THE USE OF MOBILE-ASSISTED LANGUAGE LEARNING (MALL) TECHNOLOGY IN ENGLISH CLASS

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ABSTRACT

The purpose of this research is to find out the Use of Mobile Assisted Language Learning (MALL) Technology in English classes. The problem of this research is how was the use of mobile-assisted language learning (MALL) technology in English classes. The method in this study is a qualitative method. Research techniques are carried out by means of observation, interviews, and documentation. Interviews were conducted with English teachers who teach in class VII.I. This research was conducted at SMP Negeri 2 Penukal. The results of the study stated that based on the results of the documentation obtained from the data of students who had carried out WhatsApp group activities in semester 1, and data on students who are doing WhatsApp groups in semester 2 when viewed from the results, self-management and students' motivation are very strong in conducting WhatsApp group learning, students are very active in WhatsApp groups activities, because this was done during a pandemic, until now finally the use of cellular technology is still being implemented at SMP Negeri 2 Penukal. Thus the use of mobile technology is very important to be applied in schools as a medium of distance learning. Makes it easier for teachers to give assignments to students, and control students to be more active in learning.

Keywords: MALL Application, Upgrade, English Class.

1. INTRODUCTION

Teaching English a foreign language (TEFL) is a process of transferring the knowledge of English to non-native learners or people from a country where English is not their national language. Anabokay and Suryasa (2019) state that TEFL is a kind of activity done for the purpose of transferring the knowledge of English to people who do not use English as their first language. Renadya et al. (2018) mention that TEFL is regarded as an activity for infusing and habituating non-native English to master English as a second language for supplying new linguistic skills. This means that TEFL can be regarded as an activity with the special aim to supply new language skills to non-native speakers.

The advent of technology has significantly influenced numerous aspects of our lives, and its impact is particularly noteworthy in the realm of education, specifically in language learning, especially

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within the context of English classes. The integration of technology has become a potent tool for educators to address the learning gaps that students may encounter. In this digital age, technology serves as a supplementary weapon, empowering teachers to augment their students' proficiency in the English language.

Erben et al. (2009) underscore the transformative contribution of technology to learning activities across diverse fields. In the context of language learning, technology offers an array of resources and tools that can be harnessed to create dynamic and interactive learning experiences. The evolution of technology has ushered in a new era where students and teachers can leverage digital tools to enhance language development. Gilakjan (2013) emphasizes the profound impact of technology on language progress, emphasizing how students and teachers can utilize technological resources to meticulously track and enhance language proficiency.

The integration of technology into English learning activities is evident in the myriad ways it complements traditional teaching methods. Interactive apps, online language platforms, multimedia resources, and virtual communication tools provide students with diverse opportunities to engage with the language outside the confines of the classroom. Technology has become an integral part of the language learning landscape, offering a platform for continuous improvement.

In conclusion, technology has evolved into a pivotal player in the realm of English language learning, serving as a catalyst for

enhanced teaching and learning experiences. As educational technology continues to advance, its role in developing English learning activities is expected to expand, offering new and innovative avenues for language acquisition and proficiency.

The development of ICT nowadays has accelerated the people's daily activities in communication including education. Ratheeswari (2018) mentions that the development of information communication technology (ICT) stands to include everything accessed on the internet so its presence is very influential to improve teachers' quality. Boruah (2022) adds that the inception of ICT today is very effective to speed up various activities including education that can support the development of teachers' qualifications including professionalism. A survey conducted by the Institute of Statistics (2021) has noted that 98.7 % of people in the world communicate via mobile. Thus, the development of information communication technology has become a new face in the educational field.

Mobile-Assisted Language Learning (MALL) stands out as a versatile and dynamic approach employed in both formal and informal language instruction, leveraging the capabilities of mobile devices to enhance foreign language education. An inherent advantage of MALL is the empowerment it provides to learners in terms of ownership and mobility. Students become proprietors of their language learning journey, as MALL facilitates accessibility and convenience through mobile

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devices, such as smartphones and other technological tools. This accessibility transcends geographical constraints, allowing students to engage with language learning materials regardless of their location.

The integration of MALL into language learning is not only efficient but also addresses the challenges that students commonly encounter in the process of learning English. The ease with which MALL resources can be accessed through various technological platforms ensures a seamless learning experience. Li et al. (2021) elucidate that MALL involves the execution of learning activities utilizing technological devices, encompassing a spectrum ranging from smartphones to computers. The ubiquity of such devices makes it possible for learners to surmount barriers to English language acquisition effortlessly, whether they are in close proximity to educational institutions or learning remotely.

Moreover, the benefits of MALL extend beyond accessibility, influencing students' cognitive development and learning outcomes. Nafa (2010) highlights the transformative impact of MALL on students' critical thinking abilities, motivation, and overall learning achievements. This underscores MALL as not merely a supplementary tool but a valuable asset in the modern educational landscape, particularly in the realm of language instruction. The incorporation of technology, as seen in MALL, aligns with the contemporary emphasis on harnessing

technological advancements to enrich educational practices.

In conclusion, MALL emerges as a potent and optional weapon in the arsenal of modern language education. Its alignment with the evolving technological landscape has positioned MALL as a catalyst for overcoming traditional constraints in language learning. As technology continues to play a pivotal role in education, MALL remains a promising avenue for fostering interactive, accessible, and effective language learning experiences.

A study entitled "Mobile-Assisted Language Learning (MALL) in English Language Acquisition: A Critical Literature Review" conducted by Gael and Elmina (2021) has revealed that mobile-assisted language learning (MALL) has given much effective help to students in learning English because students can use various related apps to practice speaking, listening, writing, and reading. Then, a study entitled "Using Mobile-Assisted Language Learning (MALL) to Teach English in Indonesian Context: Opportunities and Challenges" conducted by Solihin (2021) has also shown that mobile-assisted language learning (MALL) can be another effective teaching method in English class because the teacher can easily detect everything needed in teaching process such as a teaching framework. Additionally, SMP Negeri 2 Penukal was one of the favorite junior high schools in Penukal district in which schooling activities are not only run at school but also at home. Therefore, all of the teachers at that school were allowed to utilize the technological platform to enable

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teachers' student's coordination and communication over long distances. Consequently, the English teachers there utilized WhatsApp group for students' work given at school and WhatsApp group is also used by the English teacher to monitor the students' learning activities from home.

There as above encouraged the researcher to conduct the same study about mobile-assisted language learning (MALL) in English classes. In relation to this study, the researcher focused on discovering how WhatsApp group is used in English class as one of the mobile-assisted language learning (MALL). Then, this study was conducted at SMP Negeri 2 Penukal because this school implemented this method since the spread of Covid 19 until today. This information was obtained by the researcher through informal communication with one of the English teachers who teaches at that school. Therefore, this study is entitled "The Use of Mobile Assisted Language Learning (MALL) Technology in English Class".

Based on the background, the research problem of this study was formulated as the following question:

1) How was the use of mobile-assisted language learning (MALL) technology in English class?

Based on the research problem above, the objective of this study was formulated as the following: To explain the use of mobile-assisted language learning (MALL) technology in English class.

2. LITERATURE REVIEW

Concept of English Class

Language is intricately woven into the fabric of human communication, functioning as a multifaceted system through which meaning is conveyed via thoughts, feelings, symbols, voices, marks, or gestures. According to Brown (2000), language operates on several orders, encompassing the language system, arbitrary systems, symbols, and the dynamic speech of communication. This comprehensive understanding underscores the complexity of language acquisition, as learners must navigate through various linguistic dimensions to attain a robust level of competence.

Learning a language, particularly English, is no simple feat, given the myriad steps and layers involved in achieving linguistic proficiency. Brown's delineation of language as an amalgamation of ordered systems emphasizes the intricacies inherent in mastering a language effectively. Each facet, from understanding the language system to deciphering arbitrary symbols and engaging in communicative speech, requires diligent exploration and practice. It is through these multifaceted processes that learners can strive toward achieving successful linguistic outcomes.

In the context of an English class, the challenge is to encompass all aspects of language learning within the confines of a classroom setting. The English class serves as the crucible for instilling and developing students' English language skills. The diverse

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range of activities undertaken in the classroom spans listening, speaking, reading, and writing—each essential for fostering comprehensive language skills. In this environment, educators are tasked with the responsibility of setting clear goals and adopting varied teaching styles to cater to the diverse learning needs of students.

Efforts invested in English language instruction must be multifaceted, recognizing the holistic nature of language acquisition. Setting goals becomes a foundational step in guiding learners toward linguistic proficiency, while the adaptation of diverse teaching styles ensures that instructional approaches resonate with the diverse learning styles present within the student body. The success of English language learning is contingent upon a strategic amalgamation of efforts, goals, and adaptable pedagogical approaches that collectively contribute to a comprehensive and fruitful learning experience for students.

Concept of English Teaching

Teaching English as a foreign language involves a series of structured procedures aimed at effectively imparting the knowledge of the English language to students, and a crucial step in this process is the presentation of materials to learners. The methods employed in teaching English play a pivotal role in shaping and enhancing students' language skills. The significance of these instructional methods lies in their ability to cater to diverse learning needs and create an engaging and effective learning environment.

The presentation of materials serves as a cornerstone in the teaching process. This involves introducing students to a range of linguistic components, including vocabulary, grammar rules, pronunciation, and language structures. The methods used in this phase vary, encompassing strategies such as lectures, interactive discussions, multimedia presentations, and hands-on activities. By carefully selecting and utilizing these methods, educators can create a dynamic and immersive learning experience for students.

The effectiveness of teaching English is closely intertwined with the methodologies employed during the presentation of materials. Each method serves a specific purpose, whether it be enhancing listening skills, promoting active participation, or fostering critical thinking. It is within this instructional framework that students gain exposure to the nuances of the English language, gradually building their proficiency in all language domains.

Paying meticulous attention to the procedures of teaching English is imperative for several reasons. Firstly, it ensures that the learning process is well-organized and systematic, allowing students to progress logically from one linguistic concept to another. Secondly, it enables educators to tailor their approaches to suit the diverse learning styles and preferences of students, thereby accommodating individual differences. Thirdly, by focusing on the procedures, instructors can assess and refine their teaching methods, adapting to the evolving needs of their students

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and the changing landscape of language education.

In essence, the procedures involved in teaching English are the scaffolding that supports the construction of students' language proficiency. They provide a structured and purposeful framework that guides both educators and learners through the intricate journey of language acquisition. As such, attention to these procedures is not only important but essential in fostering a conducive and effective learning environment for students studying English as a foreign language.

Setiyadi (2020) mentions that the procedures of teaching English at least have to be related to the following points.

a) Teachers have to give a short summary of the material explanation that can be put into some phrases or sentences which include all the topics.
b) Students must listen attentively to the teachers' explanation about the materials discussed in English classroom. The students do not only pay attention on the teachers' gestures but also expression dramatized during the presentation.
c) Repetition is a type of possible technique to do. This can be done in various group or individual activities to review and recall the entire materials which can calls for students' evaluation about what to improve during learning so that they can know and find out the effort or actions to improve it.
d) Teachers needs to ask students for memorizing certain and possible parts of

materials to strengthen their comprehension.

The Goals of English Class

There are four basic skills as the goal in teaching English namely speaking, listening, reading, and writing. Sadiku (2015) states that teaching English must be related to four basic skills namely speaking, listening, reading, and writing for successful achievement.

a) **Listening**

Listening is the first skill in learning a language. Interaction indicates that poor listening can lead to unnecessary arguments and problems.

b) **Speaking**

In language learning the learners are expected to have a higher level of language input (listening)than the level of language production (speaking). Speaking activities mostly prevail to enable students to get involved in verbal communication.

c) **Reading**

Reading is generally the next important goal to achieve after listening and speaking communication. Therefore, the teaching of English should be started in primary school to support the next skills.

d) **Writing**

Writing skills can be called a more complex skill because of broadening meaningful information in written forms.

3. METHODS

The writer conducted this research at SMP Negeri 2 Penukal for English Teachers. This

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school is located at Jl. Pertamina, Babat, Penukal District, Penukal Abab Lematang Ilir Regency, South Sumatra Province 31315. The time of the research is may 2023 to be exact in the second week. The research employed was qualitative research with a design of a case study. The aim is to get rich, detailed information about a case by examining aspects of it in detail. In summary, the writer used a case study design to analyze the use of mobile-assisted language learning (MALL) technology in English classes.

In qualitative research, the process of data collection is a meticulous undertaking that plays a crucial role in ensuring the credibility and reliability of the findings. In this particular study, the chosen methods for data collection include observation, interviews, and documentation, collectively referred to as triangulation. Triangulation is a robust approach wherein multiple methods are employed to cross-verify and validate the data, enhancing the overall trustworthiness of the research outcomes.

The decision to employ triangulation stems from the acknowledgment of its effectiveness in mitigating biases and reinforcing the authenticity of the collected data. Each method within the triangulation framework serves a distinct purpose, contributing unique insights and perspectives to the research. Observation allows the researcher to keenly observe and record the participants' behaviors and interactions in their natural settings. This method is particularly valuable for capturing nuanced details and

contextual information that might be challenging to extract through other means.

Interviews, on the other hand, provide a direct avenue for the researcher to engage with participants, eliciting in-depth responses and perspectives. The interactive nature of interviews allows for the exploration of participants' thoughts, experiences, and interpretations, offering a more comprehensive understanding of the phenomena under investigation. Through triangulation, the data obtained from interviews can be compared and contrasted with the observational data, enriching the overall analysis.

Documentation, as the third component of triangulation, involves the examination of existing records, texts, or artifacts relevant to the research. This method provides historical context, supplementary insights, and additional layers of understanding that contribute to the comprehensive interpretation of the collected data. By incorporating documentation, the researcher can further validate and strengthen the findings derived from observation and interviews.

The utilization of triangulation in this research design is a strategic choice aimed at ensuring the robustness and validity of the results. It acknowledges the complexity of the research topic and the multifaceted nature of the participants' experiences. Through a combination of observation, interviews, and documentation, the researcher strives to triangulate the data, establishing a converging and corroborating line of evidence. This methodological rigor not only enhances the trustworthiness of the findings but also adds

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depth and richness to the overall qualitative research endeavor. The research data on English teachers' perceptions of the implementation of scientific approach steps were analyzed by using thematic analysis. Creswell (2012), there are six steps to analyze the data using the list below.

1) Collecting the detailed data from interviews and organizing them by type or developing a matrix or table of sources.

2) Transcribing the raw data to text and put in on computer.

3) Coding the data is the third steps. Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data.

4) In providing detail information description is needed, because the description is a detailed rendering of people in qualitative research.

5) Developing how the description and theme in the qualitative narrative inform the findings of the analysis.

6) Making conclusions related to the information obtained from the data.

7) In the last step make a personal explanation as the final brief about this study.

4. RESULTS AND DISCUSSION

Based on the research results above, the authors conducted research activities by observing interviews and documentation. Observations were made by making direct visits to SMP Negeri 2 Penukal by observing learning outcomes and student activities

regarding learning using cellular technology. Observations were made to know whether SMP Negeri 2 Penukal applied cellular technology during learning. From the results of observations in the author's field 3 categories of observations:

(1) namely self-management which is divided into (a) responsibility,(b) seriousness, (c) active people;

(2) self-monitoring which is divided into (a) student actions (b) awareness;

(3) motivations which are divided into (a) persistence (b) ambitiousness.

Based on the observations in the field students are responsible for completing tasks given by the teacher with full seriousness in learning to pay attention to the teacher's explanations properly even though there are several obstacles, namely the lack of signals that make it less effective in learning, many students are active when WhatsApp grouping. When monitoring students' self-awareness to prepare for learning about cellular technology, the motivation to learn is also large students are passionate about learning and have strong ambitions to progress.

Based on the results of the author's interview with the English teacher self-management and motivational management is visible and the author's interview with the English teacher from the results of the author's interview on May 26, 2023 students have a strong motivation to learn through WhatsApp groups in the classroom application even though some obstacles are encountered such as a lack of signal some have not been able to open the application due to limited cellphone

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memory but students are still very much in following WhatsApp group lessons from home.

Based on the results of the documentation obtained from the data of students who have carried out WhatsApp group activities in semester 1 and data of students who are WhatsApp grouping in semester 2 when seen from the results self-management and very strong in carrying out learning students are very active in carrying out WhatsApp group activities because this needs to be done during the pandemic until now finally the use of cellular technology is still being implemented at Penukal 2 Public Middle School.

Various obstacles were found during the WhatsApp group, namely the lack of signal, some could not open the classroom application due to insufficient cellphone memory and some students did not have cellphones so learning was hampered.

5. CONCLUSION

Students are responsible for completing the tasks given by the teacher, with full seriousness in learning to pay attention to the teacher's explanation properly, although there are several obstacles, namely the lack of signals which sometimes makes it less effective in learning, many students are active when WhatsApp grouping when monitoring students have self-awareness itself to prepare to learn through cellular technology students motivation to learn is also large students are passionate about learning and have strong ambitions to progress.

6. ACKNOWLEDGEMENT

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