

THE USE OF MOBILE ASSISTED LANGUAGE LEARNING IN ENGLISH LEARNING OF FOURTH SEMESTER ENGLISH DEPARTMENT STUDENT AT IAIN SAMARINDA

Anis Nurul Hidayah Nafa

Indonesia, IAIN Samarinda

Email: anisnurulhidyahnafe@gmail.com

Abstrak

MALL focused on language learning that used mobile phone as a learning tool. MALL in English learning is handy for students who require enhancing their English skills. Especially English department students at IAIN, they were required to master the primary English language skill to support the learning. The research objective was to know students perspective toward the use of MALL in English learning, how do students use MALL to support their English learning activities in English and their perspective toward the advantages and disadvantages of utilizing MALL. The instrument was interview conducted by a brief introduction to the subject of the study and then selected students based on their last GPA. Based on the data finding, showed that MALL are indeed useful and bring advantages for students. They share their experience in using MALL for English learning to facilitate, save time and energy, easy theory learning and information access, and improve motivation. However, besides the advantages MALL can provide, it also has its disadvantages. The students share their experience of disadvantages using mobile phone for English learning. They say that the mobile phone is too small so that it is difficult to type, the application of online classes is not yet perfect, the source of material that cannot be trusted completely and the difficulty of internet access because not everyone has the same economy so that the internet that requires a data packet or wifi connection cannot reach everyone.

Keywords: *English Learning, Mobile Assisted Language Learning (MALL), Mobile Devoces, Mobile Learning*

A. INTRODUCTION

In today's era, the use of mobile technology has adapted to learning. The wide use of mobile phones and other portable devices has been significantly changing learning in many contexts, including language learning. The amount of mobile access can support several aspects of language learning, such as reading, writing, listening, and speaking. According to Klimova (2019), the key features of mobile learning, such as personalized learning, independent on time and place, collaboration with peers and teachers in formal and informal settings, ubiquity and interactivity of mobile devices, make m-learning efficient. So, the learning environment provided by mobile makes it easy for anyone to learn a foreign language. With this, mobile assisted language learning (MALL) is introduced.

Qing (2008) stated MALL is mobile learning related to language learning. MALL focused on the mobility of the learning practice and emphasized the interaction between the learner and learning content, peers, or the instructors can improve effectiveness, flexibility, and convenience in learning. MALL Enabled learning by utilizing the technology rather than relying on traditional education using the paper, board, and teacher as the absolute center of

attention. Whether we realize it or not, the MALL became the path of new learning activities. These new ways of learning are needed by non-English native speakers to enrich their foreign language skills.

English department students who live in a country that does not use English as their primary language naturally experience difficulties in mastering English. To enhance their foreign language skills, they cannot just depend on the lessons provided by formal education. Students need to find outside alternatives to improve their English language skills. Advanced technology such as MALL English learning is expected to help non-native students to learn English. Students also do not need a formal place and system to access and train themselves in English. MALL can be accessed privately without spawning crowds as audiences such as formal learning in class. So that confidence in learning a foreign language does not need to be a problem. MALL is a perfect alternative method for English department students who used English as their main subject courses at university to learn and train their English skills.

English department students who live in a country that does not use English as their primary language naturally experience difficulties in mastering English. To enhance their foreign language skills, they cannot just depend on the lessons provided by formal education. Students need to find outside alternatives to improve their English language skills. Advanced technology such as MALL English learning is expected to help non-native students to learn English. MALL has encouraged exciting opportunities for personalized and learner-centered environments with flexible access to learning materials anytime and anywhere. In a research conducted by Farhana (2018) has a results of MALL as supportive access to mobile for English learning and enjoyable learning significantly increases learning motivation and encourages lifelong learning. Students also do not need a formal place and system to access and train themselves in English. MALL can be accessed privately without spawning crowds as audiences such as formal learning in class. So that confidence in learning a foreign language does not need to be a problem. MALL is a perfect alternative method for English department students who used English as their main subject courses at university to learn and train their English skills. Concerned with the research background above, the research focus are:

1. What are English department student's perspective toward the use of MALL in learning English?
2. How do English department students use MALL to support their learning activities in English?
3. What are English department student's perspective toward the advantages and disadvantages of utilizing MALL?

B. THEORITICAL FRAMEWORK

In general, this section displayed some theories which have relevance with variables of the title in this thesis and previous study to examine the research with the same field.

1. Mobile Devices

In 1973 mobile devices were discovered for the first time. No one thought that one day it would become a virtual object in daily human life. According to Newhouse (2006), the use of mobile devices has become common among many age groups due to affordability and availability. The researcher took two studies regarding the characteristics of mobile devices. The first previous study was conducted by Ogata and Uosaki (2012), which stated that there are five characteristic mobile devices, namely; permanency, accessibility, immediacy, interactivity, and situating of instructional activities. Simultaneously, the second previous study was conducted by Miangah and Nazareth (2012), who also divided the characteristics of mobile devices into five parts: portability, social interactivity, context sensitivity, connectivity, and individuality. Kukulska-Hulme and Shield (2012) define mobile devices as small-sized, self-directed and quite unremarkable devices to be associated with us every time.

This opens up mobile phone opportunities that can be used in learning activities, as they are easy and practical devices to use.

Sharples (2000) stated Mobile devices begin to play an increasing role in education, particularly with the help of developing technology. According to Qing (2008), it focuses on the mobility of the learning practice. It emphasizes the interaction between the learner and learning content, peers, or instructors, which can improve effectiveness, flexibility, and convenience of learning. So mobile learning enables a more accessible and simpler learning environment with a comfortable environment for educators and students. With this, MALL is introduced.

2. Mobile Learning

El-Hussein and Cronje (2010) define the concept of mobility in three significant features: mobility of technology, the mobility of learning, and mobility of learner. In mobility of technology is about devices used by learners. These devices can make it easier for learners to learn anywhere and anytime. Then there is the mobility of learning that can be motivational and enthusiastic in learning as an easier alternative than traditional learning. The mobility of learning also generates new modes of educational delivery: personalized, learner-centered, situated, collaborative, ubiquitous, and lifelong learning. And finally, learners' mobility can contact one another for the same learning purposes and save themselves from disadvantages of time and place. Furthermore, Shoaib (2017) stated the potential benefits of mLearning have been widely touted from a range of purposes, including cost savings, worldwide communications, easy access, study aids, convenience, and location-based services.

According to Kukulska-Hulme (2010), mobile technology can facilitate contextual and problem-based learning by detecting a learner's presence in a particular place or in relation to other people and objects nearby and adapting the learning experience accordingly. With personal mobile devices, learners can engage in more flexible, accessible, and personalized learning practices without problems with places. Learning by utilizing mobile can increase learner's sensitivity in motivation to learn actively. Learners can also participate in various social learning collaborations. Learners could enjoy the ownership of their learning and a certain amount of freedom and independence. In his book, Kynaslahti (2003) stated mobile learning enables teachers and Learners ubiquitous and seamless access to information and convenience, expediency, and immediacy are valuable to teachers and enhance students' learning.

Mobile learning also increases mobility and dynamism in the learning process and the flow of information related to learners' lessons. Sharples (2010) said new educational modes such as personalized, learner-centered, situated, collaborative, ubiquitous, and lifelong learning can be achieved through mobile learning. Also Kukulska-Hulme (2009) said mobile learning's main attributes are personalized, situated, authentic, spontaneous, and informal learning.

3. Mobile-Assisted Language Learning (MALL)

Kukulska-Hulme (2009) define Mobile Assisted Language Learning focuses on the mobility of the learning practice and emphasizes the interaction between the learner and learning content, peers, or the instructors, improving effectiveness, flexibility, and convenience of learning. MALL is a learning method that uses mobile tools deal in language learning. O'Malley (2003) identified it as "any sort of learning that happens when the learner is not in a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies". So learners do not have to learn foreign languages in monoton and formal way such as classroom.

Until recently, Burston (2014) stated the majority of MALL publications have been focusing on descriptions of project implementation. The implementation of MALL into language learning has many advantages for learners. Mostly English language which one of

the critical aspects and skills to have nowadays. BenMoussa (2003) revealed one of these benefits is related to the mobility and reachability of mLearning; learners can have access at their convenience anytime and anywhere. Another advantage is the fact that MALL is very motivating in which can lead to increase understanding of the taught content. Also, the collaborative nature of mLearning encourages group discussions and provides instant feedback, which eventually reinforces learning and increases memory retention. Goodison (2001) stated the motivation to learn is related to the use of personal mobile devices rather than the tasks themselves. Alsied (2007) stated so learners have a roar to learn individually and in groups and choose their learning styles.

4. English Learning Through MALL

Brown (2007) stated that learning a second or foreign language is a long and complex process, because learners are required to cover all the aspects of a new language such as the structure and culture of the target language. It may be a psychological burden for learners, particularly learning English as a foreign language for English department students. According to McKay (2012), more books, references, and journal articles are written in English, requiring students to master English to read them. This case happens because English is not their daily interactional language used, and it is also not their native language, which cause English learners are having a lack of exposure to English. Somehow, they cannot improve their English because they do not have a supported circumstance, interlocutors, and influencing input to enhance their English practice. The reason was stated by Kirkpatrick (2020) that they included the learners of English using the language only on a particular occasion and for specific purposes. However, one of the critical issues is the differential of success. Although everyone has the same natural language processing mechanisms, specific individual characteristics affect how much individual learners use their processor to learn the language. Further, in second language learning, some people have a much easier time learning the language than others. Some learners acquire rapidly through the initial stages of learning a new language, while others have repeated failures or meet with plodding progress with limited success. This reason make students. For this reason, students must be able to find effective ways of learning English.

Meschyan (2002) stated, learning a foreign language effectively means using needed learning strategies. These language-learning strategies are used to earn competence in English especially between English-as-second (foreign)-language (EFL) learners. Magno (2010) stated many studies claim that language learning strategies and English proficiency are related and this pattern of strategy use has been significantly related to English proficiency. Magogye and Oliver (2017) stated that various kinds of strategies and cognitive processing activities are being used in second language acquisition. According to these studies, the more methods used, the more likely the desired English proficiency increases. In the case of learners, finding a learning solution using a tool students already have is a smart answer. Moreover, every university student definitely has a mobile phone because this tool is essential.

With the existence of a mobile phone that is certainly owned by every student, it can be used as a learning tool that does not take up time, effort, and cost. Learning method that used mobile as a tool to learn language is Mobile Assisted Language Learning (MALL). In MALL, learning tools make it easier for students to learn English and enhance their English skills. A small example, the Youtube application that provides videos to practice listening, the default browser application that can access English novels for free to practice reading skills, and the default Play Store or AppStore application that can download additional applications to support English learning. All this can be done without the user to set the schedule and strategy for learning English.

5. Related Study

A journal written by Tri (2014) with the research title “An Exploratory Study of ICT Use in English Language Learning among EFL University Students”. The findings in this research study highlighted that the majority of the students spent more time employing ICT for general purposes than for language learning purposes. Also, they showed strong positive attitudes towards the benefits of technology to English language learning and expected that ICTs should be used more frequently in English teaching and learning.

Ekinci (2017) written a journal entitled “Perspectives Of Efl Learners About Using Mobile Applications For English Language Learning: A Case Study”. The results on this journal are: mobile devices are portable and can be operated everywhere at any time with no difficulties, and most of the participants considered the process of learning English using mobile.

Yudhiantara and Saehu (2017) conducted a research on Mobile-Assisted Language Learning (MALL) in Indonesian Islamic Higher Education. The results revealed that students were able to use the EMD application in English language learning. Students demonstrated skill in operating EMD application, which was realized in their knowledge concerning pronunciation, grammar, and meaning information when searching for a particular word.

A journal written by Inayati and Emaliana (2017) have results, there was a significant positive relationship between beliefs about language learning and pedagogical ideas, and that between the former and beliefs about ICT integration. In contrast, a positive correlation between pedagogical beliefs and beliefs about ICT integration was not found.

In Thailand, Waluyo (2018) conducted a research on romoting Self-Regulated Learning with Formative Assessment and the Use of Mobile App on Vocabulary Acquisition. The findings showed that formative assessment reinforces students’ self-regulated learning strategies and students’ levels of English proficiency influence the extent of their self-regulated learning development and involvement.

C. METHOD

Based on the research background, the research design used descriptive-Qualitative. According to Creswell (2012), the Qualitative approach is the best suited to deal with a research problem in which the people do not know the variables and need to explore the issue. This research has been conducted by selecting research subjects, conducting interviews with selected subjects, and taking answers to the results of interviews as research data. This research was conducted to examine the use of technology, namely MALL (Mobile Assisted Language Learning) in English learning which was carried out independently by English department students at IAIN Samarinda.

This research was conducted at IAIN Samarinda. The subjects of this research was fourth semester English department students who is actively carrying lectures in academic year 2019-2020. The researcher chosed thirteen selected students from fourth semester English department students based on their last GPA (Grand Point Average) is above 3,50 as an action to select good students who is learn English independently. Thisteen students identified by code name of letter A to M.

In this research, the researcher used interviews and documentation. Before conducting interviews, the researcher did a brief introduction to the subject of the study. During the interview, the researcher explained to the research subjects that the interview questions were conducted in English and then translated into Indonesian. Research subjects can answer interview questions in English or Indonesian to express their perspective freely. Structured interview with questions that have been prepared before. There are fourteen questions provided to be answered. Documentation was also carried out to capture student’s evidence using their mobile phone in learning English. This documentation is taken by screenshot of mobile.

Moloeng (2011) claims that data analysis is an effort made by working with data, organizing data, sorting into manageable units, searching and finding patterns, and deciding what can be told to others. In processing data, following the concept given by Miles and Huberman (1994) is an activity that includes data reduction, data display, and data conclusions are drawn/verification.

D. FINDING

The researcher started the research on April 24, 2020 by contact a person choosed as the one who is a representative of the target research. The representative then contact her friend to visit a shared link that direct the research subject to an online interview made from google form. Data and result of this research was arranged by an explanation. The display of the interview data and the explanation for this research includes:

1. Students perspective towards MALL on learning English

The results of the interviews conducted to find out students perspective on the use of MALL for learning English be shown in the table below:

Table 1
List of student's perspective toward the use of MALL on learning English.

No	Name Code	Students Perspective
1	A	The role of <u>mobile phones essential</u> for teaching and learning activities, especially at present online learning.
2	B	In my perspective, mobile phone use <u>has helped to learn English</u> because it is effortless to find information such as Google or YouTube applications.
3	C	<u>Quite helpful</u> , but still prefer to an offline meeting. It is more effective. Online makes us tend to cheat and have a problem with absenteeism.
4	D	<u>It is supportive.</u>
5	E	Yeah, there is a <u>enhance helping me</u> . It's about learning via online, study, writing, etc. only for the enhae.
6	F	<u>It is useful for us</u> especially to get the meaning of unfamiliar words.
7	G	<u>Supportive enough.</u>
8	H	<u>It's good enough.</u> I don't see any disadvantages to it.
9	I	<u>Very helpful</u> because by mobile phone, we can train ourselves by getting used to listening to podcasts or reading articles on the internet with English.
10	J	<u>It is very important.</u> Because from now on we have to follow the era digital to support our English learning
11	K	I think about using <u>mobile phone usefulness</u> because so many application that be able to download.
12	L	<u>Very helpful.</u> But if overall learning is not just for media aids, it is very ineffective
13	M	<u>Good enough,</u> because c phone can be used as an alternative learning if needed if there is no laptop, the most sought after is the mobile phone

Based on the research, students have a positive response to mobile assisted language learning (MALL) for their English learning activities. There are thirteen students selected for data collection through interviews were said that learning English activities through MALL

were useful, advantageous, and helpful. They believe that MALL help them in learning activities. Of the thirteen students who interviewed, six said that mobile phones help their English learning activities, while two said it is very important, and the other four said it is effective and supportive.

The first reason is that MALL can help in the search for information needed in English learning activities. This was mentioned by student B, "In my perspective, the use of mobile phone has helped to learn English because it is effortless to find information such as the availability of Google or YouTube applications." Other students such as S50, S60, and S90 dedicate that mobile phone to train and get used to and learning activities online. They say, student E: "Yeah, There is a enhance helping me, it's about Learning via Online, Study, writing, etc. only for the enhance." Student F: "It useful for us especially to get the meaning about the unfamiliar word." And student I: "Very helpful, because through cell phone, we can train ourselves by getting used to listening to podcasts, or reading articles on the internet in English."

With various statements on how MALL can help students in their English learning activities, some students say that mobile phone help them in learning. Still, there was a hole for perfection in helping their learning activities. It was stated by subjects student C, which said that "kinda helpful but still prefer to an offline meeting. It is more effective. Online makes us tend to cheat and have a problem with absenteeism". She is referring to formal studies like learning in class at the campus. Another statement said that mobile phones are only supportive media. It helps study but not in its entirety. It was stated by student K, "Very helpful. But if the whole learning is not just for supporting media, it is very ineffective. "Students can be seen enjoying mobile phones as a tool to help their learning activities from the data available. Even though there was some hole about the perfection of MALL from the perspective of some students, MALL is still helpful for them. This is reinforced for several reasons; they can easily search for information related to learning English using mobile phone, MALL can help them in training and getting used to in English.

2. MALL ways in support students learning activities in english

The interview was held on April 24, 2020. Finding regarding the MALL in supporting students for their English learning activities are listed in this following table:

Table 2

MALL ways to support students learning activities in English

No	Code	Mobile Phone' Support
1	A	I use my cellenhance as well as possible, and download applications that can help in the process of learning English. On my mobile phone, there is a dictionary, which has a grammar check. So it is very helpful in the learning process.
2	B	Use YouTube to search for material and practice English. Utilize the WhatsApp application to connect with a tutor, do the discussion with friends or use an application like Cake to improve English skills.
3	C	I have watched a bunch of YouTube videos to increase my speaking skill.
4	D	By making English as the main language on my cellenhance.
5	E	Usually, I have to install an application that always helped me and Chatting with another country and my friends and watching movies.
6	F	When I need a reference.

7	G	Use the translate application, and several additional features to improve vocabulary
8	H	I watch English movies on some websites and usually on YouTube. There is an app called Cake, I recommend it.
9	I	Use it by listening to podcasts and watching youtube in English, reading journals and articles through the internet in English.
10	J	I always watching on youtube or other apps to know anything about English that I didn't.
11	K	Download the application learning English, listening to music, watch on youtube about English.
12	L	I use it to improve my vocabulary.
13	M	Learn through supporting the application, what you want to learn, so learn from it.

Each individual must have their learning activities. Maybe it learn by listening, reading, writing or speaking. With a mobile phone, this is not an obstacle. Students can use the mobile phone by adjusting their learning activities. Either by practicing English language skills directly related to native speakers, training hearing by watching English movies or videos, changing the command rules in a mobile phone to English to become familiar with the foreign language, or installing applications that can support English learning activities.

One student revealed how he learned English with native speakers. This was stated by student E, who said that “Chatting with another country and my friends.” With a mobile phone that has broad communication access, users can use this access to connect with other people from anywhere in the world. This makes it possible for non-native English speakers to connect with English native speakers. Another way of MALL supported student is through hobbies. Learning through hobbies can increase interest and enthusiasm for concentration. As students H said, “I watch English movie on some website and usually on YouTube”, student J said, “I always watching on youtube or other apps for know anything about English that I didn't”. And the last way is using application available in mobile phone. Student stated how they learned English by utilizing the applications available on mobile phone. Student G conveyed this “Use the translate application, and several additional features to improve vocabulary.” And student K, “Download the application learning English, listening to music, watch on youtube about English”. The application listed based on the interview is: U-Dictionary, Discord, Zoom, YouTube, Cake, Google Translate, Chrome and Spotify.

3. English department student’s perspective of the advantages and disadvantages of utilizing MALL for effectively learning English

The data was taken on April 24, 2020. The findings regarding the strengths and weakness in utilizing mobile phone for effectively learning English for English department students are listed in this following tables:

Table 3
The Advantages and Disadvantages of Utilising MALL

No	Code	Strengths and Weakness
1	A	Facilitate learning activities and enjoy learning more. So far have not found difficulties in using cell phone.
2	B	The advantage is that it facilitates the process of delivering learning even though not face to face. While the shortcomings are not available quota facilities.
3	C	Using mobile phone can save money, energy, and time for me.

		And the disadvantage I found is the internet network.
4	D	Easy to searching, interesting and others. And for the weakness, I think no one the difficult.
5	E	It makes me influence speaking, writing, grammar, however only for a movie and app cake in academics. The weakness is: not understand, exercise so difficult, like this so quickly.
6	F	The advantage is that it makes the learning process easier, more practical, easy to use. The drawback is there are several things in learning must use explanations from lecturers, so in my perspective, sometimes cellphone do not provide information clearly and accurately.
7	G	Easy to use and for me, I'm fine. There are no problems so far.
8	H	Using Mobile phone to study make every lesson easier and enjoyable.
9	I	Can study anywhere and anytime, no need to bother looking for books. For the drawbacks it might there is no internet facility.
10	J	We can ask and know anything that we didn't before to use the apps. If we didn't have internet connections, the mobile phone is useless for learning.
11	K	Make it easy to get information, help during an emergency. It is nothing if there is no network connection.
12	L	The advantages are easy and practical For the drawbacks, because the media is mobile phone, I have difficulty typing material
13	M	It's easier to find material from a mobile phone than a book. The drawback is sometimes I get confused about finding valid material.

From the results of the interviews conducted, all students agreed that MALL can support English learning activities. Through interview questions, all students give positive answers about a mobile phone that can be a learning tool. This is proven by the yes or no question, in which all students are given their positive answer. The next question then asks students to mention what from a mobile phone that can support them to learn English. Eight of the thirteen students selected for interview data answered that mobile phone make it easier for them to learn, making it easier to find learning material and easy to use. It was stated;

Student A, "Facilitate learning activities."

Student B, "The advantage is that it facilitates the process of delivering learning even though not face to face."

Student K, "Make it easy to get information, helper, during an emergency."

Student L, "Its advantages make it easy and practical to use."

Student M, "It's easier to find material from mobile phone than books."

However disadvantages also encountered by students when using a mobile phone to learn English. They face obstacles related to internet connections, independent learning barriers, reliable information, and mobile phone mobile phone media. The appearance of a mobile phone like this sometimes becomes a problem for users, especially in terms of learning. This was conveyed by Student L, "For the drawbacks, i

have difficulty typing material on the mobile phone” Another disadvantage encountered by students is internet access. As can be seen in Table 2.3 on pages 41-44 this weakness was stated by S2w, student C, student I, student J, student K, and student M in which all of them share that the access to study is hardly difficult because of the internet connection that needs special requirements to access such as wifi or internet packets data.

E. DISCUSSION

Based on the results, it is concluded that the acquisition of research data taken through the interview showed that students are very active in using MALL to learn English. They stated that mobile phone is helpful, important, and effective for their English learning activities. In the same vein, Shahida and Tahir (2019) conducted a research with the result, students is found motivated to adapt their mobile phone for learning English. Based on the findings researcher concluded that mobile phone play a positive role in helping students learn English. The majority of the students showed a positive attitude towards mobile phone in English language learning. Both types of research showed that MALL has a positive impact on student's English learning activity.

Students also shared how they enjoy using mobile phone to help their learning. Ten of the thirteen students chosen to be the subject of this study answered that they often use mobile phone to learn English. Furthermore, twelve from thirteen students answered that they going to upgrade their ways of learning English using MALL. One of them gave a negative answer not going to upgrade because she prefers to study directly from books or teachers, while the other students choose to stay with their mobile phone. Students also share how they going to upgrade their English learning activity using MALL. The same results happened in the research conducted by Al- Tameemy (2017), learners' attitudes towards using MALL for learning purposes students showed a positive attitude, they liked learning via mobile phone and were found motivated.

Besides the good performance of MALL stated by students, there are advantages and disadvantages of MALL in English learning activities. The students shared their experiences in using MALL where they found the advantages and disadvantages of utilizing MALL in English learning. The advantages are: MALL facilitates learning activities, make it easy to get information, easy and practical to use, and increases enthusiasm and motivation in learning. Meanwhile, MALL's disadvantages are: mobile phone is too small so they felt it is too difficult to use, mobile phone sometimes cannot provide material that can be trusted, and internet access. Another research with the same topic is conducted by Robert with results: the advantages of using mobile for a language classroom is a multimedia ability, internet access, social networking, and immediate feedback. Meanwhile, a research conducted by Chartand (2016) has a resluts the disadvantages of using mobile for a language classroom is: distractions, cheating, disconnecting and technical problems.

F. CONCLUSION

Learning English is essential for Fourth-semester English department students of IAIN Samarinda due to being an official language at the college course. Mobile Assisted Language Learning (MALL) is found helpful in learning English according to learners' convenience and ease. Students showed a positive response to learning English via their mobile phonements due to internet connectivity, quick access to learning materials and apps, software, and sites. This study's essential purpose was to determine students' perspective for MALL use in English learning, how it is MALL ways to support students for English learning, and the advantages and disadvantages of the MALL for English learning activity. Based on this study's findings, it is concluded that mobile phone plays a vital role in helping students learn English formally

and informal settings as a useful educational tool. Students practice their communication skills independently and enjoy learning through their mobile phone due to its portability and convenience of use, and easy access.

The interviews regarding students' perspective about MALL for learning English showed student satisfaction about using mobile phone. They said that learning English by mobile phone are helpful, meaningful, useful, and supportive. Students also shared their way of learning English through MALL. They take advantage of MALL by practicing English with the native, practicing English by watching movies or videos and changing the language order on mobile phones to make themselves fluent and using applications to enhance English proficiency. The application listed: U-dictionary, Discord, YouTube, Cake, Google Translate, Chrome, and Spotify. However, there are also advantages and disadvantages to the use of MALL in English learning. The advantages are: make it easier for students to find material, save time and energy when doing learning activity, give students access to information and learning material, and mobile phones increase the enthusiasm for learning foreign languages. Meanwhile, MALL disadvantages are that students have problems with typing using mobile phone, limited access to the internet, and mobile phone sometimes cannot provide material that can be trusted.

REFERENCES

- Alsied, Safia & Ibrahim, Naura. 2017. Exploring challenges encounter by EFL. *IAFOR*, .3(2).
- Al-Tameemy, Farooq. 2017. Mobile Phones for Teaching and Learning: Implementation and Students' Attitudes. *Journal F Educational Technology Systems*, 3(45).
- BenMoussa, Chihab. 2003. Workers on the move: New opportunities through mobile commerce". *Stockholm Mobility Roundtable*.
- Burston, Jack. 2014 Mobile-assisted language learning: A selected annotated bibliography of implementation studies", *ILTJournal*, 17(3).
- Ekenci, Mithat & Ecem Ekenci. 2017 Perceptions of EFL Learners About Using Mobile Applications for English Language Learning". *Researchgate*, 5(5).
- Farhana, Nurul. 2018. *Students Perception of Using Mobile Applications*. Malaysia: University Technology Malaysia.
- Goodison, Terence. 2001. The implementation of e-learning in UK higher education. *World Conference on Educational Media and Technology*.
- Inayati, Dian & Ive Emaliana. 2017. The Relationship among Pre-Service EFL Teachers' Beliefs about Language Learning, Pedagogical Beliefs, and Beliefs about ICT Integration. *Dinamika Ilmu*, 17.
- Kirkpatrick, Andy. 2014. *The Routledge Companion to English Studies*. Routledge.
- Klimova, Blanka. 2019. Impact of mobile learning on students' achievement results", "Impact of mobile learning on students' achievement results. *Educ SCI*, 9(2).
- Kukulka-Hulme, Agnes & John Shield. 2012. An Overview of Mobile Assisted Language Learning: Can mobile devices support collaborative practice inspeaking and listening?. *UK Intellect Research Group*.
- Magno. 2010. Korean Students' Language Learning Strategies and Years of Studying English as Predictors of Proficiency in English. *Tesol Journal*, 39(2).
- Magogwe & Oliver. 2017. The Relationship between Language Learning Strategies, Proficiency, Age And Self-Efficacy Beliefs: A Study Of Language Learners In Botswana. *Journal System*, 35(3).
- Meschyan, & Hernandez. 2002. Is Native-Language Decoding Skill Related To Second-Language Learning?. *Journal of Educational Psychology*, 94(1).
- Miangah, & Nezaret. 2012. Mobile-Assisted Language Learning. *International Journal of Distributed and Parallel Systems*, 3(1).

- Newhouse, Paul., John Williams & Jennifer Pearson. 2006. Supporting mobile education for pre-service teachers. *Australian Journal of Educational Technology*, 22(3).
- O'Malley, Claire. 2012. Guidelines for learning/teaching/tutoring in a mobile environment. *Humanities and Socical Science*, 11(1).
- Ogata & Uosaki. 2012. A new trend of mobile and ubiquitous learning research: towards enhancing ubiquitous learning experiences. *Mobile Learning and Organisation*, .6(1).
- Shahida, Naz., Rasheed Memona, & Rasheed Tahir. 2019. *The Role of Mobile phoness in Learning English: A Study of Learners' Perspectives*. London: International Conference on Research in Humanities.
- Sharples, Miles. 2000. *The design of personal mobile technologies for lifelong learning*. *Computers & Education*, 34(4).
- Shoaib, Mohd. 2017. An Investigation of Effectiveness of Mobile Learning Apps in Higher Education in India. *Researchgate*, 2(1).
- Tri, DangHoang. 2014. An Exploratory Study of ICT Use in English Language Learning Among EFL University Students. *Teaching English with Technology*, 14(4).
- Qing, Li. 2008. Mobile Enhanced Learning: Application Model and Practice. *Computer Science and Software Engineerin*. 2(5).
- Yudhiantara, Rully Agung & Andeng Saehu. 2017. Mobile-Assisted Language Learning (MALL) in Indonesian Islamic Higher Education. *IJELTAL*, 2(1).