

EFL Learners' Attitudes toward MALL

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Abstract. Mobile-Assisted Language Learning (MALL) is language learning that is assisted or enhanced through the use of a handheld mobile device such as mobile phones. This study aims to find out how EFL Learners' attitudes toward mobile learning. Cross-Sectional survey design with exploratory factor analysis is used. The process of exploratory factorial analysis was performed with SPSS for Windows version 22. Maximum Likelihood was used as the extraction method. Promax rotation was used to allow the factors to correlate with each other. The snowball sampling is used to select 447 subjects. The result shows that most of the EFL learners have a positive attitude towards mobile learning and believe that mobile phones can be used to learn English as a foreign language.

Keywords: *Attitudes, MALL EFL Learners*

1. INTRODUCTION

For Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four necessary skills: listening, speaking, reading, and writing. As Non-Native English Speakers (NNES), students are expected too much with their English. Learning English as a foreign language is an enormous challenge. The condition of a foreign language class is like a graveyard; students silently do their task. While the teacher monitors their activities and helps some students, who ask about their difficulties. Recently, the rapid growth of technology affects the students' way of thinking. Instead of using their way of thinking, they would use their smartphone to search for anything, even their tasks. While teachers are too busy correcting and reading the assignments. Also, when teachers embrace technology for language teaching and learning, there are many challenges. It starts with the rapid growing of technology itself, the paradigm shift, and the roles of the teacher and students.

Furthermore, there are still other problems, such as the lack of IT support in a class, an internet connection that is too slow to download a file or watch an online video, insufficient computers, and an expensive cost to maintain the computer network. Because of those things, mobile learning, mobile-assisted language learning (MALL), become more widespread. Mobile phones are the most frequently used devices, among other mobile devices [1]. It comes up with an issue of pedagogical design with mobile learning. Mobile assisted language learning (MALL) is a burgeoning subdivision of computer-assisted language learning in general that has advanced applications developed for language education [2]. Besides, the current multifunctional mobile technology enables users to access the internet for locating and searching for information, emailing, reading e-books, and even shopping. The mobility has also enabled learning independent of location and any time even out of the classroom. In line with that, by using MALL, students do not always have to study a second or foreign language in a school that

provides a more favorable environment for students to learn English [3]. Mobile phones can help students learn more effectively with joy [4]. She states that mobile phones are toys that can be converted to tools in learning.

Using mobile devices help students to have easy access to the information they need. This study deals with students' attitudes toward mobile learning in the EFL context. Attitude is commonly defined as someone's personal view towards an object as a result of the combination of feelings, thinking, and demeanors [5]. He argues attitudes, in general, are favorable or unfavorable judgments granted to activities, ideas, or specific environments. Measuring attitudes is a complex action since attitude is an ultimate result of the combination between three internal elements consisted of affective, cognitive, and behavioral aspects that are triggered by stimulus [6]. This article is to know about: how to ascertain students' attitudes toward mobile learning. The output of the study would give some contribution pedagogical, theoretically, and practically as they are described: (1) theoretically, the study provides enormous and valuable sources on how to ascertain students' attitudes towards mobile learning; (2) practically, this study gives guidance in how to ascertain students' attitudes towards mobile learning in English Department, Faculty of Education and Teachers Training, Universitas Tidar; and (3) pedagogically, this study gives positive contribution to the teaching and learning at Universitas Tidar, especially in learning using mobile assisted language learning.

2. METHOD

The method used in this research is the cross-sectional survey design with exploratory factor analysis. It concerns to collect data about attitudes, opinions, or beliefs at one point in time [7]. The process of exploratory factorial analysis was performed with SPSS for Windows version 22. Maximum Likelihood was used as the extraction method. Promax rotation was used to allow the factors to correlate with each other. The subject of the research is the students of the English Department, Faculty of Education and Teachers Training, Tidar University. The snowball sampling is used to select 447 students.

3. FINDINGS AND DISCUSSION

The result of exploratory factorial analysis with SPSS is ten items were converted into two factors. Table 1 provides a summary of the final EFA results conducted with SPSS.

Table 1. The Factorial Analysis

Pattern Matrix	Factor	
	1	2
Learning through mobile devices helped me to utilize my time productively.	0.635	
I am willing to purchase a mobile phone with advanced features if it helps me to improve my English learning.	0.605	
I believe using mobile phones in English learning makes me more productive.	0.594	
I always enjoy learning English through mobile phones.	0.556	
I use my mobile phones as much as possible during English class time.	0.545	

I could understand the meaning of English sentences easily assisted by mobile phone.	0.333
I think the mobile phone could be used to learn English as a Foreign Language.	0.815
I think I can improve my English language skills through a mobile phone.	0.762
I learned new English words through mobile phones.	0.482
I installed a learning application on my mobile phone to improve my English proficiency.	0.414

The total variance explained by the two factors was 51.668%. Table 2 provides detail information about the overall difference explained.

Table 2. Total Variance Explained

Q U E S T I O N	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared Loading	
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	
1	4.127	41.273	41.273	3.542	35.424	35.424	3.155	
2	1.039	10.395	51.668	0.443	4.426	39.850	3.080	
3	0.862	8.618	60.286					
4	0.756	7.559	67.845					
5	0.688	6.876	74.721					
6	0.619	6.195	80.916					
7	0.563	5.626	86.541					
8	0.476	4.756	91.298					
9	0.464	4.635	95.933					
10	0.407	4.067	100.000					

Extraction Method: Maximum Likelihood.

Based on the survey, the data, the general information of the students who responded to the questionnaires are presented as follows:

Table 3. Gender of the Students

Gender	Frequency	Percent (%)
Male	96	21.48
Female	351	78.52
Total	447	100.00

(Source: Research Questionnaire)

Table 3 shows that the majority of respondents are female: 351 (78.52%) of a total of 447 students. Only 96 (21.48%) male students are in the respondents.

Table 4. Age of the Students

Please enter your age	Male	Percent (%)	Female	Percent (%)
Less than 16 years old	0	0.00	0	0.00
16 years old	0	0.00	1	0.28
17 years old	0	0.00	5	1.42
18 years old	6	6.25	50	14.25
19 years old	26	27.08	89	25.36
20 years old	29	30.21	84	23.93
21 years old	20	20.83	77	21.94
22 years old	14	14.58	35	9.97
23 years old	1	1.04	9	2.56
More than 23 years old	0	0.00	1	0.28
Total	96	100	351	100

(Source: Research Questionnaire)

Table 4 shows that the range of students' age started at 16 years old to more than 23 years old. The majority of male students are 20 years old, which is 29 students (30.21%), while the female ones are 19 years old, which is 89 students (25.36%).

Table 5. Level of the Students

Which year of your studies are you in?	Male	Percent (%)	Female	Percent (%)
First-year	19	19.79	91	25.93
Second-year	30	31.25	84	23.93
Third-year	33	34.38	98	27.92
Fourth-year	5	5.21	38	10.83
A fourth year or more	9	9.38	40	11.40

(Source: Research Questionnaire)

Table 5 shows that the levels of the students are varied from the first to the fourth year or more. The majority of the students are from the third year, 34.38% (male) and 27.92% (female). It means that they are in the fifth and sixth-semester students.

The findings obtained from all ten items in the questionnaire are presented in Table 6.

Table 6. Students' Attitudes Towards MALL

No	Indicators	Strongly Disagree	Disagree	Agree	Strongly Agree
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1.	I think a mobile phone could be used to learn English as a Foreign Language.	1	13	190	243
2.	I think I can improve my English language skills through a mobile phone.	1	27	222	197
3.	I installed a learning application in my mobile phone to improve my English proficiency.	5	75	214	153
4.	Learning through mobile devices helped me to utilize my time productively.	8	98	236	105
5.	I always enjoy learning English through mobile phones.	7	74	214	152
6.	I could understand the meaning of English sentences quickly assisted by mobile phone.	6	46	226	169
7.	I learned new English words through mobile phones.	4	43	222	178
8.	I use my mobile phones as much as possible during English class time.	26	187	177	57
9.	I am willing to purchase a mobile phone with advanced features if it helps me to improve my English learning.	15	129	192	111

10.	I believe using mobile phones in English learning makes me more productive.	3	70	256	118
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(Source: Research Questionnaire)

Table 6 shows the percentage based on the findings of item 1 from the survey questionnaire. 243 (54.36%) out of 447 students strongly agreed that a mobile phone could be used to learn English as a Foreign Language. Besides, 190 (42.50%) agreed to the statement too. Therefore, over 95% of students said yes to this statement. Item 2, when asking about language skills, 197 (44.07%) students strongly agreed, and 222 (49.66%) agreed that English language skills could be improved through mobile phones. It means that more than 93% of students agreed that the mobile phone could improve their English language skills. Based on the students' responses to item 3, more than 82% (34.23% strongly agreed, 47.87% agreed) of students intend to install a learning application on my mobile phone to improve English proficiency. Item 4 shows that a majority of students agreed (23.49% strongly agreed 52.80% agreed) that learning through mobile devices helped them to utilize their time productively. In response to item 5, 47.87% approved, and 34.00% strongly agreed that they enjoy learning English through mobile phones.

Based on item 6, 50.56% agreed, and 37.81% strongly agreed that they could understand the meaning of English sentences easily assisted by mobile phone. The majority agreed that mobile phones provide significant assistance in comprehending English sentences. Item 7 shows that 49.66% agreed, and 39.82% strongly agreed that they comprehended words and texts better through the use of mobile phones. These percentages showed that students did increase their vocabulary list. Based on the students, responses to item 8, the research showed that 39.60% agreed, and 12.75% strongly agreed. More than 50% of the students agreed that they used mobile phones as much as possible during English class time. In students' responses to item 9, 42.95% agreed, and 24.83% strongly agreed that they were willing to purchase a mobile phone with advanced features if it would help them to improve their English learning. The students' responses to item 10 were highly positive because 57.27% agreed, and 26.40% strongly agreed to use mobile phones in English learning made them more productive.

4. CONCLUSION

The discussion of findings in this paper is based on the research objectives: how to ascertain students' attitudes toward mobile learning. Through the survey of an online questionnaire, it can be seen clearly that mobile phones have already become a popular and frequently used device by students. The result shows that most of the students have a positive attitude towards mobile learning and believe that mobile phones can be used to learn English as a foreign language. The mobile phone also helps them to master the four skills: listening, speaking, reading, and writing. The students can manage their own learning time, place, strategy, and material by using a mobile phone. So, the mobile phone plays a vital role in English language learning.

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