

This research employs descriptive research using qualitative approach. In qualitative, the researcher research several natural objects without manipulation Sugiyono (2012: 9).

The research subjects are 2nd semester students of Islamic Religious Education Study Program Faculty of Tarbiyah Islamic Institut of Riyadlotul Mujahidin Ngabar Ponorogo. Techniques of data collection are observation, interview, questionere and documentation. Beside, the researcher uses qualitative data analysis that has three current flows of activity: data reduction, data display and conclusion drawing or verification Miles and Huberman (1994: 10).

Finding and Discussion

1. Preparation of Mobile Assisted Language Learning (MALL) Implementation on English for Islamic Studies lecture at 2nd semester students of Islamic Religious Education Study Program

Mobile Assisted Language Learning (MALL) software in English for Islamic Studies (EFIS) lecture is primary for teaching english at 2nd semester students of Islamic Religious Education Study Program Faculty of Tarbiyah Islamic Institute of Riyadlotul Mujahidin. English Lecturers rarely use it to deliver English for Islamic Studies material. Previously, the lecturer should prepare on it. This is an obligation for preparational stage. In preparational stage, the lecturer does several steps. They are undestanding the lesson plan and RPS that had organized. Then, the lecturer choose and determine the software or materials. In selecting MALL software or materials, the teacher uses the existing English for Islamic Studies material with the theme "Five Pillars of Islam", then provide vocabulary pictures and assignments in the pdf program as additional materials. Finally, providing the equipment needed to help the learning process run smoothly, such as smart phone, wa application, laptops, and so on.

The planning for implementing MALL in English learning for students is structured in a duration of 2 hours (70 minutes). The competency standards developed are: Understanding islamic reading text with vocabulary in a academic context. Basic competencies developed:Knowing the vocabulary and implement it verbally. Indicators of successful learning outcomes are: Asking and giving opinions about "5 Pillars of Islam". The main material is: a Pdf and picture vocabulary about the topic (Five pillar of Islam) with several vocabulary pronunciation of its topic". The learning steps are composed of initial activities (prereading), core activities (during reading), and final activities (post reading). Time is designed and adjusted to the needs at the time of learning.

2. Process of MALL Implementation on English for Islamic Studies lecture at 2nd semester students of Islamic Religious Education Study Program

Teaching English for Islamic Studies using MALL carried out in 2nd semester students of Islamic Religius Education Tarbiyah Faculty Islamic Institute of Riyadlotul Mujahidin in general is in accordance with the needs. Teachers and students have been able to follow the learning procedure properly. In practice, learning is carried out in two places, namely the classroom and the language laboratory with the help of an student independent phone. In this case, the MALL implementation process is carried out through three stages, namely the presentation stage, the training stage, and the application stage. Learning activities focus on student activity, where students are required to use English in their activities, such as observing english text, asking for clarification, confirmation, or

repeating statements. While the teacher acts as a facilitator, where he is tasked with helping students with difficulties, stimulating students' language acquisition in various ways such as accustoming students to understanding command sentences spoken by the teacher, guiding students' understanding and deepening of English, stimulating learning activities/providing feedback and giving directives clear and provide opportunities for students to develop their skills through the courage to express ideas in relating experiences. MALL implementation is assisted by several applications such as online dictionary (thesaurus), offline dictionary (English dictionary), whatsapp, and google. At implementation, teachers and students both looked excited and enthusiastic when carrying out learning, especially when they carried out learning using MALL. Students really enjoy and look more enthusiastic in learning process. They feel that they get easier to understand the material and accessible. As younger, they prefer to use modern style in English language learning rather than conventional learning. Actually, students get more insight because teaching-learning using MALL make students easy to get various english lesson virtually and contextually. Teacher also are easier to gain communication with students. However, there are view problem relate the implementation of MALL. English lecturer still difficult to navigate and implement MALL in English teaching and learning therefore they rarely use this tool. This is caused some factors. One of them is because the lecturer are not familiar with it so at the end they tend to use conventional teaching method

3. Students' English Language Ability in teaching and learning based on MALL implementation

Students' ENGLISH skills obtained from applying MALL in English for Islamic Studies lecture are measured through assessments when the reading process is carried out and overall assessments after students have completed one subject unit. In relation to the assessment of students' reading skills, the teacher focuses more on assessing the cognitive aspects which are carried out through written tests during the process, namely when students are reading until students are doing exercises (during process). This is done with the consideration that the test results in the form of writing can be seen/observed and the results can be proven in real terms. However, the assessment of students' reading skills in other aspects is also not completely ignored, it's just that they are not assessed explicitly. The teacher only assesses reading skills from students' activeness in answering question directly in English in a few aspects of the assessment, and the rest of the assessment is with tests that are more focused on fulfilling the KKM determined by the school in measuring learning achievement. However, the way the students reading comprehension results were assessed by the English lecturer was not in accordance with the competency standards in the curriculum, namely the assessment must cover all aspects of competence including knowledge (cognitive), skills (psychomotor), and attitudes (affective).

4. Opportunities and challenge on MALL implementation in English for Islamic Studies lecture

From the results of the research, the application of MALL to teach EFIS for 2nd semester students of Islamic religious education is inseparable from the following components, namely: the curriculum, existing facilities and infrastructure, namely information and

Zakaria Bintang

communication technology which includes hardware and software in it, existing English teachers, and the most important thing is the students who are the target of implementing MALL. Based on this, it can be concluded that the application of MALL to teach EFIS can be implemented with these five components. So that it can be ascertained that the application MALL to teach EFIS can not only be carried out in 2nd semester students of Islamic religious education of IAIRM which is an high education, but in other institution it can also be implemented with the existence of these five components. There are several opportunities that students get from this tool. Teachers can use a variety of tasks utilizing particular mobile devices and applications, with no time or location constraints. Students will be easy to choose the appropriate tool for language learning. Communiation reastically happen in all condition.

The main factors that appear to be hindering the smooth and successful implementation of MALL to teach EFIS are the teacher's limited knowledge in using existing technological products and the readiness of the skills and abilities of the teacher who are less varied. At the end, teacher knowledge about the implementation of MALL should be developed as many advantages of MALL in English language learning.

Conclusion

The planning carried out by english lecturer in implementing MALL was carried out by adjusting the learning materials with the RPS of the curriculum used, but the lecturer did not prepare his own lesson plan. So it is suggested that teachers should prepare their own lesson plan to improve the quality of learning. The presentation of materials in the implementation of English for Islamic Studies lecture has been carried out systematically in three stages, namely the presentation/presentation stage, the training stage, and the application stage. Through the application of MALL in learning, it provides an increase in the development of students' english skills in the aspects of knowledge, attitudes and language competence of students in giving orders, answering questions and expressing ideas. For this reason, it is better if the teacher use more extensively the implementation of MALL in the learning process, and conducts discussions more frequently and takes part in coaching related to the use of technology products in learning, because this will provide new insights in the application of English learning strategies.

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THE USE MOBILE ASSISTED LANGUAGE LEARNING (MALL) TO TEACH ENGLISH FOR ISLAMIC STUDIES

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