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Role of Mobile Phone for English Language Teaching

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Abstrak

Mobile phone is a recent technology in teaching English. Mobile phone provides simple and easy way in developing teaching and learning activities, therefore, the researcher was interested in finding the data information about the role of mobile phone for English language teaching. The utilization of mobile phone offers valuable opportunities for creating an effective teaching strategy. The students' perspectives are crucial for getting their views of role of mobile phone in language teaching. This case study was to find out the students' perspectives of mobile phone role in English language teaching. A qualitative design was employed for the purpose of getting the data. Mainly semi structure interview was used as the research instruments. The result of her research finding showed that most students were having good response towards the usage of mobile phones in language learning but some findings shown that the problems were also occurred at the same moment of using it. These research findings were contributed the next research for more deeply dig for language learning.

Kata kunci: *Teknologi, Perspektif, Hambatan, Media*

Peran Telepon Selular untuk Pengajaran Bahasa Inggris

Abstract

Telpon Selular adalah teknologi terkini dalam pengajaran bahasa Inggris. Telpon Selular memberikan cara yang sederhana dan mudah dalam mengembangkan kegiatan belajar mengajar, oleh karena itu, peneliti tertarik untuk mencari informasi data tentang peran Telpon Selular untuk pengajaran bahasa Inggris. Pemanfaatan Telpon Selular menawarkan peluang berharga untuk menciptakan strategi pengajaran yang efektif. Perspektif siswa sangat penting untuk mendapatkan pandangan mereka tentang peran Telpon Selular dalam pengajaran bahasa. Studi kasus ini adalah untuk mengetahui perspektif siswa tentang peran Telpon Selular dalam pengajaran bahasa Inggris. Desain kualitatif digunakan untuk tujuan mendapatkan data. Wawancara semi terstruktur terutama digunakan sebagai instrumen penelitian. Hasil temuan penelitiannya menunjukkan bahwa sebagian besar siswa memiliki respon yang baik terhadap penggunaan Telpon Selular dalam pembelajaran bahasa, tetapi beberapa temuan menunjukkan bahwa masalah juga terjadi pada saat yang sama menggunakannya. Temuan penelitian ini merupakan kontribusi penelitian selanjutnya untuk menggali lebih dalam untuk pembelajaran bahasa.

Keywords: *Technology, Perspective, Hindrances, Media*

1. INTRODUCTION

Indonesia as one of developing countries in the Southeast Asia faces some hindrances in technology development. The fast changing technology makes teaching media might be adopted immediately to change the students' views in preparing them to be compatible to other modern countries. The aims of higher education in the National Qualifications Framework (KKNI) curriculum in Indonesia is to make equal and integrated between the education area of field and job training allocation and jobs experiences in the framework of the recognition in each skills of work competencies related with the availability and chances structure of work in different and many sectors. In complying this curriculum, as a lecturer, I as the researcher should provide the students with appropriate preparation to supply them with enough capacities of skills, thus this research was executed to find out their preparation in acknowledging the students' skill competencies in using mobile phone.

Indonesian students recently used smartphone based on the research which was conducted by Yahoo and Mindshare in the middle of 2013 stated that smartphone used in Indonesia reaching 41 million people. As much as 39% from smartphone users was young age children range 16 to 21 year. Smartphone users among students reached 80%, users tablets by 20%, and computers amounting to 86.7%. Whereas among students used smartphones was 44.8%, tablet users by 6.9% and Computer used of 24.1% (Wulandari, Darmawiguna & Wahyuni, 2014). Smartphone has positive and negative impacts, positive impact which the wifi feature inside smartphone that can help students in

the learning process. Its feature inside makes it easy for users to access the internet, so students easily get that information needed and can complete college assignments (Barakati, 2013).

Negative impact of use smartphones among others occurred changes in a person's behavior in interact and communication disorders verbal both directly and indirect (Syarif, 2013). Other impact caused by smartphone used was the disruption of student academic value or the Cumulative Achievement Index (GPA), this is due to time allocation between smartphone used and learning was not balanced (Maria, 2013). Someone who was studying and also playing smartphones was very difficult to concentrate on learning.

Many researches have been done in some teaching and learning (Oblinger & Oblinger, 2005) which showed technology are increasingly transformed and empowered students to gain multiple skills provided by mobile phone. The research finding which has been done by (Bullen & Morgan, 2009) showed that the changing technology made students to be more creative, higher order thinking development, and excellent performance in creating managements' views.

The current condition, mobile phones are not separated from many activities including in my classes, mobile phones created variation in my teaching and learning process. Thus, this situation is the same with (Sharples, Arnedillo-Sanchez, Milrad, & Vavoula, 2009) that university students are accustomed to use mobile phone in getting data thus it helps them in their academic lives. Mobile phones are prepared by whole parts to help them in concentrating like MP3

players and a Personal Digital Assistants (PDAs).

Contrary to the fact that my students was using mobile phone was only for social purposes and enjoyment purposes, it was done also by (Sockett (2013:49); Pasfield-Neofitou (2011); Ryu (2013); Thorne, Sauro, & Smith, (2015)). Having known the sources of getting data are from mobile phone, the researcher was going to know what were the students' opinion in the function of role of mobile phone in teaching English, then it intrigued her to find out more about her students in using mobile phone.

2. METHOD

The researcher aims in this research is to find out the role of mobile phone in English language teaching. It leads several opinion and perspectives for students in applying this vast developed technology. This is a huge complex of all aspects in language teaching process by using it. The condensed research has been executed into the use of operative tool in English language learning to be observed today. Seeing the background above, she displayed research questions which she provided in the following:

1. What are the roles of mobile phones in language learning?
2. What are the factors impacting students' use of mobile phone in language learning?

The researcher used qualitative design to find out the role of mobile phone in language learning and the factors in affecting using mobile phone. The real phenomenon was described in the actual condition occurred during process of teaching and learning by inductive data which found accurately in the field. These condition led the real actual data was

collected by me and the elaborated fact was dug comprehensively.

The participant of my research was seven semester students at Universitas Islam Riau. The sample was 35 students who were taking seminar on language teaching subject. I collected the data during process of teaching and learning in the classroom.

3. FINDINGS AND DISCUSSION

My research finding consisted of the design of four English skills, interview result, and the interpretation of the data collected.

Interview Results

The research methods used in this research also included the unstructured interviews to establish the participants' perceptions and experiences on the use of mobile phones in teaching and learning process through Qualitative analysis. Interviews are appropriate when there is a need to gain reflective knowledge from the participants (Cohen 2000). One of the principal instruments of this research for data collection, the research in used focus group discussion (FGD), which was a type of comprehensive interview carried out in a group, whose meetings showed features defined with regard to the plan, range, composition and interview processes (Martin and Ertzberger, 2013). One of the reasons for the focus group in this research was to interact inside the focus group discussion in order to find out the students' perspective and the readiness of students in English Program of FKIP UIR in using mobile phone for language learning. The selection of a focus group for the data collection was made as each participant has the power to influence the discussion through

answers, as the result of which there were more chances of obtaining pertinent and thorough data that was required for this research.

Three groups of focus groups were conducted with the first year, second year and third year students of English Program of FKIP UIR. The role of media during a discussion with the focus group was played by the researcher, according to Sandelowski (2010), who stated that the media to recites conversation with remarks or subjects. The elemental data gained by this method were the transcriptions of the group debates together with the suggestions and explanations of the researcher.

Besides other reasons, one significant reason for the selection of a focus group as a data collection instrument was the involvement of a certain group of people so that their experience and ideas regarding the mobile phone for language learning could be examined. As Henwood (2014) stated, the choice of focus group is especially suitable when the target is to know and recognize thoroughly how a selected group of people takes an experience, proposal or incident, for the reason that the debate in the focus group meetings is useful in providing data regarding what a certain group of people considers, or how they undergo, or in which way they perform.

The focus group discussions were also related to the conceptual framework as through the questions the capabilities of mobile learning technology were explored. Alongside, the limitations of the mobile phone learning technology were also highlighted through the questions asked to the selected students. The focus group data was examined through thematic analysis as Conaway

and Wardrope (2010) stated that the results of thematic analysis can easily be understood by any kind of readers. The following steps constitute the thematic way in analyzing the data of my students' focus group discussion.

The first step was coding, which included the identification and categorization of significant ideas in the responses obtained through the focus group. After categorization of ideas, the tally technique was used to examine how many times each idea or concept was repeated as Vaismoradi et al (2013) wrote that at all is about counting the number of time code appeared in a conversation. The second step was theme finding, which included grouping of the selected ideas in common themes. After theme finding, each theme was reviewed twice to ensure that all were pertinent. The last step was writing up in which each theme was elucidated in light of responses and the review of the pertinent literature.

The participants had different views about mobile phone in both focus group discussions in the English Program of FKIP UIR. "Mobile phone is an efficient method of language learning" (student B, student F, and student G), this was supported by the literature as Alzu'bi and Hassan (2016) stated that mobile technologies facilitate learning by sending easy and simple text based short lectures to mobile gadgets. "From our opinion, mobile phones were like a dictionary and personal library. We can access information everywhere, anywhere, somewhere" (student C, student M, student A, and student T), this supported by Akbar (2016) wrote that the nature of mobility determines the conceptualization of mobile phone, which may mean learning during

travelling, sitting, working, etc.

Studying by using mobile phone was generally taken positively by the participants at the English Program of FKIP UIR but the lack of IT infrastructure to facilitate installation of set-up for mobile phone was mentioned as one problem in the way of effective mobile phone. One of the students (student F) stated:

“The IT installation of modules and set-ups for learning material for mobile phone requires big space inside and need more time to train us to use certain program in language learning”. The IT installation issue, as mentioned by the participants of the focus group, is also supported by the responses of the questionnaire regarding mobile phone content experience where 30 percent of participants mentioned the internet as one of the main factors hampering the implementation of mobile phone in English Program of FKIP UIR, whereas 29 percent of respondents mentioned the lack of infrastructure as the obstacle in the way of carrying out mobile phone. In addition to this, the low response rate at the English Program of FKIP UIR was also greatly due to lack of availability of supporting installation facilities to upload mobile phone content. Blooshi and Ezziane (2013) mentioned that the installation issues in mobile phone include management of all essential software instruments in a mechanical way from the group of devices included in the learning activities and communication between various nodes, such as mobile devices is still a problem to be resolved for the execution of an instantaneous interaction in learning activities.

Other issues which arose during focus group discussion was

regarding about writing exercise, (student G) “I got difficulties in composing and revising text in mobile phone therefore, the screen is quiet small then while texting the editing sometimes takes longer”. According to the student, working on a Word document is preferable and convenient on laptops than a mobile despite the fact that a mobile is more easily portable due to its weight and size than laptop devices, while other students at the moment having good quality, which supports learning activities. Likewise, reading of long documents was also found difficult from the analysis of the students’ responses, which is supported by the review of pertinent literature, as Shuler (2009) mentioned that eye stress is the result of reading a large amount of different size texts on the small screen of mobile phones. Alongside reading, preparation of notes was also found to be difficult on mobile devices from the analysis of the focus group responses.

Difficulty in reading was one of the few issues mentioned by the students as it was said that (student F) “Reading a long reading text on the mobile phone makes my eyes tired”. This reading issue was also pointed out by Mangen (2008) in her study which stated that physical agility is a problem due to the requirement for continuous scrolling, as the result of which psychological and physical distraction are caused and this makes written material retention a problem. Enforcing this point, Shuler (2009) mentioned that eye stress is the result of reading a large amount of different sized texts on the small screen of mobile phone.

Moreover, the research finding in role of mobile phone from focus

group discussion revealed that in speaking exercises mobile phone gave much positive assistant in practice speaking as it was stated by most of students (student A, student B, student D, student E, student F, student G, student I, student M, student S, student T and student Y) "Mobile phone is helping us when we are having listening and speaking activities, the sounds sometimes made us more concentrated but it gives us new term of vocabulary then we get to know the correct pronunciation".

The students' involvement in speaking and listening practice through mobile phone was supported by Rekkedal and Dye (2007). The findings of the present research indicate that students have appreciated the teaching mechanism of m-learning as it is an interactive way of learning. To sustain this interactivity and improvise the supporting features, the technology providers should ensure the provision of high quality features such as audio, video and picture resolution.

The Factors Impacting Students' Use of Mobile Phone in Language Teaching

Answering the second question of this research, five factors were used as the indicators which were to be analyzed by the researcher. The five factors were the appropriate technology, institution supporting facility and maintenance, network connectivity, the blending curriculum to facilitate students with the technology, students' actual or real life experiences, and the ownership of students technology belonging (Adeyeye et al., 2013). Three

sessions of focus group discussion had been held during spare time of her teaching and learning process in the classroom. An extremely important factor that has influenced mobile learning implementation in English Program FKIP UIR was student readiness. Student readiness is directly integrated with mobile self-efficacy (Almarabeh and Mohammad, 2013).

Mobile self-efficacy could be defined as judgement of individuals of their personal capabilities for organising and executing different courses of action that are essential for the attainment of different types of performances. It also proposes the fact that various measures of self-efficacy have to be adapted for analysing the behavioural and psychological functioning of students. Educational authorities in English Program FKIP UIR have also focused on creating a computerised system of self-efficacy. The creation of computerised self-efficacy could be defined as a person's insight of his/her capability for using a computer to accomplish a particular important task. (Majadlawi et al., 2014).

From a theoretical perspective, student readiness could be defined as the perception of a student for being highly capable of achieving the important tasks related to learning and development. Within the educational sector the researcher found out to decide the dimension of utilization of the accessible gadgets in scholastic related exercises. The outcomes demonstrated that most respondents have utilized the innovation accessible of cell phone showed that it helped for scholarly work. In the center gathering dialog talk with, (Student D) communicated that:

"Mobile phone demonstrated

much help to my exercises in grounds in spite of the fact that I got my opportunity with my investigation plans yet in some cases we needed to complete a group work or the like, I like to utilize my laptop and computer in fact that I have a mobile phone as well." Also in another meeting, (Student F) affirmed,

"Wifi network from UIR... no doubt, we... here and there were effortlessly tried to connect it but however when our group work...the wifi cut off."

These findings were tied with the idea of versatility alludes to the possibility of having adaptability as far as when, where, who, and how that can't be accomplished when utilizing non-portable adaptations of gadgets (Andrews et al., 2010). In principle, m-Learning offers students the chance of learning whenever and all over the place. Nonetheless, it must be comprehended that the terms 'whenever and all over' are constrained from being generally valid because of network and also security confinements (Saccol et al., 2010).

The student emphatically mentioned that mobile phone should be encouraged to accommodate this type of learning facility. The student also stated that mobile phone is accepted positively (student G) stated that:

"The future of mobile phone sound to be more efficient and effective, easily to use... it helps me a lot ...my experience and my way of life".

This positive acceptance of mobile phone is supported by the literature as the results of the study of Al-Zoubietal (2010) on mobile phone the primary needs for effectual execution of mobile phone from the

angle of cognitive science rather than technological development.

Another students mentioned that (student F) "The future of mobile phone sounds an effective way for encouraging the language learning for those that mobile phone will be much modified to support the process in language learning then moreover the authentic materials also supported in enriching the framework of it". This research finding was supported by Chinnery (2006) that recent technology like Voice of America' Special English is an example of authentic material that have been converted in a form of podcasts then English caster provides a variety of podcast addressing English language students.

4. CONCLUSION

The findings of this research showed positive attitude toward mobile phone in language learning as an effective approach of language teaching. The students showed their positive attitude toward the possibility of practicing language activities such as listening, speaking, reading and vocabulary by using mobile phone. The majority of them show their readiness and their opinion in using mobile phone were given them new experiment to use the mobile phone, although the difficulty occurred during writing exercises and reading long text in mobile phone thus the researcher proposed that more experiment research could be conducted for future research.

The results of this research also indicted that the students' willingness to adapt the new framework of language learning by using mobile phone for language learning. In line with this research

finding, the implication of mobile phone for formal learning at English Program of FKIP UIR as most students complaint about the expansiveness of internet access, the UIR institution more provide them with other facilities such as Internet access without any problem when the students needed to connect it.

Another finding of this research was the significant neutral attitudes expressed by students in some sections of the interview. This indicated that these participants were not aware of certain skill activities, as e-learning was not integrated in their curriculum of teaching and learning yet. Consequently, there was a need to rise students' awareness of the effectiveness and the innovation that mobile phone has brought to language learning. This can be accomplished through training sessions from experts and organizing seminars to further students' awareness of what was the suitable and appropriate framework of teaching in language skills and also the way how to implement it.

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