

Mobile Assisted Language Learning in Blended Learning Context: How is it used and Students' Anxiety

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Abstract. This research was conducted to explore how Mobile-Assisted Language Learning was used throughout the English learning process. Not only that but this research was also conducted to find out what level of anxiety the students of SMK N 1 Singaraja faced in the blended learning context of the post-pandemic situation. This research used a mix-method design specifically embedded sequential mix-method. Furthermore, the data were collected through an observation sheet for how MALL was used and used to determine the student's anxiety level using a questionnaire with Oetting Scale. The results show that the teacher used MALL as a strategy in three teaching procedures and sharing materials or assignments. Concerning the student's level of anxiety, 27% of students are classified as having low-level anxiety, 46% as moderate-level anxiety, and 27% as high-level anxiety.

Keywords: Mobile Assisted Language Learning, Blended-Learning, Students' Anxiety

1 Introduction

The widespread of English has entered every aspect of the world, enabling people from different countries to communicate easily. Not only is English used as a tool to communicate, but [1] states that the usefulness of English itself becomes the concern of each individual. According to Coleman (2010, [1]), in society, English contributes to the aspects of a good carrier, international collaborations and cooperation, research and information accessibility, enabling workers, tourists, and even students to access global mobility. According to [2] state in the context of universal, English is considered one of the subjects and gets higher chances of a good position in the job field. Countries that do not have English as their main language to communicate are referred to as EFL (English as Foreign Language) countries, and the

matter of concern is greater, especially in Indonesia. According to [3], in Indonesia, English is presumably taught and learned as a foreign language only, unlike Indonesia's neighboring countries, such as Singapore, Malaysia, and Hong Kong uses English as their second language.

The COVID-19 pandemic brings many changes in human life order. College students are also forced to learn from home to prevent the contagion of the coronavirus. This situation makes the learning activity switch to online learning. This regulation forced the teacher and the students to conduct the learning and instruction in an online situation. The Ministry of Education also published guidelines for organizing learning from home in times of emergency due to the spread of COVID-19 through SE number 15 in the year 2020. On that leaflet, the government focuses on learning from home to ensure all students get their rights to educational services during the pandemic era. Other than that, this regulation also considers safety and protects all education unit residents from the adverse effects of COVID-19, prevents the spread and transmission of COVID-19 in education units, and ensures the fulfillment of psychosocial support for educators, students, and parents.

The covid-19 pandemic also strikes vocational education. The pandemic interferes with the process of learning that emphasizes practice. Vocational education is a type of education that focuses on skills that are helpful in the work field [4]. Furthermore, [5] emphasize the technical and practical nature of preparing students for working life in vocational education. One thing that separates vocational and academic education is the emphasis on learning, focusing on the skills besides the theory learned. The students in vocational education are more inclined the practice. [6] stated that an excellent vocational education level influences industrial growth. In conclusion, vocational education is essential to developing a nation.

Not to mention that teachers also need to suggest or promote the use of learning media that suits the students' necessities according to the variety of transformations and the current trends in the educational sector [7]. In line with [8] states, one of the technologies which belong to the popular trend in language learning is the use of a mobile application that is called Mobile Assisted Language Learning (MALL). Xiao et al. (2005, in [7]) mention that teachers are a facilitator, meaning they are also responsible for ensuring that the students have enough learning resources to assist their learning. Therefore, students have to depend on whatever they have at the time by using their mobile phones in their learning of a language. Based on Nelson et al. (2019, in [8]), why use Mobile Assisted Language learning for such reasons mobile phones are affordable, terms of practicality for people, and mobile phones tend to develop rapidly. In relation to education, technology, especially mobile phones, support student-centered learning in which mobile phones are easy to get and use as well (Miangah&Nazarat, 2012 in [8]). Arafah and Hasyim (2019, in [8]) believe that deciding to use mobile phones can affect the quality of human life within the learning process in terms of connectivity, sensitivity, interactivity, and portability.

Moreover, using Mobile Assisted Language Learning is said to be a way to learn life proficiency automatically ([8]). This life proficiency can use devices technologically, communication, and information. According to Arafah; Thayyib; Kaharuddin, and Sahib, 2020 [8], not only those aspects but also life proficiency includes socializing, having an attitude, learning, being creative, critical thinking and having inspirative abilities. Therefore, knowing

that English is a fundamental trend as a universal language, the use of mobile phones can perform tasks in improving or help to assist learning English by interacting through social media, playing games or traveling (Kaharuddin& Hasyim, 2020 in [8]). According to Huang et al. (2012,[9], the advantages of mobile technologies include low cost, flexibility, user-friendly, and convenient size, enabling researchers to explore the use of mobile technology to assist language learning.

Regarding the aforementioned policies stated by [10], which lead teachers to work from home and students to learn from home that is extended, becomes an obstacle to running online learning during the pandemic as [11] mentions the shifted actions impact education specifically on the growth of the students' itself. In this case, students will have to learn to improvise due to the limited interactions from what was used to be done in a normal classroom setting. According to Zhing (2020, [12], although schools conduct online learning, it is most likely to bring limitations due to the various conditions they face in the learning process. Those limitations said are internet networks, the need to master technology, limited infrastructure or facility, and financial difficulty for parents, students, and even teachers [12].

Furthermore, [12] cited a study by Child Protection Commission (2020) stating data representing 76.7% of students out of 1700 and 602 teachers. The students claim that they did not like to learn at home, 81.8% of students say that they experienced too many tasks while learning online, 42.2% say they do not have an internet quota, and 15.6% experienced needing more adequate tools or devices. [12] The major concern within the online learning implementation is the lack of interaction between students and teachers, thus the number of tasks that students face in a limited amount of time. When investigating the tools or media involved, there are a variety of platforms such as Google Meet, Google Classroom, WhatsApp, Webex Meetings, Schoology, and Youtube [13]. Relating to those four concerns from Surat Edaran No. 4, it would be more challenging for vocational school students or SMK in terms of a certain subject that requires practice and will need to have infrastructure or facility in their learning to help their specialization, especially that is relevant to the school's curriculum that may result in the students to have anxiety.

Concerning the use of MALL and the emergence of anxiety levels in English learning, previous research has been conducted and discussed using various studies and involving many participants. One research, entitled The Efficacy of MALL Instruction in Tourism English learning during Covid-19 Pandemic conducted by [14] aimed to find in-depth information on how the lecturers viewed MALL efficacy used in the instruction of learning English during the Covid-19 Pandemic in terms of language teaching activities that the students are engaged during the pandemic and as well as how effective MALL was used as instruction. The data of the research were collected through an interview guide distributed to three English lecturers at STAHN MpuKuturanSingaraja of the Hinduism and Cultural study program. The researchers found lecturers used mobile applications or MALL in all of the English skills activities, namely speaking, reading, listening, and writing, for the students to learn English anytime and anywhere. Mobile-assisted Language Learning enables lecturers to teach and manage activities such as distributing teaching materials in the form of video, audio or e-books, and video conferences. In addition to teaching and learning management and scheduling, the teacher used e-learning platforms, namely Moodle and Google Classroom. Not only that, the

lecturers respond on how easily they use the features of MALL to monitor the student's learning progress. In terms of Zoom meetings, conferences were considered beneficial as they resembled an artificial real-life situation of face-to-face learning which give access to communication. Unfortunately, the researchers also found that since MALL is found to be useful, opportunities for mobile-assisted language learning could not yet be fully utilized throughout the English teaching process of the STAHN Mpu Kuturan Singaraja Hinduism Cultural Tourism Study Program. These constraints mostly arose from the lecturers' inability to create complex instructions in using Mobile Assisted Language Learning.

Related to the subject of this research, according to [15], vocational school students are set to be prepared for future occupations even if they still need to go through college. [15]. The vocational schools specialize in SMK N 1 Singaraja, located in Singaraja, North of Bali. This vocational school is one of the accredited private vocational schools in Bali that consists of Culinary and Hospitality majors. Regular training class activities within these majors also had to be shifted, meaning the students must rely mainly on their mobile devices. Nevertheless, the materials teachers or instructors teach are also given through mobile devices, including tasks and assignments in the reading context. In working on the task or instructions, students may face anxieties that are possibly due to internal or external factors. Therefore, the purpose of this study is to find out how the school of SMK N 1 Singaraja conducts its learning process through the use of mobile devices and to find out the level of anxiety faced by the students when using MALL throughout the learning process, especially in the blended learning context post-Covid-19 pandemic.

2. Research Method

The study was conducted in the form of a mixed method. The mixed-method combines qualitative and quantitative research in analyzing the data. [16]. Furthermore, the Embedded design was used in this study. According to [17], in Embedded design, one type of data is prioritized than the other data. In this research, the implementation of MALL in English learning is the primary data. On the other side, the secondary data is the anxiety level faced by students in using MALL in English learning. The implementation of MALL in English learning in SMK N 1 Singaraja was analyzed using the quantitative method. The qualitative data about how distance learning is implemented was collected through interviews and observation. On the other side, the questionnaire was used to collect the data quantitatively in order to get the level of anxiety from the students.

The subject of research was the tenth grade of second semester term students that are in the tourism and culinary major of SMKN 1 Singaraja. Purposive sampling technique was used in determining the subject of research. According to [18] purposive sampling is one of the traits in qualitative research where cases are carefully selected to be included in the sample based on their perception of their typicality or the sample possess the desired characteristics or particular needs of the researchers. In other words, purposive sampling or purposeful sampling refers to researchers in selecting participants intentionally that had undergone a key concept or phenomenon to be explored within the study [19]. There are several purposeful sampling strategies according to [20], one of which is maximal variation sampling, meaning that the

individuals involve are chosen and diverse that are expected to have different views on the central phenomenon [20]. Furthermore, based on the criteria mentioned in [20], the maximizing differences is determined by number of factors that may distinguished participants, or it is determined on the study itself such as the gender, race, the school level and etc. Therefore, this research were relevant to the aforementioned criteria such as the English teacher, the tenth-grade of second semester students are chosen for this research is because the researcher is interested in exploring further understanding of what applications were used within the learning environment, then the researcher examined the anxiety level on the students while using MALL in the English learning specifically in the blended learning context. In collecting the data, there are three instruments used in this study such as questionnaire, interview guide, and observation sheet. The questionnaire is one of the instruments used in collecting quantitative data. [21] states that a questionnaire is a document used to obtain information by including questions and other items in an analysis. For this study, the questionnaire is in the form of a close-ended question. The questionnaire was given to students' of SMK N 1 Singaraja to investigate their anxiety in learning English. The questionnaire is a modification of Foreign Language Classroom Anxiety Scare (FLCAS) from [22]. All of the questions were modified in order to make it relevant with the anxiety caused by the implementation of MALL in English learning. There are 20 questions in the questionnaire with five scales: strongly agree, agree, neutral, disagree, and strongly disagree. The components such as Communication apprehension, Test anxiety, and Fear of negative evaluation are included in the questionnaire.

On the other hand, the interview guide contains a list of interview questions to get the interviewee's point of view. The interview aims to get deeper information about the implementation of MALL as a media of distance learning in SMK N 1 Singaraja. The interview was conducted with the English teacher who uses MALL in the learning. The teacher handles three departments such as the Hospitality, Accounting, and Office Administration Department in SMK N 1 Singaraja.

In addition, the interview process is needed in this study to get deeper information. As stated by [16], an interview is conducted by asking an open-ended question to get a perspective and opinion from the interviewee. Furthermore, the interview can be completed in a face-to-face situation, telephone interview, or group interview. In this research, the English teacher was interviewed in order to get a deeper understanding and information about the implementation of MALL as a learning media. In this research, the interview was done directly by asking the teacher at the school. The teacher was asked several questions related to the implementation of MALL as a media of learning English.

The research used an observation sheet to collect the data by observing the activity in MALL and its correlation with foreign language anxiety. The observation sheet was developed based on model of teaching and learning online through online networking by [23]. The theory has 4 aspects in conducting online learning such as, Access and motivation, Online socialization, Information exchange, and Knowledge construction. The purpose of the model is providing students with an interaction in the online learning as well as making students comfortable in developing skills [23].

The activity involved in conducting observation is taking field notes on the participant's behavior and activities [16]. The method used to observe the activities of the subject in distance learning. The learning process was observed online by joining the classroom activity. The researcher was not directly involved in the learning and instruction but only follows the learning process. In this research, the MALL was observed to get the information related to MALL implementation as a learning media. The model of teaching and learning online through online networking by [23], was used in order to observe the learning activity.

After the data was gathered, it was analyzed descriptively using both quantitative and qualitative methods. The level of anxiety was scaled from 1 to 5. Students who get scores 1 to 2.50 are classified as having low anxiety. On the other side, 2.51 to 3.50 is indicated as a moderate level of anxiety. Last, the high level of anxiety is reflected through a 3.51 to 5 score. The scale was based on Horwitz's Foreign Language Classroom Anxiety Scale in 1986. The quantitative data in this research was analyzed through SPSS20th version software to get the mean score to determine the level of anxiety. Furthermore the analysis also used frequency and relative frequency of anxiety levels of the students.

3. Results and Discussion

The result of the research is focused on two main parts. First is the data about the implementation of MALL as a media to conduct distance learning. The data is collected qualitatively by conducting interviews and observation. The second part is the result of the questionnaire to determine the level of students' anxiety.

In analyzing the implementation of MALL, the data was collected by doing interviews and observation. The interview involved one English teacher who handles the Hospitality, Accounting, and Office Administration Department in SMK N 1 Singaraja. The interview was conducted directly by asking the teacher several questions that have been prepared in the interview guide instrument.

Based on the explanation from the teacher, the main activity conducted in the MALL was delivering material and tasks. The activity was also included the collection evaluation of the assignment. The teacher sometimes conducted the online meeting where the teacher and students can chat and review the previous material while removing boredom because of the learning in MALL.

According to the teacher, there were three advantages of using MALL as a learning media. The first was making the learning more organized because of the ease of grouping materials. The students were easier to access the material and submit the task. The second was because MALL is a free accessed application that does not require payment to use its feature. Last was because most SMK N 1 Singaraja teachers use MALL, so the students do not have to learn another application in learning. Furthermore, the teacher thinks that the priority was to make the students easier in understanding the materials.

The implementation of MALL certainly has several problems. The problems were mostly related to the devices. As stated by the teacher, the internet quota was one of the problems both teachers and students face. Furthermore, the unstable signal for some areas could affect

learning. Last was the lack of compatibility for some of the students' devices was also contributes to the problems of the use of MALL.

The observation was also done to get the information in the implementation of MALL in English learning. The model of teaching and learning online through online networking by Salmon (2002) was used in the observation. There are four aspects to be observed by using the interview guide instrument. The first aspect is access and motivation, which shows how the teacher provides access to the learning platform and takes care of the students. Based on the observation, the teacher already provided all of the points in this aspect. The first was by providing the students with the access code sent in the WhatsApp group. After that, the teacher made sure that all of the students had already joined the class and helped students who were troubled in joining the class. Last was by setting the time limit for every task. The second aspect was Online socialization, which indicates the social interaction within the MALL. Sadly, there was no interaction between teacher and students or students with their peers. The following aspect was Information exchange. From the observation, the teacher always asked the students to learn the material provided in the MALL. Last was the Knowledge construction aspect, which the teacher already does with the explanation and example before giving an assignment and homework.

From the result obtained through interview and observation above we can conclude that the use of MALL was mainly for delivering some of the material, task, and evaluation. The teacher has already prepared the MALL well to conduct the learning. Even though the implementation of MALL was not a hundred percent effective, as stated by the teacher, it already covers the learning well with all of the advantages and disadvantages.

On the other hand, The mean score of questionnaires was used to get the level of anxiety from the students. Besides that, the frequency and relative frequency was also analyzed and displayed for each category in this study. The data collection was done through the questionnaire. The questionnaire was distributed through Google Form. The data was tabulated then analyzed using SPSS 20th version software.

Table 1 Students Anxiety Level Scale (Horwitz, 1986)

Range	Level
1.00 - 2.50	Low
2.51 - 3.50	Moderate
3.51 - 5.00	High

The score was obtained through the mean score of the questionnaire result by using the scale adapted from Horwitz (1986). The criteria can be seen from the table above.

Table 2 The Students' Anxiety Level in English Learning using MALL

Mean Score	Score Level	Level
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technology, devices, and internet access are crucial in supporting the learning process. Even though, as stated by the teacher, all students have their own devices, the lack of compatibility and proper internet access was the biggest problem for some students.

The student's level of anxiety was collected by using a questionnaire as a research instrument. The result found from the survey showed that the students' anxiety level is at a moderate level with a score of 3.1. This level shows that students do not feel significant anxiety but do not feel comfortable learning either. The same result was also found in the study conducted by [25], which found the score of students' anxiety in learning English was 3.12, which indicated a moderate level of anxiety.

The students' level of anxiety for each Department was also analyzed to get the comparison. The study involved 100 students from three departments. There are 21 students from the Hospitality Department, 49 from Accounting Department, and 30 from Office Administration Department. The result found that the Hospitality department got the lowest score with 2.6, which indicated a moderate level of anxiety. The same result was also found in the study investigating the Hospitality students' level of anxiety in English class done by [26] with a score of 2.54, which is a moderate level of anxiety. The Accounting department, on the other hand, got a moderate level of anxiety with a score of 3.1. Last is the Office Administration department, with a score of 3.1, which indicated a moderate anxiety level. It can be concluded that the Hospitality department is the Department with the lowest level of anxiety among other departments.

Some implications were gathered in the analysis of the implementation of MALL in English learning and the correlation with students' anxiety in learning English. The analysis of MALL's implementation was purposed to understand how to use the platform for distance learning purposes. The teacher is also expected to have management skills to develop learning in the distance learning platform. Moreover, it can be used as a reflection for the government to develop a better system in implementing MALL or even another distance learning platform since distance learning is a new method and is promising in conducting learning in this country. The analysis of students' anxiety in English learning was purposed to get information about the students' level of anxiety. Furthermore, the teacher can use the information to prepare a better learning system to overcome anxiety.

4. Conclusion

Based on the data findings and the analysis, the students' anxiety level is moderate, with a score of 3.1. This level shows that students do not feel significant anxiety but do not feel comfortable learning either. On the other hand, MALL's implementation was implemented as supplementary media to support learning. The media helped the teacher share the material and task, submit the task, and do an evaluation. The discussion was not a part of the activity because the lack of student device compatibility made the discussion ineffective. Furthermore, the effectiveness can be achieved by the components such as device and internet connection both from teacher and students are proper in the learning.

To sum this up, the anxiety faced by the students is in moderate level. The problem that has to be solved is the implementation of MALL to make students feel more comfortable. The device and internet connection are the problem to be overcome to make the learning process run more effectively. Online learning is an alternative as well as a future for the education in Indonesia. Before the pandemic, we never thought that learning can be conducted from distance by using technology and used as an option in the regular learning. Now the online learning is a promising method in conducting the learning activity by using several online learning platform. That is why understanding about the online platform for example the use of MALL will be a must in conducting not only English but all of subject in online learning.

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