

# THE IMPLEMENTATION OF MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN LEARNING PRONUNCIATION (A Descriptive Study in one of the Private Universities in Ciamis)

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## ABSTRACT

This article reports on the teacher's ways in implementing MALL in learning students' pronunciation, the students' perception toward the use of MALL to improve students' pronunciation. Furthermore, the writer used qualitative research in which descriptive study. There were twenty students at the first grade and an English lecturer who taught English pronunciation which recommended English pronunciation application as a tool in mobile learning as the participant of this study which has been chosen purposively. An interview and closed-ended questionnaires were also prepared for the research instruments in collecting the data. The writer concluded that the teacher implemented MALL by using English Pronunciation application, and seeing the slight difficulties the application can help ease teacher's task, and improve student's pronunciation skills. Then, the way of the teacher in implementing English pronunciation practice application as one of the kind of MALL has something in common with Haggag's theory (2018, p. 45) about Mobile Assisted Language Learning (MALL). In this case, it was concluded that most students felt English Pronunciation practice as part of MALL was the activities that make the students enjoy in joining the teaching learning process, enhance students' speaking skill, was able to enhance students' speaking skill. Actually, the difficulties or the weakness that could be faced by the lecturer to the students in learning English pronunciation was the situation of the class. Despite of some weaknesses in this study, it gives huge opportunities for the other researchers to make this study more perfect in similar field under different interest.

**Keywords:** *English pronunciation practice, MALL, perception, pronunciation*

## INTRODUCTION

The practice of mobile technology at anytime and anywhere makes learners think that it is an important component in education, especially language learning. The quick transformation of Computer Assisted Language Learning (CALL) into Mobile Assisted Language Learning (MALL) also contains a great transformation in foreign language learners' attitude. Thus, people recently seem to use mobile phone to support their daily life.

Actually, mobile learning is assumed to be the next generation of e-learning. Mobile devices are not substitute for existing learning devices, but they become as a support for learning in new environment with new capabilities. Because in the mobile

learning, they gave a lot information needed without any obstacles and the information directly come to their mobile in learning language especially English as the foreign language.

Building communication among people is very important for English learners, especially in foreign learner. By building communication, people can communicate each other and also the purpose of communication can be done perfectly. Meanwhile, by achieving good communication, there are the skill that have to be mastered. One of them is pronunciation.

Learning pronunciation is important for English learners. It is needed in making conversation and increasing students speaking ability and making good communication. Communication exists because the interactions have some objectives to achieve. In a classroom, communication occurs because teacher has something to transfer to the students, i.e. new knowledge. Similarly, students communicate with their teachers and friends because they want to get new knowledge and share their ideas. In this regard, the communication takes places by means of interactive communication among teacher - students and students – teacher (Rustandi, 2017, p. 240). A good pronunciation provides a speaker with full confidence in communication. That means that well pronunciation makes the learners able to make communication by pronouncing understandable speech which has meaning and easy to listen. So, bad pronunciation should be evaded because it can be hard to understand, creates a diverse meaning and makes gaps in conversation. Learners also have to follow development era including in mastering language. They could use mobile phone, website, journal, and any others to support their learning process.

In educational context, the use of mobile learning or called by Mobile Assisted Language Learning (MALL) could be used to help not only the lecturer but also the students in mastering English. In speaking area, especially in the area of teaching pronunciation could improve students' pronunciation accuracy and their English accent (Arashnia and Sakhrokhi, 2016, p. 6). It is very communal that most foreign language learners face problems in teaching and learning process. In this regard, most English foreign learners face barriers in pronunciation teaching process because of some factors. Those six factors that influence learners' pronunciation are mother tongue, age, amount of exposure phonetic ability, personality, and motivation (Haggag, 2018, p. 1).

Previous studies have indicated that MALL is one of important component in teaching English such as stated by Arashnia and Sakhrokhi (2016), Cakir (2017), Hong

& Yang (2017), Haggag (2018), Saran, Seferoglu, and Cagiltay (2009), and Hashim, Yunus, Embi, and Ozir (2017). They concern about the implementation of MALL in teaching pronunciation speaking. The main objective of the study was to investigate the potentials and effectiveness of using mobile phones in foreign language education. In particular, the effects of using multimedia messages via mobile phones to enhance language learners' pronunciation of words were explored.

In this regard, the previous study was similar with the present research that investigates the use of mobile assisted language learning in learning pronunciation. However, the ways of the teacher in teaching pronunciation through Mobile Assisted Language Learning (MALL) was not pointed out. Furthermore, this paper tries to investigate teacher's ways in learning pronunciation through Mobile Assisted Language Learning. It would be covered in the paper entitled "The Implementation of Mobile Assisted Language Learning (MALL) in Learning Pronunciation (A Descriptive Qualitative Study in One of Private Universities in Ciamis).

From the aforementioned explanation, two research questions are elaborated as follow:

1. How does the teacher implement MALL to improve students' pronunciation?
2. What are the students' perceptions toward the use of MALL to improve students' pronunciation?

## **LITERATURE REVIEW**

### ***Mobile Learning***

Mobile learning, based on its potential for learning, is considered to be spontaneous, informal, personalized and ubiquitous. Such learning is strengthened when people have short of free time because of working longer hours. Soliman & Al-Turki 2012, p. 4) stated that people without free time tend to have portable tools to learn new subjects instead of unpractical traditional classroom-based courses. There are some factors containing main roles of the use of mobile tools in learning. Some mobile phone characteristics like its size, weight, input and output capabilities such as keypad vs. touchpad, screen size and audio functions are among the factors which should be examine. The learner skills and their prior knowledge and experience with mobile tools for learning, as well as the learner's attitude towards the learning through mobile phone take important part in the output quality of such a mobile-based assignment.

In addition, Haggag (2018, p. 45) states that there are some possibilities of learning a second language in a mobile-based environment followed by some examples of learning via mobile tools. Here, there has been an attempt to show the benefits of using mobile phones in learning English as a second language. The scope of mobile-based language learning discussed in this paper are vocabulary, listening, grammar, phonetics, and reading comprehension.

In conclusion, it can be summarized that mobile learning is a tool which connect the students to the other dimension. Mobile learning could be one of the sophisticated learning English in different situation.

### ***Mobile Assisted Language Learning (MALL)***

In 1973, the mobile tools were firstly found and nobody ever thought it would be an important part of routine life someday. Then it became a crucial part of our lives and there was a need to use it in language learning tasks. Today, everybody use the mobile tools such as PDAs, phones, and other handheld devices everywhere to do everything starting from voice calling to making short message, video chat, listening to audio (Mp3, Mp4, Mpeg), web surfing, and so on. beside these benefits, mobile devices have rapidly grown for education and language learning.

Furthermore, Haggag (2018, p. 45) stated that the existence of internet made distance learning from all parts of the world possible to be a means of receiving education. Immediately, the goodness of distance learning led to the realization that different mobile devices contribute a very effective resource for education. Many researchers investigated mobile tools as a rich resource for teaching and learning. Actually, it was a challenging research to include learning tasks over a mobile phone. MALL relates to the use of mobile technology in language learning. Students must not always study a second language in a classroom. They may have the chance to learn it by means of mobile tools whenever they want and wherever they are. Because, learning English is a dominant factor for professional success and a requirement for being educated in many communities, giving more convenient environment for people to learn English is one of the strategic educational goals to improve students' achievement and diverse learning needs. There are many researches and developments towards the application of wireless technology for various aspects of language learning. The next step is to demonstrate the benefits of mobile phones in learning English as a second

language. Some areas of mobile-based language learning are different most commonly on vocabulary, listening, grammar, phonetics, reading comprehension, and so on.

## **METHOD**

This study was constructed as a descriptive research. Fraenkel et al. (2012, p. 14) highlighted that the descriptive study elaborates a given state of affairs as completely and carefully as possible.

In this case, the phenomenon investigated in this study is conducting Mobile Assisted Language Learning (MALL), and the students' response on the implementation of Mobile Assisted Language Learning (MALL) in learning pronunciation. It means that in data collection, it doesn't need the formula to calculate the data but focus on the data collected from the instruments including questionnaire. This research took place at Galuh University. The research participant was 20 students of the first grade of English department Galuh University. The technique sampling of this study used purposive sampling.

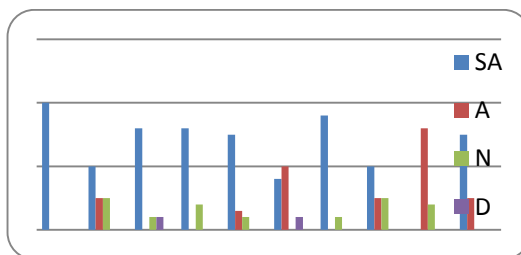
Interview and questionnaire were conducted as simple and convenient as possible for each research participant (Fraenkel et al, 2012, p. 406). Furthermore, interview has specific information or interpretation obtained from each research participant and collected a numerical aggregation of information from many persons (Stake, 2010, p. 95). It was conducted to the English's teacher to validate the results of classroom observation in which the writer tries to investigate how the lecturer implemented MALL in learning pronunciation.

## **FINDINGS AND DISCUSSION**

Based on the close-ended questionnaire, there were 20 respondents filled the close-ended questionnaire which consisted of ten statements. The result of the data analysis revealed to answer research question number one related on how the lecturer applied MALL in learning pronunciation. The author found that the teacher implemented MALL by using English Pronunciation application, and seeing the slight difficulties the application can help ease teacher's task, and improve student's pronunciation skills. Furthermore, the ways of the teacher in implementing English pronunciation practice application as one of the kind of MALL was in line with the Haggag's theory (2018, p. 45) dealing with Mobile Assisted Language Learning (MALL).

A close ended questionnaire has been distributed to the 20 participants at the first grade to find out their responses toward the implementation of MALL to improve students' pronunciation. In this case, there were ten questionnaire items that has been conducted to the students to investigate this issue.

To make the description of the results clearer, the writer presented the diagram concerning students' choices of the questionnaire item. All of the results showed briefly to make the reader and other researchers understand about the picture. It could be seen in the following figure.



**Figure 1 Data from students' Perception**

Based on the data in figure 4.2 it can be assumed that the results of questionnaire had positive effects toward students pronunciation. It can be proven by the answer to the first question regarding the agreement of the use of pronunciation application where all of the participants agree that pronunciation application as supporting learning of pronunciation both in the classroom and their home. They felt also enjoy and satisfied toward the application. Moreover, based on the table, it also showed that students interested toward the application of pronunciation in mobile learning. It means that, the application was helpful and gave benefit for the students.

It was concluded based on the questionnaire that most students thought that English Pronunciation practice as part of MALL was the learning process that make the students have fun of joining the teaching learning process, easy to apply, and be able to improve students' speaking skill by the content of the applications.

The study revealed that the teacher used English Pronunciation practice as the part of MALL to improve students' speaking skill. Furthermore, most students found that the application of English Pronunciation practice as part of MALL was the activities that make the students enjoy in joining the teaching learning process, enhance students' speaking skill, easy to use, and was able to enhance students' speaking skill by

the content of the applications. The results of the study were in harmony with the theory from James (2010, p. 78) that states learning by means of mobile phone or m-learning contributes the opportunity to learn for the students in the bus, outside or at work doing their part-time jobs. Actually, they can learn whenever and wherever they are. Two major characteristics of mobile dtools are portability and connectivity. For a matter of internet access, the mobile system must be designed to have capability of being internet-connected and communicated to the learning website equipped by the wireless network of the device to gain learning material universally including short message service (SMS) and mobile e-mail.

## **CONCLUSIONS**

In addition, it was concluded based on the research finding and relevant with the research questions that the lecturer ordered the students to open the application. Furthermore, the teacher gave the students example how to use the application. In this case, the teachers' speak a word that prepared by the application and got the maximal scores that was five stars. The lecturer also recommended the students to learn pronunciation by using English Pronunciation in their home. Furthermore, the ways of the teacher in implementing English Pronunciation practice application as one of the kind of MALL was in line with Haggag's theory (2018, p. 45) about Mobile Assisted Language Learning (MALL).

In contrast, on students responses in implementing English Pronunciation showed that most students considered that the use of English Pronunciation practice as part of MALL was the activities that make the students enjoy in joining the teaching learning process, enhance students' speaking skill, easy to use, and was able to enhance students' speaking skill by the content of the applications.

Finally, the lecturer stated that she gave many benefits from the application. The first the application was free. Thus, every student could download it or sharing with the other friends via Share it. The second, the application could be applied anywhere and anytime. The students could play this application based on their situation and their busy. But, overall, the use of this application should be play in the quiet area, in order to could hear the clear pronunciation, so the students could learn the pronunciation correctly.

Actually, the difficulties or the weakness that could be faced by the lecturer to the students in learning English pronunciation was the situation of the class. The

situation was very unpredictable if the lecturer applied the application in the classroom. The English Pronunciation could not be applied in the crowded and noisy class, because the intonation was could not be detected. The benefits and also disadvantages should be solved by other researcher to make the next research study better. The advantages of this study are underlined toward the English education to support the teaching learning by means of MALL to be integrated in teaching-learning process. In addition, the teaching technique could be a reference for better pronunciation teaching.

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