PORTRAYING EFL STUDENTS' LEARNING STYLES IN UTILIZING MOBILE –ASSISTED LANGUAGE LEARNING: HOW TO BE A GOOD LANGUAGE LEARNER?

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ABSTRACT

The advancement of new digital environments and mobile technologies has significantly led to the creation of new theories and models of language education to address the needs and opportunities of the 21st century. Mobile-Assisted Language learning (MALL) emerged as one of the technological education in promoting ubiquitous learning among students. Since the uniqueness of individuals in processing knowledge, it is necessary to recognize the effectiveness of MALL usage in facilitating diversity of students' learning preferences. Grounded in VARK (Visual, Aural, Read/write, Kinesthetic) framework of learning styles questionnaires and technological acceptance model (TAM), this study aimed to portray EFL students' learning styles in using MALL to promote learning autonomy as well as the effectiveness of MALL as a platform to learn English. Semi-structured interview of selected participants was conducted in order to gain the data needed afterward. In analysing the data, descriptive statistics and content analysis were employed. This study found that most of the students perceived MALL as beneficial to enrich their learning styles and make them easier in learning language. Furthermore, to be a good language learner, orchestrating learning styles as well as applying metacognitive strategy in utilizing MALL is suggested. However, in integrating mobile devices in the classroom, the teacher should aware with students who are unfamiliar with autonomous learning practice, dependence and less-motivated. Thus, future research is expected to investigate teacher's strategy in integrating MALL to promote language learning autonomy.

Keywords : Language learning styles, MALL, EFL, good language learner, tertiary education

INTRODUCTION

English education movement in this 21st century has been profoundly affected by the emergence of internet and the integration of modern technology that makes users easier in accessing information. Dealing with technology-integrated language learning, the term of Mobile-Assisted Language Learning (MALL) is appeared. A myriad research of MALL have been explored by researchers in this last two decades (Pachler et al., 2010; Mc. Carty et al., 2017; and Purwaningrum & Fazri, 2019). Portability and ubiquitousness of MALL facilitates easier access to language resources and increases probability to encourage learning autonomy (Mc. Carty et al., 2017). However, since, the uniqueness of individual in

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comprehending materials using technological devices, the aspect of learning preferences becomes salient.

The previous research explored the impact of educational technology on learning styles of students (Torii & Carmen, 2013). This research showed benefits of educational technology on students' learning styles. However, the present study utilized Technology Acceptance Model (TAM) to understand the role of individual factor (Davis, 1986). The decision of employing this framework relies on its ability to disclose the effectiveness of technology that is agree with one of the purpose of this study.

Despite a myriad of research publication of MALL in this last two decades, few of them contemplated individual uniqueness of achieving knowledge about language (Al-Azawey, 2017; Azli et al., 2018). Many of them failed to observe the potential and probability of MALL in facilitating various learning styles. Considering the psychological variable of learner's consistent way of perceiving language learning materials, it is worth to mention that learning styles challenge the effectiveness of MALL. Thus, this study addressed to portray learning styles of EFL tertiary education students in utilizing MALL to achieve autonomous learning as well as their voices toward the effectiveness of MALL usage. This research is expected to give understanding about learning styles and suggestions in utilizing mobile-assisted language learning effectively that lead to autonomous learning.

LITERATURE REVIEW
A. Mobile-Assisted Language Learning (MALL) in EFL Context

The technologically advanced devices and functions, accessibility of learning resources that can be obtained anytime and anywhere, and the use of various applications for studying tend to be stressed in examining the effectiveness of mobile learning. Mobile Assisted Language Learning is defined as the formal or informal acquisition to some extent to study second or foreign language, utilizing handheld, portable or wearable devices to support the learning process (Mc.Carty et al., 2017) The understanding of MALL is found in Mc. Carty's Framework (2017) about contextualizing mobile learning. The pedagogical practice of MALL rests upon cultural and institutional factors namely educational system, desirability and availability of mobile devices in local community, and infrastructure for mobile internet.

Smartphone and tablet PC facilitates EFL students to personalize learning (Birne & Diem; 2014). In the result, students reportedly used various application as mobile dictionary, translator, flashcards and vocabulary games to support their language learning. They perceived that mobile application is easy to understand, flexible and convenient in facilitating them to practice their target language anytime and anywhere. MALL, as the continuum of CALL is closer to emphasizing the mobility of learner that is ubiquitous, free from restriction of fixed places and time (McCarty et al, 2017).

Furthermore, MALL has positive effect on EFL learning by displaying information in several modes simultaneously. As Yeh & Wang (2003) found that a combination of text, picture, and sound are considered as more effective rather than text only. It supported the hypotheses of learning advantage in the media convergence. Since the ability of multimedia in displaying information in various modes simultaneously, it has positive effect on EFL learning styles McCarty (2017). The fuller dimensionality and contextualization, the greater understanding that learner can gain.

A broader paradigm of MALL including ubiquitous collaboration with peers, incorporating resources from personal experiences and learning can take place through online sharing and discussing brings students into community of learning. In the case of Aoyama Gakuin University about blended learning and flipped classroom using mobile devices, Mc. Carty et al (2017) found that MALL is beneficial in creating mobile communities as a platform for discussing and sharing attached files such as longer text, photo, or video. It is in line with social learning theory proposed by Bandura (1977) that

connects learners with other learners. Social learning can be accomplished effectively through social media and mobile devices such as smartphone and tablet PC.

B. Language Learning Styles and Good Language Learner

Learning styles are defined by Claxton and Ralston (1978) as learners' consistent ways of responding to and using stimuli in the context of learning. In looking for learning styles, Curry (1983) found a potential useful ways that employs a metaphorical onion with its multiple layers. There are three layers including instructional and environmental preferences that constitutes the most observable traits, information processing preferences of the learner, and personality dimension.

Four basic perceptual style preferences such as visual, auditory, kinesthetic, and tactical were proposed by Reid (1987). Another learning style theory is Fleming's VARK model (1995) that divided learners into four categories namely visual (V), auditory (A), reading/writing (R), and kinesthetic (K). Visual learners are those who learn best with visual artifacts such as diagrams and pictures. Auditory learners are more comfortable with oral simulation as talking and listening. Reading and writing learner prefer words to gain knowledge. Kinesthetic learner learns best with experiment. It is probable for learners to orchestrate learning styles to support their learning. Because of this well-suited framework in examining students to use technology, the researcher has chosen this model as theoretical framework.

Figure 1. VARK learning style (Fleming, 1995)
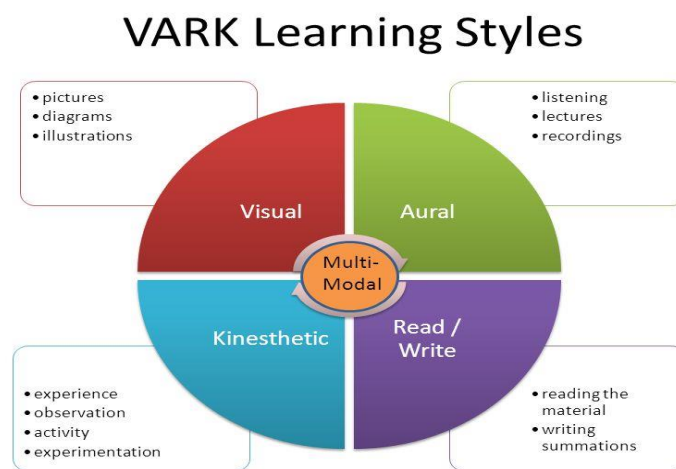
The notion of good language learner was undertaken in the mid 1970 (Naiman et al, 1978) that anticipated many of the issues and questions that preoccupied SLA researchers in the 1980s (Ellis, 1986; Johnson and Newport, 1989; Long, 1985; O'malley and Chamot, 1990; Oxford, 1989). This term is defined as independent learner who is actively organized and creatively practiced language skills. To be a good language learner, metacognition is also needed. Metacognition can be defined simply as thinking about thinking (Anderson, 2002, 2005). Metacognition in language learning can be divided by five aspects namely preparing and planning for learning, selecting and using strategies, monitoring learning, orchestrating strategies, and evaluating learning.

Research about good language learners has been explored by researchers (Rubin, 1975; Norton and Kelleen, 2001; Mahalingam and Melor, 2016). Rubin (1975) explored about what a good language learner can teach us. He theorized about

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strategies of good language learners in learning foreign language. It is suggested that the teacher may help the less successful learner by paying attention to good learners' strategies. Norton and Kelleen (2001) theorized about changing perspectives on good language learners. They examined Naiman et al.'s (1978) study as representative of several SLA studies of good language learning, examined recent sociocultural and post-structural theories as relevant to the study of good language learners and drew on their own research about two participants. This research highlighted that understanding good language learning required attention to social practices in L2 learning context. Social practices and learners identity are dual focus that is necessary to understand good language learning.

However, several factors such as learning styles, strategies and personalities might have a strong role in students' language development. The successful language learning according to Rubin (1975) depends on three factors such as *aptitude* that describe learners that have an innate ability to learn language; *motivation* including intrinsic vs extrinsic or instrumental vs negative; and *opportunities* that the author considered as an activity in or outside of the classroom in which the students are exposed to the target language. The successful learner in *aptitude* is based on their strategies they used. First, good language learner is a good guesser. It means that learners gather and save information in an efficient manner so that is can be easily retrieved such as the good learners may listen to a phrase, pick up the words that they understand and infer the rest. They are often willing to appear foolish in order to communicate. They will apply their knowledge about words in the form of sentences. Second, dealing with students' motivation, a good language learner has high motivation to communicate. They use their chance to communicate using target language. The last factor that make students a good language learner is opportunity. They tried maximizing opportunity to practice what they have learned. Dealing with good language learner, there is no fixed learning styles for a good language learner. Good language learner are capable of adapting their learning style becomes flexible to the needs of any given situation or task (Chapelle & Robert, 1986).

In EFL settings, the concept of learning style gained more attention from researchers (A. Srijongjai, 2011; W. Pei-Shi, 2012; NC Prystiananta, 2018). According to Carisma Nel, "learning style is essential since it may affect learner's strategy to be a good language learner" (Griffiths, 2008, Chapter 3, p. 57). She believed that a good language learner is able to adapt learning styles to accommodate the requirements of a particular learning task or situation. However, the exploration of EFL learning styles in using technological devices is still limited. One research focusing learning styles was accomplished by McGovern (2017) that found flipboard magazine link has opportunity to enrich students' learning styles. Learning through mobile device is different from knowledge transmitting style, yet mobile learning allows students to construct their personal styles of learning (Pachler et al. (2010). Thus, MALL affords possibilities of different learning styles.

C. Technology Acceptance Model (TAM)

This model was first introduced by Davis (1986, 1989) derived from the theory of reasoned action (TRA) (Fishbein & Ajzen, 1975). Davis claimed that technology acceptance model offers a powerful explanation for user acceptance usage behaviour of information technology. The TAM was designed to aid in the prediction of technology acceptance based on the constructs of perceived usefulness, perceived ease of use, attitudes and behavioral intention.
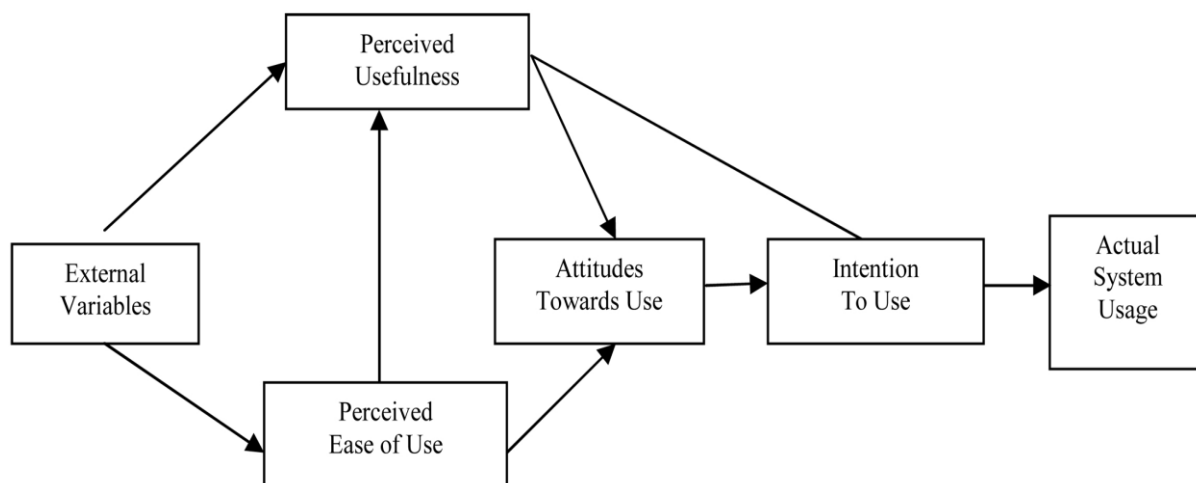
Figure 2. Technology Acceptance Model Framework (Davis, 1986)

In TAM Model, an individual's behavioral intention to adopt technological devices is determined by two beliefs that are perceived usefulness and perceived ease of use. Davis (1989: p.320), defined perceived usefulness as the degree of an individual believes that using a particular system would enhance performance. Perceived ease of use is defined as the degree of individual beliefs that using a particular system would free from effort. Based on both definitions, perceived ease of use affects both perceived usefulness and technology usage (Davis, Adams, et al, 1992). The users would put less effort with practical tools, thus they will be able to spare effort to accomplish another tasks. While perceived ease of use is beneficial in improving one's performance.

METHOD

The research design of this study was descriptive case study. This type of research design is chosen because of the ability to present a detailed, contextualized picture of a particular phenomenon (Widodo, 2013). In this study, descriptive case study provided design to describe existing phenomena about the case of EFL student learning styles in utilizing Mobile-Assisted Language Learning to promote learning autonomy. The underlying reason of choosing this approach is to provide comprehensive analysis of research problem (Cresswell, 2007).

The participants of this study were 30 EFL students in tertiary education of English Education Department of one of the State University located in Bandung, Indonesia. The participants were chosen as they are considered to be familiar with the integration of Mobile-Assisted Language Learning and autonomous learning to investigate the real behaviour of the participants (Creswell, 2012).

As a method of collecting the data, questionnaires and semi-structured interview were employed. There were four sections of online questionnaires distributed to the participants. First section of questionnaires contain the personal information of participants. The second section was VARK questionnaires of learning styles consists of 16 questions. The third section is related to attitude of students in using mobile devices for language learning. The final section of questionnaires were about perceived usefulness and perceived ease of use adopted from TAM framework. Semi structured interview was conducted to selected participants to investigate their voices in MALL usage to promote learning autonomy.

Collecting the data was accomplished through two phases. First, researcher distributed online questionnaires through google forms. The questionnaires consisted of checklists, likert scale and open ended. In the end of questionnaire section, researcher provided consent forms to ensure participants' right during the study and show researcher's ethical attitude. Second, the data from questionnaires were used to determine a group of

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participants for doing semi-structured interview to gain further information about the topic. Four participants were contacted to join semi-structured interview after some considerations. Since it is useful to develop the discussion and provides a wide range of responses from participants (Cohen et al., 2000). Semi-structured interview lasted for 30 minutes. A lists of questions was prepared as a guidance to conduct interview and to give limitation of the topic. In order to make sure all of the information said by participants are well preserve for analysis, voice recorder was used by researcher (Merriam, 2009).

To analyze the data from questionnaire, researcher employed descriptive statistics analysis. Those were presented in the form of percentage and frequency form in order to obtain Tertiary level of EFL students' voices of the usage of MALL in EFL context. Furthermore, to analyze interview data, those were transcribed into written data to be analyzed. Next, it was coded to attribute the label category to the data (Cohen et al., 2000). In this study, the data were categorized in two major sections namely learning styles in MALL usage in promoting autonomous learning and students' voices toward effectiveness of MALL.

FINDINGS AND DISCUSSION

A. Language Learning styles in Mall Usage: A Good Language Learner
1. EFL Students' Learning Styles

This study found that students' learning styles were various ranged from visual, audio, reading and writing and kinesthetic. Based on the following diagram, the majority of the students preferred audio for learning (30%). Students who considered as kinesthetic learners were 24, 8%. It was followed by visual learners about 23,1% and students with reading and writing learning style about 21,8%.
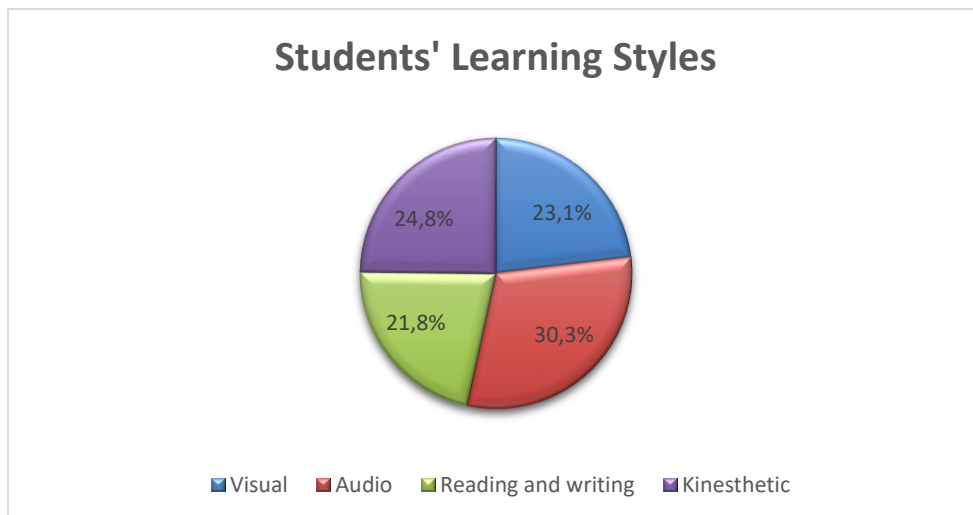

Figure 2. Diagram of EFL tertiary students' learning styles (VARK)

Generally, audio learners tend to utilize mobile devices for listening to podcast and audiobook because they prefer to learn. However, this study noticed that the students who are categorized as audio learners used MALL to watch youtube for learning English, read e-book, and other applications that support their learning styles. Another learning styles are also noted to change become multiple learning preferences while operating MALL. The features of mobile phone enabled them to shape or to flex their learning style. As one of the students' voices in semi-structured interview session that "by using mobile phone and tablet, I feel comfortable with various features in it, no matter what my learning style is."

Therefore, it is spotted that in this study, MALL has ability to enrich students' learning styles.

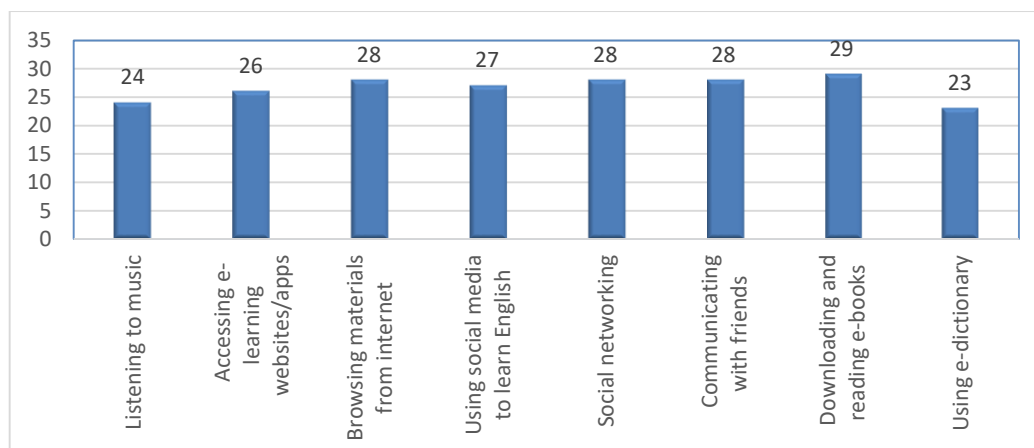## 2. Students' attitudes in using Mobile Devices

Figure 3. Students' attitudes in using MALL

This graphic illustrated EFL students' viewpoints in using mobile devices for learning English. The data of this graphic is obtained from online questionnaire and survey. The respondents are allowed to choose more than one lists of activities in using mobile devices. The highest rank goes to downloading and reading e-books which have chosen by 29 students. It is followed by communicating with friends, social networking and browsing material from internet with 28 responses. Since the popularity of social media, 27 students take advantage of it for learning English. E-learning websites or application were commonly used by 26 students. This result is followed by 24 students who use mobile devices for entertainment.

3. A Good Language Learner

This study found that a good language learner is the learner who has ability to adapt and to flex their learning styles while using mobile-assisted language learning. MALL has ability to facilitate various learning styles and enrich the EFL students' learning preferences. The capability of MALL in displaying information in several modes simultaneously namely text, picture and sound mediate various learning styles whether it is visual, audio, kinesthetic or reading and writing. This features of MALL enabled students to gain more understanding despite of their learning styles.

To achieve a good language learner, it is better for students to orchestrate their learning styles. It is necessary for students to adapt learning styles based on the situation and task given. As the statement of one of the students during interview section:

"Although my learning preference is visual, but I should adapt with various learning style. Using mobile assisted language learning makes me easier to learn English no matter what my learning style is. I enjoy using MALL because it helps me to learn independently" (Student 2)

Furthermore, employing metacognitive strategy is better to be a good language learner. The findings of the study conducted by O'Malley et al. (1985) showed that more proficient students employed more metacognitive strategies than less proficient students. There are five aspects in metacognitive strategy such as preparing and planning for learning, selecting and using strategies, monitoring learning, orchestrating strategies, and evaluating learning (Anderson, 2002, 2005).

B. Students' Voices toward the Effectiveness of MALL: Technology Acceptance Model (TAM)

1. Perceived Usefulness (PU)

Perceived usefulness addressed the user's beliefs that a particular technology has ability to help him/her to improve task performance, in this case is language skill performance (Davis, 1986). In this study, respondents' perceptions of perceived usefulness (PU) in utilizing MALL for 10 items were analyzed. The data were derived from six likert scale questionnaire with "strongly disagree" (1), disagree (2), slightly disagree (3), Slightly agree (4), agree (5) and strongly agree (6).

Table 1 showed distributions of frequency about perceived usefulness items. For item 1, that is the ability of MALL in improving the task quality, majority of respondents (50%) strongly agree with the statement. They perceived that MALL was able to enhance their performance of doing language tasks as well as their skills. As one of the statement of students in the interview excerpt that:

"using mobile devices helps me a lot in doing my task such as gaining information from internet or practicing my English skills" (Student 1)

Moreover, high proportion of respondents agreed that using MALL gives them the greater control of task (53,3%). Only two students who disagreed about the statement of item 2. Mobile devices are also beneficial in making the time efficient while accomplishing tasks as depicted in item 3 that 12 students gave positive responses by choosing agree and 10 of them strongly agree with the statement. In the statement that MALL supports critical aspects of students task and increase productivity, most of the students about 43% and 40% were strongly agree.

Table 2. Frequency distribution of perceived usefulness (PU)

	Statements	STD	D	SD	SA	A	STA	Total
1.	Using MALL improves the quality of task I do	0% (1)	0% (0)	3,3% (1)	13,3% (4)	33,3% (10)	50% (15)	100% (30)
2.	Using MALL gives me greater control over my task	0% (0)	6,7% (2)	0% (0)	16,7% (5)	23,3% (7)	53,3% (16)	100% (30)
3.	MALL enables me to accomplish task more quickly	0% (0)	3,3 % (1)	3,3% (1)	20% (6)	40% (12)	33% (10)	100% (30)
4.	MALL supports critical aspects of my task	0% (0)	0% (0)	3,3% (1)	26,7% (8)	26,7% (8)	43,3% (13)	100% (30)
5.	Using MALL increases my productivity	0% (0)	3,3% (1)	6,7% (2)	13,3% (4)	36,7% (11)	40% (12)	100% (30)
6.	Using MALL improves my task performance	0% (0)	0% (0)	0% (0)	6,7% (2)	36,7% (11)	56,7% (17)	100% (30)
7.	Using MALL allow me to accomplish more task than would	0% (0)	0% (0)	0% (0)	13,3% (4)	33,3% (10)	53,3% (16)	100% (30)

	otherwise be possible						
8.	Using MALL enhances my effectiveness on the task completion	0% (0)	0% (0)	3,3% (1)	20% (6)	26,7% (8)	50% (15)	100% (30)
9.	Using MALL makes it easier to do my task	0% (0)	3,3% (1)	0% (0)	3,3% (1)	33,3% (10)	60% (18)	100% (30)
10	Overall, I find MALL useful in my task	0% (1)	0% (0)	3,3% (1)	3,3% (1)	20% (6)	73,3% (22)	100% (30)

Note: STD: Strongly Disagree; D: Disagree; SD: Slightly Disagree; SA: Slightly Agree; A: Agree; STA: Strongly Agree.

The next five items of the statements in perceived usefulness got positive responses from respondents. It is proven by more than 50% of respondents who chose strongly agree for each five statements. However, there was one respondent or 3,3% who disagree with the statement of "Using MALL enhances my effectiveness on the task completion".

From all statements of perceived usefulness in using Mobile-Assisted language learning it was found positive that mobile devices enable them to develop their language skill and productivity in doing tasks. Most of them perceived that MALL is effective and beneficial to be used.

2. Perceived Ease of Use (PeoU)

Perceived Ease of Use is considered as the degree of individual beliefs that using a particular system would free from effort. This following survey statements using likert scale depicted the frequency distribution of perceived usefulness of MALL usage among EFL students in tertiary education. The first statement about the practicality of mobile device gained the wide range of data from strongly disagree to strongly agree. The students had different voices about the feasibility of MALL. The four students perceived that mobile device is not practical to be used, yet the majority of students found that it is feasible to use mobile device for learning language. However, in the second statement related to the operation MALL resulted positive among students by 29 students ranged their statement from slightly agree to strongly agree. There was only 1 student who valued that mobile device is not easy to operate. The third statement related to discouragement of mobile device gained negative responses from the most of students. There are about 25 students contradicted with this statement. In other words, mobile device was encouraging students to learn English. The fourth statement of this questionnaire represented the efficiency of MALL in performing what students want to do. Almost all students responded positively to this statement. Most of the students' noted disagreement in the statement of the inflexibility of MALL. It means that they perceived MALL as easy to use and it is adaptable.

Table 3. Frequency distribution of perceived ease of use (PEoU)

	Statements	STD	D	SD	SA	A	STA	Total
1.	I find the MALL practical to be used	3,3% (1)	3,3% (1)	6,7% (2)	23,4% (7)	20% (6)	43,3% (13)	100% (30)
2.	Learning to operate the MALL is easy for me	0% (0)	3,3% (1)	0% (0)	20% (6)	26,7% (8)	50% (15)	100% (30)

		STD	D	SD	SA	A	STA	
3.	Interacting via the MALL is often Frustrating	33,3% (10)	20% (6)	20% (6)	10% (3)	10% (3)	6,7% (2)	100% (30)
4.	I find it is easy to get the MALL to do what I want it to do	0% (0)	3,3% (1)	0% (0)	13,3% (4)	50% (15)	33,4% (10)	100% (30)
5.	MALL is rigid and inflexible to interact with	46,7% (14)	40% (12)	6,7% (2)	0% (0)	3,3% (1)	3,3% (1)	100% (30)
6.	It is easy for me to remember how to perform my task using the MALL	0% (0)	3,3% (1)	0% (0)	16,7% (5)	36,7% (11)	43,3% (13)	100% (30)
7.	Interacting via the MALL requires a lot of mental effort	33% (10)	23,4% (7)	20% (6)	20% (6)	3,3% (1)	0% (0)	100% (30)
8.	My interaction via the MALL is clear and understandable	0% (0)	3,3% (1)	3,3% (1)	10% (3)	40% (12)	43,4% (13)	100% (30)
9.	I find it takes a lot of effort to become skillful at using MALL	33% (10)	43,4% (13)	16,7% (5)	3,3% (1)	0,% (0)	3,3%% (1)	100% (30)
10	Overall, I find the MALL is easy to use	0% (0)	3,3% (1)	0% (0)	10% (3)	26,7% (8)	60% (18)	100% (30)
Note: STD: Strongly Disagree; D: Disagree; SD: Slightly Disagree; SA: Slightly Agree; A: Agree; STA: Strongly Agree.								

The sixth, eighth and tenth item addressed the simplicity of using MALL. The majority of the students reacted positively to those statements. There were 36,7% and 43,3% who chose agree and strongly agree about the effectiveness of MALL in performing task. It was slightly similar with the result of eighth statements with 30% for "agree" and 43,3% for "strongly agree". However, there are 3,3% or one students who disagree and 16% who slightly agree of sixth statement. While in the eighth item, about the clearance and plausibility of MALL, only two students responded negatively about 3,3% and also the same amount of students who chose slightly agree. In the other hand, seventh and ninth statements depicted the unpracticality of MALL which gained more disagree and strongly disagree labels from students about 33% and 23,4% for the seventh statement, and 33% and 43,4% for the eighth statement. As a matter of fact, the students found that MALL was feasible for them. The final statement of perceived ease of use remarked positive that the respondents mostly ranged their voices between slightly agree to strongly agree. However, there is one respondent who marked disagree.

Mobile-Assisted Language Learning (MALL) in the result of this study is considered beneficial in promoting language learners' autonomy dealing with VARK learning styles. The practicality, portability and ubiquitousness are the reasons of EFL students choosing MALL as the platform for learning English. MALL has ability in emphasizing the mobility of learner that is ubiquitous, free from restriction of fixed places and time (McCarty et al, 2017). The

participants perceived that mobile devices enabled them to utilize multiple learning styles. It is supported with previous study of Rossing et al (2012) finds that mobile devices can be utilized to facilitate adaption of the course content to fit students' learning styles and pace. Variety of applications which can be downloaded using mobile devices provide students with interactive visual representation of information. Furthermore, the result of this study reveal that students are using mobile devices both for academic purposes and for support outside of the classroom. It is because the capabilities of mobile devices encourage learning and engagement Miler (2012). By a number of features integrated in mobile device, students will be more encouraged to learn. Moreover, MALL has positive effect on EFL learning by displaying information in several modes simultanously. As Yeh & Wang (2003) found that a combination of text, picture, and sound are considered as more effective rather than text only. It supported the hypotheses of learning advantage in the media convergence. Since the ability of multimedia in displaying information in various modes simultaneously, it has positive effect in supporting EFL learning styles (McCarty, 2017). The fuller dimensionality and contextualization, the greater understanding that learner can gain.

Regarding to technology acceptant model (TAM) likert scale questionnaires, this study found that most of the EFL tertiary students who participated in this study perceived usefulness and perceived ease of use of MALL is definitely high in helping them to accomplish the tasks as well as to improve their language skills. It is supported from the findings of Mc. Carty et al (2017) that mobile learning has probability in motivating learners to improve their language skills as illustrated by students perception that digital story-telling and writing blog exhibited a high level of writing performance. In this present study, EFL tertiary students depict their satisfaction in using MALL to improve the quality of task.

The result of this present study provides valuable information regarding the utilization of mobile devices by EFL students in tertiary education to support English learning inside as well as outside the classroom. The findings highlighted that students have employed various strategies and learning styles to improve their English skills and to ensure their academic success.

CONCLUSION

Mobile-Assisted Language Learning was found beneficial and effective as a platform for mediating students with various learning styles and promoting autonomous learning since EFL students showed positive attitudes toward the integration of MALL. The ability of mobile device in displaying information in various modes simultaneously is able to enrich students' learning styles. Furthermore, utilizing MALL as the media for learning English enhances the possibility of students to adapt as well as enrich their learning styles to be a good language learner. The flexibility, practicality, mobility, feasibility and convergence of MALL enabled students to learn and practice language in a personalized way. Various e-learning platform provided by mobile device motivated students to learn in a community learning. In that respect, MALL can offer a platform for communicating that is motivating where autonomy and collaboration are mutually reinforcing.

Although this study found that the majority of students perceived MALL as encouraging and mediated various learning styles to learn autonomously, it is only on students' standpoint. There is a question for future research to investigate the implementation of this findings in a real classroom situation. According to the result obtained in this present study, there are many ways for teacher to integrate MALL as a media in learning English in order to deal with variety of learning styles as well as to promote learning autonomy and collaboration among students. Teacher can use various e-learning platforms which can be accessed by mobile phone such as edmodo, canvas, kahoot or moodle to create online community learning thus increase the possibility of students to access and discuss materials without restriction of time and place. The future research can take into the consideration on researching about how teacher engage students with different learning styles using these learning platforms to promote good language learner.

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