Scholar's vocabulary-knowledge favored listening-reading tenets: Concurrences from Madura

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Article Info

ABSTRACT

The study objective was to seek the favored tenets betwixt mobile-assisted-language-learning (MALL) listening-reading appliances by video-conferencing-technology (VCT) and direct-listening-reading appliances to Madurese-scholar's second-language (L2) vocabulary-knowledge (VK) listening-reading competencies. The analysis of variance (ANOVA), which produced concurrences, contained 41 scholars in two distinct emplacements amidst a Madurese-scholars preponderance and the different amounts in groups. Several significant conclusions emerged from the current ANOVA analysis. First, the comprehensive implication betwixt MALL listening-reading-appliance and direct-listening-reading-appliance to scholar's L2-VK listening-reading competencies was not substantiated because it was more than level significant (0.440>0.05). Second, we convened cognizance by direct perception, inside and outside deliberation, and documented it. Third, the cross-examination eventualities of perception-documentation were coded, and research eventualities established the Madurese-scholar higher education framework to pervade case study evidence vacuity that aims to scrutinize: i) the Madurese-scholar teaching-learning peculiarities performance of MALL-VCT-Zoom and Smart-TV multimedia edification; ii) Madurese-scholar interminable concurrences in MALL-VCT-Zoom and Smart-TV; and iii) impediments obtain by MALL-VCT-Zoom and Smart-TV during participation in edification. Irrevocably, concurrence betwixt MALL-VCT-Zoom and smart-TV to scholars' L2-VK listening-reading competencies were interrelated impacts as Madurese-scholars can learn conveniently with their necessity and concurrently utilize smart-TV or Zoom despite their impediments.
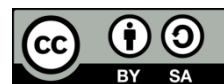
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1. INTRODUCTION

This mixed vocabulary study contemplated what means disparate Madurese-scholar English second-language vocabulary-knowledge (L2-VK); educators contrived with the predicaments they converged and contrasted with scholars in terms of second language (L2) listening-reading competencies in distantly-related areas via mobile-assisted-language-learning (MALL) and direct concurrences utilizing their comported

contrivance for interchange with the predicament of listening-reading-competences. Vocabulary-knowledge (VK) is decisive for L2 competence along with L2 reading-competence [1]–[3] as well as L2 listening-competence [3], [4]. We circumscribed a mixed analysis to substantiate the occurrence; hence this methodology captures toward deliberation a broad portrayals range of the contributors' factual listening-reading competencies and direct testimony in their online-classroom through MALL alongside a direct face-to-face (F2F) classroom. In conformity with [5], mobile-learning prosecutes exceeding the social order into the swift-advanced pace of circumstances. Thus, ceaseless inductive reasoning to tiny and trailblazing appliances has diversified the vantage point of e-learning from various perspectives. As pedagogical technicalities augmentation, the utilization of e-learning methodology such as value clarification technique (VCT), social-media-sites (SMS), learning-management-systems (LMS), along with others, enable university curricula to traverse time as well as space boundaries in the digital epoch [6], [7].

It enables congruence among geographically scattered contributors in synchronous communication (scholars and lecturers) [8]–[11]. Mobile-learning is the cutting-edge furtherance of mobile e-learning [12]. At this juncture, modern scholars are re-dynamically driven by their altering prerequisites, which consider L2-VK listening-reading competency via online and direct F2F classrooms. Scholars have recently piqued the interest in L2 competence as [13] proportion studies. Vocabulary-breadth (VB) paramount-scale prescribed as the locutions-multitude for personage-perceives at least some of the interpretation-knowledge substantial-visages, which is scholars' indispensable-procurement to the lexical-diversity-rate (LDR), prescribed as single-handedly listening either reading competency [14]–[16]. The cogitation of scrutinizing L2-VK listening-reading competency via online and direct F2F classrooms are actuated by the fact that scholars have incurred perplexities regarding their listening-reading proficiency and disposition features in L2-VK. In these concurrences, scholars may be able to procure L2-VK as an impounding stage listening-reading-competence along with reading. As specified by several researchers [15]–[18] signified around 98% LDR is proportionate-scale to 8,000–9,000 LDR prospective decent for elocutionist to thoroughly perceive transcription.

Also, in conformity with previous studies [14], [16], [19], the vocabulary-scale prescribed to procure 95% toward 96%, along with 98% LDR for listening-reading competency, is 3,000–5,000 LDR, proportionately along with 6,000–7,000 LDR. In other concurrences, scholars ascertain the predicament for communication in the classroom by verbal evidence, as proclaimed by [20], due to the deficiency of VK. In consonance with [21]–[23], the L2 reading-competence as well as have been revealed with [24]–[31], about listening-competence are authentication-device for VK's prominence-affinity. Nonetheless, it ought to be highlighted which the associations betwixt L2 listening-competence and VK diversify exceedingly amidst of research. As proclaimed by previous researchers [27], [30], [32]–[34], the linkage betwixt VK and L2 readings has been scrutinized by then. Equivalently, the linkage betwixt L2 listening-competence and VK is proclaimed previously [31], [35]–[39]. Many variables might account for these prominent diversities, in conjunction with VK-cognate-circumstances (vocabulary-magnitude-modality), contributors-cognate-circumstances (ethnicity, L2, and age), and publication-cognate-circumstances (publication type and publication year).

2.   MALL-VCT IMPLEMENTATION FOR L2-VK LISTENING-READING-COMPETENCES

For the time being, there is an alteration based on computer-assisted-language-learning (CALL) into MALL as well as based on personal-computer toward mobile-computer entangled computer-like-capability-mobile-phone design, providentially compiled by educators along with technologists by using evolving engineering's that were not yet extensively employed nor considerably perceived by ordinary-like people [11], [40]–[45]. Thereby the Polycom commencement emerged after the advent of Via Video approaching the end 1990s to the early 2000s, which enacted an eloquent involvement in the emergence of VCT. Google Duo, Blackboard Collaborate Ultra MS Teams, Webex, FaceTime, Google Hangouts, and variant VCTs have the latest prevailed capability throughout education [11], [44]–[46]. Zoom is utilized lately for e-learning by universities in developed countries, for instance, France, Canada, Germany, forasmuch as VCT is still an afresh spectacle in universities in developing countries suchlike Indonesia, Brazil, India [47], as well as Africa, peculiarly in South Africa [48]. In accordance with [49], the VCT-Zoom is a synergistic provision envisioned in 2011 in California by local Chinese-American businessman as addition to its commencement in 2013. It exerts audio, video, and data streams to enable scholars and lecturers (contributors) in discrete stances to engross one another for dossier dispersion by entrenching a virtual meeting atmosphere [50].

A disseminated possession of mobile appliances postulate that scholars are procure and engage in occurrences determined by their compulsions and circumstances of mobile appliances prescription, comprising those consequential of greater mobility and flexibility [46], [51], [52]. In proportion to several studies [46], [53]–[55], technology enactment may fail by placing on users (educators), including recurrently

discarded based on the planning approach as getting inadequate training. Even though mobile-learning was antecedently delineated in provisions of its utilization of portable upheaval, consecutive cogitation has expedited the scholars' mobility [12]. The informal visages of m-learning are also accentuated [46], [52], [56]. Scholars might contemplate a movie, listen to music, or enact adjacent by utilizing sophisticated Android-construct mobile appliances and first-rate instructing chattels that are convenient over the internet. Several researchers [57], [58] enumerate the perks of consenting VCT in the classroom, which comprise: i) extemporaneous communication (audio, graphics, videos, and animations); ii) overcoming current epoch, gap, as well as expenditure; iii) Acclimatize diversified scholars' learning styles; iv) ensure legitimate teaching-learning (in a real-world ambiance); and v) provide concurrences for instantaneous feedback. Other authors, on the contrary, elucidate the periphery of employing VCT for e-learning, which may comprise: i) digital fatigue; ii) inability to allege lecturer-scholar congruence; iii) deficiency of online teaching strategies, which can precipitate pandemonium; iv) Internet connectivity predicaments, pace, and sound; and v) scholars are turning into boredom due to long lectures and fixed camera angles [59]–[61].

The exertion of Android-construct mobile-phones to expedite VCT grows then some particulars utilize it due to Google's establishment of the Android operating system. These mobile-phones capacitate enhanced technicalities for new-cutting-edge learning discretion and communiqué transverse a diversity of utilization probabilities. In conformity with other studies [46], [52], [62], a typical m-learning covenant might comprise auxiliary concurrences toward digitally facilitated-site-specific errand, proprietorship, and grip on what the learners effectuate. As an outcome, the learning enhancements in the online-classroom should consider educator and scholars to forevermore regurgitate and expose English on an accustomed groundwork, as well as English in the online-classroom. In conformity with [11], [40]–[45], a study has been implemented to delineate and signify treatments for the predicament of utilizing fledgling technicalities cognate to Zoom VCT for e-learning primarily in the circumstances amidst scholars. Apprehending educators' stances in this field are paramount since research has highlighted that educators' conduct, credence, and precise utilization of technology consequence for applicability of e-learning in the digital epoch [6], [63]. In conformity with this purpose [11], [40]–[46], [52], it is paramount to conceive CALL, which has augmented toward MALL as a consequence of the computer-mediated-course (CMC) as the Android-Construct smartphone currently features computer-identical adequacy nowadays.

Nonetheless, it is envisioned to pursue the scholar's insinuation thinking-realm of what we persevere addressing uninterrupted research inquiries on educator's enlightenment for CALL to MALL using CMC-Structured English as foreign-language (EFL) learning-appliances as well as a mixture of methodological theories [11], [40]–[45]. Then an alteration from the direct F2F one, class engrossed learning toward online language learning, as a study [64] perceived connectivism as a new learning paragon for the digital epoch, with eight pointing consciences can be seen in Table 1. This paradigm accentuates the applicability of networks and interdependence in using technical instrumentalities Zoom VCT via CMC, evidenced by a study was overseen by previous studies [46], [52], [65], for proficient information-communication-technologies (ICT) teaching-learning mechanism. These instigators perceive connectivism as game-changer in educational technology framework because it establishes core learning frameworks (behaviorism, cognitivism, and constructivism). In addition, the endeavor of augmenting circumstances for online-classrooms compels the occurrences of other predicaments as well as perplexing for amateurish educators; nonetheless, the lecturer's pertinence endeavor for accruing forthright supervision on appraisal patterns for learning technicalities is inert in the probe and study phase, so scholars perchance ascertain that mobile-learning has additional onerous along with predicaments [11], [40]–[46], [52], [64], contends that beneath connectivism, awareness is socially conceived viewpoints.

Alternatively stated, educators using Zoom VCT should contrive an interactive concurrence in which scholars are vivaciously concurring and administer their acquaintances for the social production of knowledge (apportioning presumptions) [11], [40]–[45], [66], [67]. This exhibits that the teaching process is conceivably scholar-centered, alongside authentic learning exemplified by real-world problem-solving rehearsals. Inasmuch as the attainability of Android-Construct mobile-phones along with web linkage inside online-classroom, scholars may ingress numerous English language learning videos and study single-handedly through disparate High-Tech internet material such as YouTube and Zoom [5]. Furthermore, a research [68] delineates e-learning as the invert of expertise or acquaintances amidst constituents of a social group but conceives that it is compelled to be a connections network betwixt nodes or relationships amidst persons, groups, and technology expedients.

Conversely, for proficient online teaching-learning, connectivism espouses lecturers to expedite scholars by devising hardware (workstation, mobile-phone, notebook, along with others) and software (Internet, Zoom, and others) expedients obtainable in addition to converge the online lectures [11], [40]–[45], [69]–[71]. Consequently, learning is capable of eventuating in both human along with non-human appliances; the authorities of connectivism in online teaching-learning the utilization technical expedients (LMS, SMS, VCT) to expedite content apportionment betwixt scholars with educators [52], [64]. This authorizes lecturers

to cultivate and preserve proficient junctions that precede ingress and distinguish state-of-the-art topic material, expediting continual teaching-learning [11], [40]–[46], [72], [73].

Teaching-learning with Zoom is theoretically about coefficient decision-making by either lecturer and scholars so that they can establish toward free discretion and ascertain over the substance, the approach they desire to preference, along with the velocity pace [47]. This field reliance is convoluted; teaching-learning in virtue of VCT-Zoom are conceivably democratically adjudicated by lecturers and scholars for efficacious e-learning [52], [54], [74]. Inevitably, it is necessary to ascertain an artificial-natural circumambience to augmenting social reciprocity and communique in English [75].

Table 1. Consciences of the connectivism learning arrangement [64]

No.	The variety of perspectives the foundation of learning together with knowledge
1.	Learning is the approach of the concatenation od specialized nodes or commencement of knowledge.
2.	Learning conceivably instituted in both humans as well as non-humas appliances.
3.	The dexterity to ascertain more is more paramount than what is perceived at this point.
4.	Junctures must be well-versed and retained chronologically to expedite uninterrupted learning.
5.	The most prominent awareness is the capacitance to comprehend junctures at scopes, perceptions, and tenets.
6.	The terminus of all connectivist learning proceedings is currency (infallible, recent dossier).
7.	The decision-making relevance of the incoming dossier and the choice of what to ascertain are perceived within the lens of a dynamic certitude. Nonetheless, there is previse feedback by now, it is conceivably indecorous after time due to alterations.

3. VOCABULARY KNOWLEDGE FORM-MEANING AND DEPTH

The prominence of Android-construct mobile-phones as versatile media appliances in mobile-learning stems from the certitude that we reside in an audio-visual appliance epoch, which implies that the capacitance to utilize audio-visual is quintessential [11], [40]–[45]. Audio-visual instrumentalities are decisive technicality constituents for L2-VK listening-reading competency learning appraisal for VB under MALL-VCT or CALL-MALL in a direct situation. As a practical matter, VB-knowledge was concretized by researchers as form-meaning mapping knowledge [76]. It allows educators to conduct the endeavor constructively, consenting scholars to immerse and retain the dossier for extended periods. It aids in the extraction of changed work concepts through the graphic display. Several researchers identified four pointing consciences about form-meaning mapping-cognizance: i) Vigorous recall is defined as the proficiency in constructing an already known concurrence L2-shape (word translation task); ii) Vigorous recognition is the language users is the language users must be able to apprehend the L2-word-form of an already known interpretation (word preference task-based on a disposed of the meaning); iii) Torpid recall comprises the proficiency to expound the interpretation of an L2-term (word delineation assignment); and iv) Torpid recognition is the language users must have the proficiency to apprehend the interpretation of an L2-term (meaning preference task-based on a disposed of L2-word-form) [17], [77], [78].

Disparate studies evince that scholars adore learning languages by way of video [79]. Furthermore, they think video content in online teaching-learning may prove inconceivably advantageous in L2-VK listening-reading competency because it combines entertaining and pedagogical consciences in vocabulary-depth (VD). In consonance with [3], [76], [80]–[87], that VK is predominantly perceived as a perplexing, multifaceted concept. For that reason, lecturers strive to study textual materials (articles, books, and manuals) to keep current on issues in the field of L2-VK listening-reading competency, especially in online teaching-learning. In accordance with [70], technological reverberation implants the discipline or subject at the core of efficient online teaching-learning, as [88] does. Researchers have conceived discrete VK-conceptualizations from diversified stances [3], [13], [81], [84], [86], [87], [89], [90]. According to Ghasemi *et al.* [13], premise of VD also VB is one of VK's most prominent descriptive frameworks [74], [86], [87], [91]–[94]. The provision VD pertains to "the merit or apprehension-depth" [13] and signifies whence scrupulously a scholar conceives transcription [93].

Since language-depth-knowledge is a tremendous as well as an imperceptible term which not feasible deliberate by an unaccompanied assessment [76], [84], [85], vocabulary-connoisseur has augmented a disparity of conceptualizations of VD-knowledge [3], [76], [86], [87], [91], [95], [96]. Amidst the diversiform countenances of morphological-awareness, word-interconnection-knowledge along with VD are two that have incessantly been preconceived. There were three phases for employing video in concurrence and text in teaching reading in their experimental research "Video in teaching reading for business grounds": pre-reading, reading, and post-reading.

The study's discoveries propounded that video can elevate scholars to improve their reading dexterities and augment their reading competencies. In this current-factual study, the researchers adjusted three stages in implementing the videotext in teaching VK by the movie with subtitles, which digressed upon

what other research [97], [98] did since the study was administered in two distinct emplacements amidst a preponderance of Madurese-scholars and the different number of scholars in some groups. The researchers only obtained the final examination over their listening-reading-competence by L2-VK listening-reading competency. The experimental and controlled group approaches have resemblance and divergences betwixt one and other contributor-groups (experimental and controlled groups) are pre-arranged with comparable information. Still, the method of presenting the instrument is discrete.

The content for the "Racing Extinction" movie was procured and well-adjusted to the English Language Education Program syllabus for an undergraduate scholar. In the first stage scholar watches a preview from "Racing Extinction" movie with English subtitles via Zoom by their Android-construct smartphone to get the scholar perceived up for the gist mobile appliance. Then they expressed their testimony on the issue. In contrast, scholars in the controlled group were assigned the same content through smart-TV in a cinema-like-conditioned classroom as [65] introduced. Furthermore, the guidelines were generally the same in the second stage, but the utilized-paraphernalia was distinct. The downloaded entire "Racing extinction" movie with English subtitles was streamed via Zoom in the experimental group. In contrast, scholars watched through smart-TV in the controlled group.

Finally, in the third stage, the final examination of their VK reading-competence, the two groups were the same just like the previous stages by watching the movie with the absence of subtitles in compliance with their applicable appliance terms on each group, then evaluating the real-time movie storyline by filling the precise sentence subtitle. A substantial disparity betwixt the existing-binary contributor groups over two distinct emplacements amidst a preponderance of Madurese-scholars then scrutinized into three phases: i) How are the Madurese-scholar teaching-learning peculiarities performance of MALL-VCT-Zoom and Smart-TV multimedia edification?; ii) How are the Madurese-scholar interminable concurrences in Zoom and Smart-TV classroom?; iii) What are the impediments obtain by MALL-VCT-Zoom and Smart-TV during edification participation?

4. RESEARCH METHOD

Mixed quantitative and qualitative methodologies were used in the current-factual analysis [99]–[101]. There were 41 undergraduate university scholars inscribed in an existing English department by two disparate high private institution in two distinct emplacements amidst a preponderance of Madurese-scholars and the different number of scholars on some groups with existing MALL-VCT teaching-learning methodologies by using Zoom application along with their Smart-TV cinema-like-conditioned classroom in last two years during the COVID-19 pandemic. Scholars usually attend the lecture in consonance with the type they are followed by MALL-VCT listening-reading appliances or direct listening-reading appliances in the Smart-TV cinema-like-conditioned classroom in conformity of blended-learning (BL) that utilized by the lecturer simultaneously that BL comprises F2F as well as technology-mediated training [102]–[107]. The instruments used were correct-word-per-minute (CWPM) [98] approaches for the randomized sequences of real-time movie storylines for 30 minutes by filling the precise sentence subtitle simultaneously in conformity via Google-Forms, as shown in Table 2.

Table 2. CWPM Google-Forms scoring

Scored as correct	Scored as error
Correct typing: the word must be typed correctly from movie listening item period	Mistyping/Word-substitution: mistyping is error Listen E.g.: The dog ate the bone. (WTC=5) Type as : "The dig ate the bone." (WTC=4) (WTE=1)
Repetitions: repeated words are counted as correct Listen E.g.: Ted types a letter. (WTC=4) Type as : "Ted types…Ted types a letter." (WTC=4)	Omission: each word omitted is an error Listen E.g.: Ted climbed the oak tree (WTC=5) Type as : "Ted climbed the tree." (WTC=4) (WTE=1)
Insertions: when a word is added it is not counted as correct word not as typing errors. Listen E.g.: Sue was happy. (WTC=3) Type as : "Sue was very happy." (WTC=3)	Hesitations: when the students hesitate fails to type the word within item period Listen E.g.: Mario saw an elephant (WTC=4) Type as : "Mario saw an ell…" (WTC=3) (WTE=1)
	Reversals: when two or more words are transposed, those words not type in the correct order are errors. Listen E.g.: Charlie ran quickly (WTC=3) Type as : "Charlie quickly ran." (WTC=1) (WTE= 2)
Listening to typing: variations in typing that are explained by local language norms are not errors. WTC: Word type correct; WTE: Word type error	

In the first phase to quantify scholars' L2-VK listening-reading competency, the attainment category-scale was utilized along with the following criteria: 00-30 (Deficient), 31-60 (Mediocre), 61-80

(Proper enough), and 81-100 (Exquisite). The scholars' scores were taken from the scholars' CWPM percentage. The dossiers were analyzed using SPSS. 21 software to calculate the final examination of scholars' L2-VK listening-reading competency and the appliances. Verifiable substantiation insinuates that both static and full-motion effigies can encourage cognizance [108]–[110]. In the second phase, the topic was ascertained by virtue of open-ended coding feedback for lecturers' and scholars' efforts in augmenting scholars' L2-VK listening-reading competency outcome by this small-scale qualitative case study of lecturers' and scholars' deliberations over the MALL-VCT-Zoom and Smart-TV utilization for e-learning formed part of the researcher's overall project, [111]–[113]. The current-factual study utilized a semi-structured interview in which conceived the contributor's peculiarities inquiries.

The interviews were conducted in the contributor's native Madurese-language and then translated into English due to a preponderance of Madurese-scholars for increasing contributor's interviews-convenient level and recorded each of approximately 45–60 minutes by utilizing an Android-construct smartphone recording application. Henceforth inside and outside talking, the researcher has convoked dossiers to find direct perception and the recorded documents [114]–[118]. Several times, these interviews were effectuated until we exposed critical voices from contributors' common occurrences. We scrutinized the interview transcripts several times to have a compendious conception of the evidence. This scrutiny approach efficiently approximated the holistic certitude [114], [119]. Finally, the contributors' affinities were enshrouded as pseudonyms before a compendium of the dossier. In this study, inductive and deductive cogitating was utilized to ascertain thematic analysis by coding produced dossier to establish categorizations to impart portentous themes connected to MALL-VCT-Zoom and Smart-TV [120].

Contributors generated as well as a recorded dossier on Android-construct mobile-phones were expeditiously coded, and codes were characterized (deductive cogitating) [111], [112], as shown in Table 3. Finally, inductive cogitating was employed in the remaining two codes to devise another prevalent eventuality, and the three eventualities were established. In accordance with this, we classified each comparable interview response dossier as an emergent eventuality and were immersed in utilizing a coding pattern premeditated by [117]. This procedure exposed three prevalent eventualities: Madurese-scholar performance in MALL-VCT-Zoom and Smart-TV multimedia teaching-learning peculiarities, Madurese-scholar interminable concurrences in MALL-VCT-Zoom and Smart-TV multimedia teaching-learning approach, then along with impediments obtain in furtherance of MALL-VCT-Zoom and Smart-TV enactment [9] ascertained.

Table 3. Contributor's participative dossier

Pseudonym	Location	Occupancy	Ethnicity	Education level	Experience (years)
Maverick	Probolinggo	Lecturer	Madurese	Master	12
Iceman	Bangkalan	Lecturer	Madurese	Master	14
Sidewinder	Probolinggo	Scholar	Madurese	Undergraduate	3
Foxtrot	Probolinggo	Scholar	Madurese	Undergraduate	4
Viper	Probolinggo	Scholar	Madurese	Undergraduate	2
Wolfman	Probolinggo	Scholar	Madurese	Undergraduate	2
Jester	Bangkalan	Scholar	Madurese	Undergraduate	1
Cougar	Bangkalan	Scholar	Madurese	Undergraduate	3
Phoenix	Bangkalan	Scholar	Madurese	Undergraduate	1
Bogeyman	Bangkalan	Scholar	Madurese	Undergraduate	2

5. RESULTS AND DISCUSSION
5.1. Madurese-scholar performance in MALL-VCT-Zoom and smart-TV multimedia teaching-learning peculiarities

The first segment examines the teaching-learning approaches of using MALL-VCT-Zoom appliances and direct appliances of Smart-TV in a cinema-like-conditioned classroom on scholars' listening-reading-competence. The foremost prevalent eventuality was perceived based on the scholar's competence in MALL-VCT-Zoom and Smart-TV multimedia teaching-learning peculiarities and interviews. L2-VK listening-reading-competence was measured by the corrected words per minute (CWPM) test. The corollary of the test shows that the mean accuracy for L2-VK listening-reading-competence via MALL-VCT-Zoom in Bangkalan is M=6.73 (SD=1.104), via MALL-VCT-Zoom in Probolinggo is M=7.00 (SD=1.000), via Smart-TV direct listening-reading-competence in Bangkalan is M=7.45 (SD=1.036) and via smart-TV direct listening-reading-competence in Probolinggo is M=7.07 (SD=1.034). The mean scores demonstrate that scholars' L2-VK listening-reading-competence via MALL-VCT-Zoom and direct listening-reading-competence in Bangkalan and Probolinggo shows negligible difference since the disparate level only shows the disparate-level not higher than 1 point.

In answering the first research question of this study, ANOVA analysis was computed and got 0.44 as a significant value. It revealed that the hypothesis is not substantiated because it is higher than the level of significant (0.440>0.05). Nevertheless, in the second segment, the researcher interviewed with two lecturers and eight English language education program undergraduate scholars from both locations. In conclusion, there is no disparity in teaching listening-reading-competence via Zoom and Smart-TV as testimony:

> "*While I was effectuating BL in the teaching-learning process, some scholars engage the Smart-TV classroom directly, while the others accede via MALL-VCT-Zoom simultaneously. Based on my cognizance, my scholars' preponderance engaged by direct learning via smart-TV and Zoom classroom. Thus far, their L2 listening-reading-competence evinces a convalescence over VK as a copious vocabulary scholar, in contrast with inadequate vocabularies encounter a predicament in perceiving the video material. Despite both tenets approach show insignificant performance differences.*" (Maverick)
> "*My scholars seem enthusiastic seeing the video, as is on Zoom or a smart-TV. They can imitate the pronunciation, listen to native speakers and learn alien vocabularies. Scholars may practice being fluent elocutionist and speakers. As a corollary, they can augment their English competence.*" (Iceman)

In line with this finding, a previous study unpacks that VB-knowledge was concretized by researchers as form-meaning mapping knowledge [76] as lecturer's conviction that scholar's English vocabulary. The scholars' prolonged exposure to listening-reading exercise is more likely to augment their proficiency in L2-VK [3], [30], [31], [35], [36], [38], [39], [76], [86], [87], [91], [95], [96]. Therefore, the utility of video material in listening-reading-competence was beneficial in developing of scholars' L2-VK and English proficiency. As [79] echoed, the video content in online teaching-learning may prove inconceivably advantageous in L2-VK listening-reading competency because it combines entertaining and pedagogical consciences in VK and its predicament.

> "*I handed the scholars a quiz at the class session cessation. I ascertained that scholars with copious VK may perceive the question immediately. The content utilized in the CWPM test was taken haphazardly from the video to prevent scholars from cheating on the internet.*" (Iceman)
> "*When I administered the CWPM test to my scholars, those with incompetent vocabulary made more errors. As a corollary, when I was assigning the task towards the class session cessation, any of the scholars may be probing for the material's subtitle on Web. As a pre-emptive measure, in CWPM test I exercise randomized sequence over the movie for the final test.*" (Maverick)

The interview delineates Iceman and Maverick aimed at obtaining a cogent dossier from the test corollary so that it genuinely concurrences scholars' VK in English.

5.2. Madurese-scholar interminable concurrences in MALL-VCT-Zoom and Smart-TV multimedia teaching-learning approach

This second prevalent eventuality is scholar testimonial on the prolonged concurrence in Zoom and Smart-TV. The study's contributors were the scholar of high private institutions in Probolinggo and Bangkalan who concurred in Smart-TV and Zoom as epitomized testimonial:

> "*My lecturer administered BL, so the scholar may decide to join the class promptly in the classroom, or they partake in online learning. I prefer to join the class directly. Nonetheless, in learning L2 listening-reading-competence, my lecturer utilized Smart-TV when we studied the topic in Video, I felt like I was in the cinema.*" (Sidewinder)
> "*I can learn the pronunciation of alien vocabularies and imitate the native speaker's accent in English from the video played by my lecturer in Smart-TV. As you perceive, my mother tongue as Madurese has a prominent exposure over my thinking-realm then the edification impacts my accent in English.*" (Foxtrot)

Appertaining to the scholars' experiences via Smart-TV endowing real-time native experiences through the movie by immersing their pronunciation to augment their listening-reading-competence. Nevertheless, on the contrary, Wolfman and Bogeyman joint Zoom class substantiate the exact concurrences, especially for Viper in conformity with [5] that Viper was expressing his willingness to communicate.

"*Learning listening-reading video via Zoom bequeathed me another level of experience in acquiring & enhancing my English L2 dexterity and accent, as my setback my L2 exposed by the Madurese-language.*" (Viper)

"*I partake in simultaneously via Zoom hence my house in Probolinggo is distantly related to campus. However, I procure no discrepancies in unaltered material as the lecturer played the video in the classroom.*" (Wolfman)

"*The lecturer on my campus in Bangkalan conceded the scholars whose houses are distantly related to campus to engage in Zoom learning, so all I have to do is dispense my internet data package. It is more convenient for me; hence I destitute to arrive sooner, waste money on gasoline, and exert my energy on campus.*" (Bogeyman)

In conformity with the evidence, BL is the ideal approach since it comprises F2F and technology-mediated training [102]–[107], allowing scholars to engage in class either directly or remotely. For scholars from remote areas, online learning is one privilege despite its predicament. Bogeyman evidence is in conformity with [57], [58], that MALL-VCT-Zoom overcomes current gap. Therewith, the lecturer administered BL simultaneously, and there was no discrepancy in the dossier dispensed to the scholar in both Zoom and smart-TV classes and gave some privileges that augment scholars' language provision from Madurese to English L2 competence.

5.3. Impediments obtain in furtherance of MALL-VCT-Zoom and smart-TV enactment

In the third prevalent eventuality testimony with lecturers and scholar's contributors, some predicaments amidst the teaching-learning process in Zoom and smart-TV enactment along with CWPM test are procured in the interview:

"*Performing BL, I must be accustomed to several applications such as Zoom. As a corollary, I must learn to operate, and I still require support from information technology employees to run my blended classroom. Before administering the CWPM test, I clarified the test technical implementation the CWPM test via Zoom.*" (Maverick)

"*I used to teach scholars in ordinary classrooms promptly at first. Notwithstanding, certain concurrences pushed me to administer and comprehend BL. As an educator, it is indispensable concurrence for always augment my techno-pedagogical insight for Zoom and Smart-TV simultaneously.*" (Iceman)

The study's findings [121] accentuated an inadequacy of imminent support for resolving technical impediments with instructional technicality in BL. As Maverick and Iceman evince their eagerness to ascertain new technology. We also delineated certain predicaments as scholars narrated:

"*I must arrive at least 15 minutes before the lesson start. Because if I didn't got here on time, the movie would have already been played on Smart-TV, and I won't be able to procure anything from the beginning, especially the English-alien vocabulary.*" (Jester)

"*I prefer learning in the classroom through Smart-TV over Zoom because it consumes my internet data package. Furthermore, I can convene my friends and speak after class and discuss the lesson also the task.*" (Sidewinder)

"*I was sluggish to attend the class promptly on campus since my house is distantly-related. So, I participate the class via Zoom. Overall, I enjoy online learning with Zoom; nevertheless, my internet data package runs out soon, and my internet speed falls below the average, in fact that I got nothing of internet service in my vicinity.*" (Cougar)

"*To procure maximum corollary in CWPM test via Zoom, I require to utilize both laptop and smartphone. Since the video was played via Zoom and I must type fast via a google form. However, if I only utilize smartphones to run Zoom and Google Form simultaneously, I have a predicament switching the application.*" (Phoenix)

In accordance with previous study [121], impediments incurred were challenges for both lecturers and scholars can be seen in Figure 1, whether in Smart-TV or Zoom enactment. Nevertheless, lecturers and scholars have their own convenience in those tenets based on various impediments such as techno-pedagogical insight and other personal reasons.

Figure 1. Online predicament factors taxonomy of blended-learning [71]

6. CONCLUSION

The current study catechized to scrutinize Madurese-scholar performance, interminable concurrences, and impediments obtain. Concurrent study predicated that utilizing video material in MALL-VCT-Zoom and Smart-TV classrooms imparts certain privileges in augmenting Madurese-scholar's language performance from primarily-substantial Madurese exposure to augmented English in L2-VK listening-reading-competence and pronunciation. Furthermore, each tenet has its privilege and drawback based on the scholar's necessity and concurrent to utilize it as prolonged concurrences. Zoom is the preferable solution for Madurese-scholars whose residence is predominantly distantly-related to campus. Nevertheless, scholars who aspired to a more profound convenient learning experience desired to come a Smart-TV classroom promptly and discuss altogether with their friends and lecturer. There were impediments for both scholars and lecturers in the effectuation of Zoom and smart-TV classroom, including technological perplexity and personal factors such as the internet data package, learning appliances attainability, and scholar's averseness to partake in F2F or online-classroom. In conclusion, Madurese-scholars can learn conveniently in conformity with their necessity and concurrently utilize smart-TV or Zoom despite their impediments.

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