

**STUDENTS' PERCEPTIONS ON MOBILE APPLICATION 'HELLO ENGLISH' AS
MEDIA TO ENHANCE ENGLISH GRAMMAR**

Devi Amaliah

Faculty of Teacher Training and Education
Universitas Ibn Khaldun Bogor
deviamaliah05@gmail.com

ABSTRAK

Teknologi seluler dengan cepat menarik pengguna baru, menyediakan fitur lengkap untuk mendukung perkembangan bahasa. Salah satu alat yang memainkan peran penting dalam perkembangan bahasa siswa adalah ponsel di mana banyak aplikasi pendidikan dapat diinstal. Hal ini dapat mengembangkan metode dan materi yang efektif untuk proses Mobile Assisted Language Learning (MALL). Dalam hal ini, peneliti menggunakan aplikasi seluler 'Hello English' sebagai media. Penelitian dilakukan mengetahui persepsi siswa dalam menggunakan aplikasi 'Hello English' sebagai media untuk meningkatkan keterampilan siswa dalam tata bahasa Inggris. Dalam penelitian ini, peneliti menggunakan kuesioner untuk mengetahui persepsi siswa. Penelitian ini menggunakan kualitatif sebagai desain penelitian. Penelitian ini dilakukan di Sekolah Menengah Kejuruan di Bogor. Pesertanya adalah 34 siswa yang menggunakan Hello English. Hasil penelitian menunjukkan bahwa sebagian besar dari mereka memberikan persepsi positif tentang aplikasi karena mereka mudah memahami materi, mereka lebih bersemangat dan termotivasi dalam belajar tata bahasa Inggris, 'Hello English' dapat menghilangkan kebosanan dalam belajar dan membantu mereka memahami materi.

Keywords: Mobile Assisted-Language Learning (MALL), Tata Bahasa, Hello English

ABSTRACT

Mobile technologies are rapidly attracting new users, providing complete features to support growth of language. One of tool that plays an important role in students' growth of language is mobile phone where many educational applications can be installed. It may develop effective methods and material for mobile assisted language learning (MALL). In this case, the researcher used mobile application 'Hello English' as media. This research is to find out students' perception in using mobile Application 'Hello English' as media to enhance students' skill in English grammar. In this research, the researcher used questionnaire to find out students' perceptions. In this research the researcher used qualitative as research design. This research was conducted in vocational school (Sekolah Menengah Kejuruan) in Bogor. The participants are 34 students who are using Hello English. The research result shows that most of them give positive perceptions about the application because they are easy to understand the material, they are more excited and motivated in learning English grammar, 'Hello English' can eliminate boredom in learning and help them to understand the materials.

Keywords: Mobile Assisted-Language Learning (MALL), English Grammar, Hello English

INTRODUCTION

The integration of such technologies into teaching and learning has been more gradual, as educators need to understand how they can be effectively used to support various kinds of learning (Kukulska-Hulme., Agnes & Shield, & Lesley, 2008 cited in Yussof & Abas, 2017) and develop effective

methods and materials for mobile-assisted language learning (MALL), a specialization of mobile learning (mLearning). One such tool that could play a vital role in students' growth is the mobile phone (Ni & Yu, 2015). It is very handy, relatively cheap and its mobility enables ongoing learning beyond the confines of the classroom. Many

educational applications could be installed in the mobile phones which could be engaging to the students and enhance their language growth, analytical skill, passion, intellectualism and creativity (Ni & Yu, 2015).

In order to understand grammar, students sometimes find it difficult and consider that grammar most difficult material to learn I English. Aslani & Tabrizi (2015) claimed that Learning grammar unfortunately is not an enjoyable or easy task for students to handle and teachers are even bored with their constant complains about the problems that they have in learning and applying what they have learn in their speech. Larsen-Freeman (2015) claimed that survey research reveals that grammar is still being taught traditionally in most classrooms in a non-integrative manner.

Taking these ideas into consideration, this study investigates the students' perceptions on mobile applications in learning English grammar and factors influence students' perception.

LITERATURE REVIEW

Mobile Assisted Language Learning

Mobile-assisted Language Learning (MALL) has developed over the past decade as a field within its own right, with an increasing number of articles that examine various mobile devices used in environments both inside and outside of formal language learning.

Mobile-Assisted Language Learning (MALL) deals with the use of mobile technology in language learning. English can be learn not only in the classroom but also in other place or devices. Students may have opportunity to learn English through mobile phones. Miangah and Nezarat (2012) stated that learning English is considered a main factor for professional success and a criterion for being educated in many communities, providing more convenient environment for people to learn English is one of the strategic educational goals towards improving the students' achievement and supporting differentiation of learning needs.

Positive Sides of Mobile Assisted Learning

There are several positive side of mobile assisted language learning in English as foreign learning. Using MALL in language

learning can promote the learning process since it is easy to be accessed. Mobile devices enhance learning experiences by enabling communications, learning on-the-move an use on an "anytime and anywhere" basis (Hardless et al 2001 ; Rochelle 2003 cited in Burston, 2014).

Furthermore, MALL in language learning make students learn more about the language. Digital games so designed are based on the premise that players need to learn, memorise, collaborate, explore or obtain additional information in order to progress further in game (Felicia, 2009 p. 8).

Students also can share information while using the mobile apps. According to cliffon (2006 cited in Baleghizadeh & oladrostam, 2011) for classroom interaction to be facilitative it must be break from the traditional pattern of teachers having the power over discussions and offer language learners greater participation rights which gave them potential to take more initiative and hence responsibility for learning.

The right approach in eliminating fear and anxiety in the use of language among students will prove beneficial for students in many ways as the excitement of participating in playing games will invariably promote both conscious and unconscious support for students to learn and acquire the language.

Hello English

The students appreciate mobile apps for their usability, accessibility, ease of downloading, and the service of multiple purposes. Steel's survey result shows that students found mobile apps most beneficial for learning "vocabulary... reading, writing, grammar and translation tasks" (Steel, 2012, p. 3 cited in Mindog, 2016).

Hello English is an interactive, personalized, and contextual English learning application designed specifically for English. There are about 22 languages to learn from. Hello English got over 40 million that join the community. There are millions total of dialogues exchanged, spoken and corrected each day to help people improve their English.

There are some main features in Hello English. Hello English is a free English course with more than 475 interactive lessons. There is also dictionary that can be used to learn new words and hear the pronunciation right away. Hello English users can do reading, listening, writing and

speaking exercise with intermediate result and tips. They can practice new vocabularies by reading daily news that is provided in Hello English. They can also practice pronouncing words by speak to the app and it can improve speaking skill.

Learning Grammar

In order to have a mastery of English grammar, it requires a lot of practices, both in or out of school. Larsen-Freeman (2003, cited in Saeedi & Biri, 2015) states that When learners have chance to encounter, process and use instructed form of grammar in their various form-meaning relationships, grammar teaching will be more effective and useful so that the forms of grammar become a part of their inter-language behavior.

Spada (1997, cited in Saeedi & Biri, 2015) adds that when learners are confronted with communicative exposure to grammar points learned through formal instruction, their awareness of the forms as well as their accuracy in the use of the forms will improve and become longer-standing. The students need to have more practice their grammar as well as they have the materials of grammar.

METHOD

This research used qualitative research design. To complete this research, the researcher adopted case study method.

Setting and Participants

Participants of the study are students who are using mobile application 'Hello English' as media to enhance their English grammar are the participants in this study.

Data Collection

The instrument used for gathering information was the questionnaire. The questionnaires were in closed-ended item questions form. Specifically, the questionnaires are to find out the students' perception on mobile application 'Hello English' as media to enhance English grammar. The data were submitted through five alternative point of Likert Scale questionnaires survey. The five alternative points were *Strongly Disagree*, *Disagree*, *Neutral*, *Agree*, and *Strongly Agree*.

Data Analysis

The researcher used the theory of Miles, Huberman and Saldana (2014) to analyze the data.

a. Data Reduction

In data reduction phase, the researcher focused on students' perception in using mobile application 'Hello English' in grammar learning. Then, the researcher selected students' perception into 4 themes. The data is in form of questionnaire.

b. Data Display

The data display phase is done in the form of table. It's also can be in the form of graphics, matrix, and chart (Miles, Huberman, and Saldana, 2014). The data derived from questionnaire given to students.

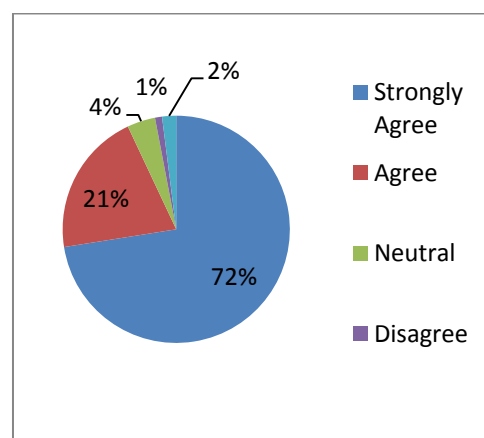
c. Conclusion

The last step according to Miles, Huberman, and Saldana (2014) is conclusion. In this research, the students' perception on mobile application 'Hello English' as media to enhance English grammar is written in the data display. A brief explanation is done to derive the conclusion.

RESULT AND DISCUSSION

The result of the study will be explained in this chapter. There are four aspects of students' perceptions on mobile application 'Hello English' as media to enhance English grammar as described below.

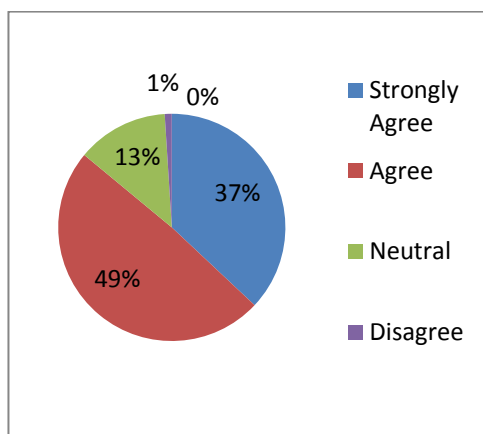
1. Students' Perception on Hello English as Media of Learning



As result, majority of the respondents indicated that most of them consider mobile application 'Hello English'

as an interesting media to be used in their English grammar learning and it can reduce boredom which students feel while learning English grammar. Lots of them agree with this statement. Students are very happy that because the application could reduce the boredom while learning English grammar. They think that this application motivate and relax them as they agree with the statement on the questionnaire that explain how they feel when they are using the app. The right approach in eliminating fear and anxiety in the use of language among students will prove beneficial for students in many ways as the excitement of participating in playing games will invariably promote both conscious and unconscious support for students to learn and acquire the language. Most importantly, interesting language activities can help eliminate learning anxiety in students (Ma et al., 2012; Shima & Rahmah, 2012; Ongoro & Mwangoka, 2014; Virvou & Papadimitriou, 2014; Wu, Chen, & Huang, 2014b; Tsung-Chih Hsiao, Alyssa Cheung, Gloria Jiang, 2016 cited in Yusof & Abas, 2017).

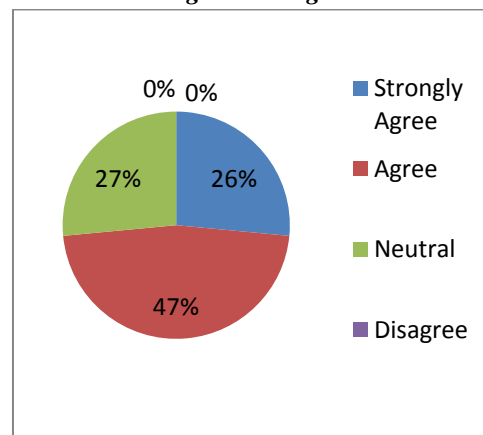
2. Students' Perception on Learning Grammar using Hello English



Students not only enhance knowledge but also apply in their learning when studying with relevant grammar games. Ersoz (2000 cited in cam and tran, 2017) illustrates that challenging and amusing games are highly motivating. Moreover students also agree that mobile application 'Hello English' helps them in learning grammar It can be seen in students' responses on questionnaire which state how the app helps students in their English grammar learning. Digital games so designed are based on the premise that

players need to learn, memorise, collaborate, explore or obtain additional information in order to progress further in game (Felicia, 2009 p. 8).

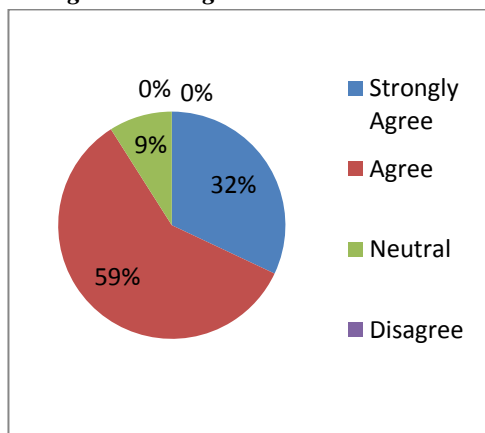
3. Students' Perception on Interacting while Using Hello English



This table is about the interaction of students with their classmates while using mobile application 'Hello English.' The table shows that 26% students chose "strongly agree", 47% chose "agree" and 27% students chose "neutral". It means that most of them agree to have interaction while using the application.

In addition, students could interact with their classmates when they are using this app. This is shown on their responses to the questionnaire which stated about their interaction while using this application. Most of them agree with this statement and this is relevant to Wang (2010, p.130 cited in cam and tran, 2017) he specifies that communicative activities used as games construct context in which learners are involved in practicing the target language for sharing information, negotiating meaning as well as contacting with others in meaningful context. Mobile devices inherently support tactile, oral, and aural interaction with content as well as communication and exchange with peers, teachers and others. They also enable "continuity or spontaneity of access and interaction across different context of use." (kukulska-Hulme & Shield, 2008 p. 273 cited in Yates & Palalas, 2016).

4. Students' Perception on Accessing through Hello English



This data indicates that students agree as mobile application used to motivate them to practice English grammar more. There is an increase use of wireless technologies in education all over the world. Mobile devices enhance learning experiences by enabling communications, learning on-the-move and use on an "anytime and anywhere" basis (Hardless et al 2001 ; Rochelle 2003 cited in Burston, 2014). In fact, Cavus & Ibrahim (2008 p. 38 cited in Burston, 2014) mentioned that wireless technology such as laptop computer, palmtop computer, and mobile phones are revolutionizing education and transforming the traditional classroom based learning and teaching into anytime anywhere education).

DISCUSSION

In this study, the object is an application named 'Hello English' that is received by the five senses. The respondents received stimuli then continued with using the mobile application 'Hello English' in their English grammar learning.

In this study, the object is an application named 'Hello English' that is received by the five senses. The respondents received stimuli then continued with using the mobile application 'Hello English' in their English grammar learning.

Those responses were given by students to show their perception on mobile application 'Hello English' as media to enhance English grammar. So, the students' perception on mobile application 'Hello

English' can be concluded totally agree and interpreted as positive perception because there are 79% students who agree. It means that students gave excellent response to mobile application 'Hello English' as media to enhance their English grammar.

As result, majority of the respondents indicated that most of them consider mobile application 'Hello English' as an interesting media to be used in their English grammar learning and it can reduce boredom which students feel while learning English grammar.

Moreover students also agree that mobile application 'Hello English' helps them in learning grammar. It is relevant to what Nushi and Egbali (2017) stated about technology in language learning, "Technology gives learners the chance to see grammar as a skill, not merely as a set of abstract rules, and use that skill to choose the appropriate language form for particular contexts and meanings." Participants were provided some statements that is about the use of mobile application 'Hello English' in English grammar learning.

In addition, students could interact with their classmates when they are using this app. This is shown on their responses to the questionnaire which stated about their interaction while using this application. Most of them agree with this statement and this is relevant to Wang (2010, p.130 cited in cam and tran, 2017) he specifies that communicative activities used as games construct context in which learners are involved in practicing the target language for sharing information, negotiating meaning as well as contacting with others in meaningful context. Overall, students have positive perception toward this application. They have positive responses toward the questionnaire given to them.

CONCLUSION

From research that has been done by the researcher, students have positive perception toward mobile application 'Hello English' as media to enhance English grammar. This proved by 79% students agree that this app help the to enhance English grammar. The researcher also did an interview to get to know what factors that influence their perception toward mobile application 'Hello English' as media to enhance English grammar.

REFERENCES

- Aslani, S. M., & Tarbizi, H. H. (2015). Teaching Grammar to Iranian EFL Learners through Blended Learning Using Multimedia Softwares. *Journal of Applied Linguistics and Language Research*, 2(8), 76-87.
- Cam, L., & Tran, T. M. (2017). An Evaluation of using Games in Teaching English Grammar for First Year English-Majored Students at Dong Nai Technology University. *International Journal of Learning, Teaching and Educational Research*, 16(7), 55-71.
- Hello English : Learn English. (n.d.). Retrieved March 18, 2019, from Hello English: <https://helloenglish.com/>
- Larsen-Freeman, D. (2015). Research into practice: Grammar learning and teaching. *Language Teaching*, 48(2), 263-280.
- Miles , M. B., Huberman, A. M., & Saldana , J. (2014). *Qualitative Data Analysis, A Method Source Book* (3rd ed.). USA: Sage Publications.
- Miangah, T. M., & Nezarat, A. (2012). Mobile-Assisted Language Learning. *International Journal of Distributed and Parallel System*, 3(1), 309-319.
- Mindog, E. (2016). Apps and EFL: A case study on the Use of Smartphone Apps to Learn English by Four Japanese University Students. *The Jalt Call Journal*, 12(1), 3-22.
- Ni, Q., & Yu, Y. (2015). Research on educational mobile games and the effect it has no cognitive development on preschool children. *The international Conference on Digital Information, Networking, and Wireless Communication (DINWC)*, 165-169.
- Saeedi, Z., & Biri, A. (2015). The Application of Technology in Teaching Grammar to EFL Learners: The Role of Animated Sitcoms. *Teaching English with Technology*, 16(2), 18-39.
- Yussof, R. L., & Abas, H. (2017). Mobile Assisted Language Learning (MALL) in Developing Second Language Learners' Understanding of Grammar. *Journal of Academia UiTM Negeri Sembilan*, 5, 187-208.