Implementing Mobile-Assisted Language Learning (MALL) in Writing Classroom: Pre-service Teacher's Opinions

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Abstract

During the covid19 outbreak, many schools try to adapt any kinds of learning Application, one of them by implementing Mobile-Assisted Language Learning (MALL). It assumed that the portability ease students to access the subject everywhere they want. This was become a challenge not only for teacher but also for pre-service teacher who had to follow the teaching training program during the pandemic. The research investigated pre-service teacher's opinion about implementing MALL and obstacles they faced during the online classroom activities. Qualitative research method was applied in the research. Observation and interview were used for collecting the data. After doing the analysis it found that MALL affect student's knowledge, it helped students to be easy in accessing the lesson (through ; zoom, Padlet and Google Classroom), even though it a bit affects for student's social life and student's health. While the obstacles faced by Pre-service teacher came from two factors; internal and external. Internal means that the obstacles came from students themselves such as lack of motivation and so on. External means that the obstacles came from outside of students such the internet connection was unstable during the learning process. Teacher need to be more creative to provide interactive lessons. It is aimed to help the students to understand the lesson easily.

Keywords: MALL, Pre-Service Teacher, Writing

INTRODUCTION

During the covid19 outbreak, many schools try to adapt new habit on their learning activity, one of them by implementing technology on their learning process (Basilaia & Kvavadze, 2020). Now on, the use of technology cannot be apart from the issue of Corona Virus Disease (COVID) because it can be harmful for school to held learning activities as regularly. As posted by tirto.id because COVID-19 has not yet subsided, not all schools can conduct face-to-face learning activities. Only schools that are green zone permitted, and it must be done with strict health protocols.

The use of technology in the learning process makes the learning process

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more varied and interesting. It is hoped that through the use of technology, the teaching and learning process will be more effective and efficient (Owen, 2000). This is in line with current conditions, where not all schools are allowed to conduct teaching and learning activities using the off line method, but are required to conduct online learning. Indeed, Schools in certain zones are still allowed to carry out the learning process at school.

Nowadays, the use of MALL (Mobile Assisted Language Learning) is a must for schools to held the learning process. This cannot be separated from the government's recommendation that is better for school to carry out a learning process from home. The use of MALL is characterized by learning through cellular. Students can use the features that are on the cellular such as video, audio, mp3 and so on when carrying out the learning activities. The use of MALL is considered to be able to make students easier to access learning material from anywhere, including from their homes.

This is a challenge for teachers to be more creative and innovative in compiling online learning methods, so that the learning process can be run effectively even though it is not held face-to-face in the classroom as usual. This challenge is also felt by students who are doing field teaching practice (PLP). During the pandemic, they face many challenges in carrying out field practice programs through online learning activities that have been carried out during the month. This is the first time for them to conduct an online teaching practice program which may provide many new experiences about how to teach online in pandemic era

From the explanation above, this study aims to determine the opinion of the pre-service teacher, in this case students who are implementing online teaching practice programs, regarding the use of MALL in the writing learning process during the pandemic..

THEORETICAL FRAMEWORK

MALL (Mobile Assisted Language Learning)

Language learning that is assisted through mobile technologies is called by Mobile-assisted language learning (MALL). MALL defines as the use of portable technologies in language learning, particularly in a situation where the device offers a specific advantage. It has gained popularity in the last few years due to the widespread of using a mobile phone in any aspect of life. The devices which are commonly used in Mobile-assisted language learning are Cellphone, Smartphone, PDA, iPhone, I Pad, MP3, MP4, Tablet (Miangah & Nezarat, 2012); (Kukulska-Hulme, 2009), (Saidouni & Bahloul, 2018); (Stockwell & Hubbard, 2013). The presence of those wireless devices made the language learning process becomes more flexible. Otherwise, notwithstanding its benefits, MALL also poses related challenges, for instance, inherent in the portability of mobile media are reduced screen sizes, limited audiovisual quality, virtual keyboarding, and one-finger data entry, and limited power (Chinnery, 2006).

(Saidouni & Bahloul, 2018) wrote that there are four purposes learners use their mobile phones; first, it used for social purposes such as making calls, sending messages, chatting, making a video call, sending emails. Second, it used for entertainment purposes, such as playing games, watching, listening to music, browsing, posting photos. Third, it is used for education purposes, such as Dictionary, reading an e-book, learning APP, Google translation, uploading/sharing, learning materials. Fourth, it is used for other activities such as cheating, setting alarm, calendar. From the study, it was found that the majority of the student used their mobile phone for entertaining, but they were also using it as a device for learning.

In this research, the researchers are going to implementing MALL in the writing classroom, particularly in writing essays. They need to personalize their learning environment to gather the ideas then

draw the outlining then start to write. The implementation of MALL (esp. Padlet) in the writing classroom is supposed to ease students to arrange their writing essays through learning autonomously.

Pre-Service Teacher

Pre-service teachers are students who are practicing teaching in designated schools. This activity is carried out to train their teaching skills before they actually become a teacher after completing the lecture period (Tondeur et al., 2012). Through this program, students are expected to be able to gain a lot of experience on how to educate students well whether it is about preparing matters related to administrative aspects or preparing good methods to teach the students.

In general, the teaching practice is carried out for 8 meetings or about 2 months, but due to the corona outbreak, the teaching practice program is only carried out in 5 meetings or about 1 month and even then it is done online

Writing as a Process

According to Ghaith (2002) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It is an activity that encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down ideas can be examined, reconsidered, added to, rearranged, and changed. From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

Writing also means as a process, not a product, it is through a series of stages that the writes develop their ideas on the topic and the text at the same time.

a. Pre-writing

Four prewriting techniques will help to think and develop a topic and get words. They are freewriting,

questioning, making a list, and preparing a scratch outline.

b. Writing

Be prepared to put in additional thoughts and details that did not emerge during prewriting. This is writing the first draft of the piece. After thinking about the topic and doing necessary pre-writing, the next step in the writing process is writing a paragraph.

c. Revising

Revising means rewriting an essay, building on what has already been done to make it stronger. There are three stages to the revising process: revising content, revising sentences, and editing.

d. Editing

After revising the content and style, the next step is editing for error grammar, punctuation, and spelling.

RESEARCH METHOD

The method used in the research was qualitative research (Nassaji, 2015). In collecting the data, the researcher used observation and interview as the instrument. The observation was done to find out the obstacles faced by pre-service teachers while doing the online learning using MALL, meanwhile; interview was done to find out pre-service teachers opinion in implementing MALL. The study involved 8 pre-service teachers who have just completed teaching training Program at a Islamic Junior High School in Bogor. They have five meetings to complete the program. In the last meeting they were examined by teacher advisor and lecturer advisor.

Data Collection and Data Analysis

Data were collected through two instruments observation and interview. The observation was done to find out whether Pre-service Teachers face obstacles during the learning process. The Interview was done to find out Pre-service teacher opinion about the implementing MALL during the class, there are 3 main questions were asked to the participant, namely; MALL and the effect of Students knowledge, MALL and effect of students social life,

MALL and the effect of student's health (Betts et al., 2016).

After collecting the data, the data were analyzed using Miles theory; the data were reduced to choose whether it was relevant with the research or not. Next, the data were categorized into supported or unsupported data. Then after that, the data were displayed into chart or diagram, and finally the data were summarized in a clear explanation (Miles & Huberman, 1994).

FINDINGS AND DISCUSSIONS

Findings

Observation did to find out the obstacles which are faced by the Pre-service teachers during implementing MALL. The observation data would be shown into three phase, Opening, main activity and closing.

Opening, from the observation data found when the pre-service teacher opened the class using zoom, some students arrived late. It took 15-20 minutes to wait for others to be in the online class. One of the reasons was because the internet connection was unstable.

Main Activities, the pre-service teacher begins to explain about the topic of learning that day. She starts explaining the definitions, giving examples, question and answer sessions and giving exercises to the students that were done on the spot. During the process, sometimes the teacher had to mention repeatedly several things due to interference with the audio, so that the teacher's voice could not be heard clearly by the students, besides; some of students make noisy who occasionally made activities outside of learning activities by playing songs however it still can be overcome by pre-service teachers.

Closing, based on the data found at the closing time, there were no obstacles found to end the class. The pre-service teacher closed the class by mentioning some homework that students should complete at home. The task can be accessed through Google classroom. Then, teacher closed the class with a greeting, and the class was over.

After getting data from the observation, the research displayed

data from interview. The interview was done to know pre-service teacher's opinion in using MALL during the online class. There were 3 main points asked through the interview, namely; MALL and the effect of Students knowledge, MALL and effect of student's social life, MALL and the effect of student's health.

1. Student's knowledge

From the results of the interviews that was conducted, the majority of pre-service teachers said that the use of MALL helps students understand the lessons they were learning, with a few notes; good internet signal, good motivation for students to learn, the availability of mobile learning applications that students have.

As stated by participant 5;

"Using MALL in learning English can improve students' understanding because during COVID-19, teachers can be better able to make material more creative using funny pictures and it doesn't bore students when learning. I've also made learning via video using cartoons and created a ppt. And when this online learning takes place students have plenty of free time at home to improve their English skills."

2. Student's Social Life.

In the opinion of the pre-service teacher, the use of MALL interferes with students' social lives, they said that students become less interacting with other friends, rarely communicate as usual, this is because students are still adapting to the new habits of learning, namely learning from home.

As conveyed by participant 3:

"Students do not socialize with their peers, especially students who have just entered school who have never met each other with their classmates"

3. Students Physics

According to the data from the interview results, it was found that according to the pre-service teacher the use of MALL could interfere with the health of students, especially the eyes, because looking at the cellular screen for too long can cause eye pain, but if MALL is used just then it will not disturb the health of students.

As participants 1 said:

"It really has an impact, especially on eye health, because students have to stare at the screen of their cellphone or laptop every day"

Discussions

From the findings obtained through observation and interviews, it is known that there are several obstacles when doing learning using MALL. Broadly speaking, these constraints include two things, namely; constraints come from internal factors and external factors. Internal factors include student motivation in learning which sometimes changes. External factors include an unstable internet connection, and the type of cellular that does not support the learning process.

Furthermore, the data obtained from the results of interviews regarding the pre-service teacher's opinion on the use of MALL has shown that firstly; students are able to understand learning through the use of MALL in the learning process. The portability of cellphone in the learning process makes students easier to access learning material. Secondly, According to the pre-service teacher, the use of MALL affects the social life of students, due to the lack of direct interaction among students when learning is done online. Then thirdly, the results of the data obtained from interviews show that learning by using MALL can affect students' physicality, particularly eyes, staring too long at the screen can cause eyes problems.

CONCLUSIONS

Implementing Mobile Assisted language learning (MALL) sometimes can be easy but sometimes can be difficult (Kukulska-Hulme & Shield, 2008). The portability of cellular might ease students to access the subject everywhere they are. The unstable connection causes the online learning through MALL disrupted.

Meanwhile, during the covid19 outbreaks MALL becomes popular in teaching learning activities. Through MALL, students are able to study autonomously it helps them to access many kinds of application that can be used in learning language. Of course it also affected to the student's social life. During the Covid 19, students are very limited in socializing with other students.

And for healthy reason, keep looking at the cellular screen for a long time it might causes eyes problems, but if it is used normally it is fine.

New normal brought teacher to the new way of teaching. It is suggested for teacher to provide the teaching-learning process with a fun media, so that students will be easy to understand the teacher explanation.

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