

Article History:Submitted:
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March, 2019**MALL IN LEARNING ENGLISH GRAMMAR FOR HIGHER
EDUCATION STUDENTS****MALL DALAM PEMBELAJARAN GRAMMAR UNTUK MAHASISWA**Nur Rosita¹, Nora Fudhla², Bayu Hadi Saputro³^{1,2} English Department, Faculty of Languages and Arts,

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E-mail: nurrosita@fbs.unp.ac.id**Abstract**

The 21st century learning trend with mobile devices has made significant impacts on the educational setting. It promotes students' autonomous learning attitude to have their own learning setting anytime, anywhere, and in any way as the purpose of lifelong learning. It is also applied to build students' 21st century skills known as 4-Cs; collaboration, communication, critical thinking, and creativity as well as digital literacy. On the other hand, there are some questions and concerns being echoed around the matter of balancing pedagogy and technology on the grammar learning content for university level students. This article is a part of developmental research that focuses on an analysis of the principles and features of mobile technology support tools for learning English grammar in higher education. A questionnaire using online Google form is administered to the 79 students to see their perspective on learning grammar in 21st century mode. Further, the data are gathered in qualitative-descriptive method to find the appropriate criteria. This study meets a basic model preference to build a MALL-Based educational app that can support English grammar learning in Universitas Negeri Padang. It can be concluded that the MALL for grammar should cover all teaching-learning elements like sources and assessments.

Keywords: *mobile-assisted language learning (MALL), learning English grammar, higher education*

Abstrak

Tren pembelajaran abad ke-21 dengan perangkat seluler telah membuat dampak signifikan dalam dunia pendidikan. Perangkat ini membuat mahasiswa mampu belajar mandiri dan memiliki pengaturan belajar mereka sendiri kapan saja, di mana saja, dan dengan cara apa



pun sebagai tujuan pembelajaran sepanjang hayat. Perangkat ini juga diterapkan untuk membangun keterampilan abad 21 siswa yang dikenal sebagai 4-Cs; kolaborasi, komunikasi, berfikir kritis, dan kreativitas serta literasi digital. Di sisi lain, ada beberapa pertanyaan dan kekhawatiran yang digaungkan tentang penyeimbangan pedagogi dan teknologi dalam konten untuk pembelajaran grammar bagi mahasiswa. Artikel ini adalah bagian dari penelitian pengembangan yang berfokus untuk memberikan analisis dasar dan fitur alat pendukung teknologi seluler untuk mempelajari grammar di pendidikan tinggi. Kuesioner diberikan kepada 79 siswa untuk melihat perspektif mereka tentang belajar grammar di abad ke-21. Selanjutnya, data dianalisa menggunakan metode kualitatif-deskriptif untuk menemukan kriteria yang sesuai. Penelitian ini memenuhi preferensi model dasar untuk membuat aplikasi pembelajaran berbasis MALL yang dapat mendukung pembelajaran grammar bahasa Inggris di Universitas Negeri Padang. Penelitian ini menyimpulkan bahwa pembelajaran MALL untuk grammar harus memasukkan elemen bahan ajar dan penilaian.

Kata kunci: *Pembelajaran Bahasa Berbasis Mobile, Grammar, Pendidikan Tinggi*

Introduction

These days, conventional teaching and learning instructions that focus on teacher-centered has been long neglected and left behind after some behavior changes of current students in 21st learning model (Scott, 2015) due to curriculum movements and a new learning paradigm (Kivunja: 2014). This trend is also raised with all of the opportunities and challenges presents today. The opportunities mentioned are retrieving, organizing, evaluating the quality, relevance, and usefulness of information, generating accurate information through the use of existing resources, and linking knowledge with the real world. While, the challenges are in emphasizing core subject, learning skills, learning tools, learning context, learning content, and learning assessment by using technology (Alismail & McGuire, 2015). This technology is used as a learning support tool to make language learning to be more manageable, enjoyable, and possible, also life-long. It proposes students-centered and adds immense value to the quality of teaching (Ovilia & Asfina, 2017). They said that ICT, in general, should be integrated with teaching and learning process. Thus, incorporating technology that used to engage a handy small device to be used anytime and anywhere such as smartphone known as Mobile-Assisted Language Learning (MALL) is possible to be implemented.

MALL may generally be utilized as an instructional tool in some language skills both receptive and productive skills: listening (Kim, 2015), reading (Hazae & Alzubi, 2016], writing (Zaki & Yunus, 2015), vocabulary (Ahmad, Sudweeks &

Armarego, 2015), and grammar aspect (Ganapathy, 2016; Simonova & Netolicka: 2017). The study that conducted by (Baleghizadeh & Oladrostam, 2011) on improving grammatical knowledge of EFL students through the use of cellphones showed the better performance of the students in multiple-choice grammar. Forty pre-intermediate Iranian female students participated in the study. Participants in the experimental and control groups were given the opportunity to review and recycle six grammatical forms: present the right versus simple, direct versus indirect, and comparative versus superlative questions. During class discussions designed to get the grammatical items given, participants in the experimental group recorded their voices on their cell phones and as an assignment outside the class analyzed their verbal errors and commented on the next session. The participants in the control group did not receive extra treatment at all. However, these studies focused only on the students' performance without emphasizing how the materials were arranged. Meanwhile, Fitrawati (2017) stated that the teaching material is very important as well. Further, Wang & Smith (2013) concluded that the success of each mobile learning can be limited by the criteria of (a) providing interesting learning material that is not too long or too demanding; (b) appropriate teacher monitoring levels; (c) student involvement; (d) the need for incentives; (e) respect for privacy; and (f) safe and secure mobile-learning learning environment.

On the other hand, in the most Indonesian universities where English is being taught as a foreign language, the pedagogies conducted in classrooms are still reflecting a traditional approach in which the teachers teach 'chalky talky grammar' means using whiteboard and tutoring which predominantly teacher-centered (Sugeng, 2015). This matter occurs for some reasons such as the availability of internet access and the model available online does not first to the needs. On the contrary, the university students in 21st century prefer to learn according to their current interest and convenience. They are in some circumstances as digital natives like to engage their digital literacy skill in their learning environment. To facilitate this wish, the educators and practitioners step by step realize to adapt and promote learning models which encompass a medium as part of digital literacies for the learners of the new millennium because the teacher should treat this device as students' friend and stop treating it as foes.

Finally, a MALL that proposes Android Supported Collaborative Learning (ASCL) digital technique-based learning method needs to be done in a variety of contexts both in terms of the field of science, number, characteristics, and level

of students to see the ideal significance of the goal of the learning process. Shifting forms of learning from conventional methods to blended where the incorporation of internet learning resources, especially android applications with traditional books or face-to-face learning is certainly a very mandatory thing to optimize the quality and quantity of learning so that students and educators collaborate to create forms of learning that better.

The same thing was expressed by Chuang & Yung (2015) that this combination can increase effectiveness and opportunities to establish social relations with others in the classroom in the form of interaction, collaboration, and sharing discussions so that obstacles in learning can be solved together. The integration of digital material with conventional can increase students' motivation in learning, leadership, willingness, and responsibility in solving problems (Sung et al., 2017). In the end, digitalization of teaching materials must be done so that learning takes place effectively, efficiently, interactively and collaboratively given the absence of examples of models and applications of digital teaching materials. In addition, introducing MALL for the students' better understanding of its positive aspects in 21st century teaching and learning paradigm is needed to be noticed in order to ease and support the learning process in understanding grammar. Developing a particular Mobile-Assisted Language Learning in a specific context with the specific learning materials, needs, and goals is needed to be conducted too. Thus, this paper reported the higher education students' preferences on using mobile for learning grammar.

Methods

This study was a descriptive study which describing the data obtained in numerical data followed by the narrative analysis. A questionnaire was given to the 79 students to find the needs in managing material content for using and integrating MALL in learning English grammar. This questionnaire was divided into two elements to be analyzed; the type of content features that should be included in the android system and the assessment mode of the model. The preference option was grade in linear scale 1 to 4. Then the percentage of the score obtained from the option chosen by the students. In conclusion, the type of MALL based on the students' preference was drawn and described from the distribution of the questionnaire items.

Result and Discussion

The output of this study was the development of an effective and efficient MALL called Android - Supported Collaborative Learning (ASCL) digital teaching materials for Intermediate Grammar courses that fit the needs of the students and lecturers in the English Language Study Program of Universitas Negeri Padang. The teaching material developed can later be used as a supplementary or complementary to existing conventional teaching materials so that the purpose of collaborative blended learning can be achieved. From the results of data retrieval can be obtained the following description:

1. Demographic Profiles

Table 1. The demographic profile distribution

Variables		N	(%)
Gender	Female	57	72.2
	Male	22	27.8
Age	Under 17	0	0
	17	0	0
	18	12	15.2
	19	50	63.3
	Above 19	17	21.5
Intermediate Grammar Score	A	2	2.5
	A-	3	3.8
	B+	16	20.3
	B	26	32.9
	B-	13	16.5
	C+	11	13.9
	C	6	7.6
	C-	1	1.3
	D	0	0
E	1	1.3	

This questionnaire was filled by 79 of third semester students who had already taken the Intermediate Grammar course. The sample was chosen in the consideration of the previous teaching material evaluation. They were in the range age of 18 – 20 years old. The most respondents were female. They got a

variety score for this course, yet most of them were passed. The scores could be shown in table 1.

The demographic questions of the respondents were needed to see the distribution of respondents in terms of age, gender, and Intermediate Grammar scores that they got in the previous semester. These criteria were included to see how well the previous materials were comprehended by the students to make improvement for the up coming way of teaching and learning. It can be seen from the three charts above that women with age above nineteen years and get a B score in Intermediate Grammar learning get the most dominant score of 63.3%, 72.2%, and 32.9%. The highest percentage was B and the lowest percentage was D. None of them got D. Thus, most students were stated to have passed in this course, but there were still some students who received C-, even E grades in which the students who received this grade were required to retake the Intermediate Grammar course in the following year. From the results of a through research, even though they had passed from this course, some materials must be improved and reviewed.

2. The readiness and the availability of ASCL digital teaching tools for Intermediate Grammar course

Table 2. The readiness and the availability of the students in using MALL tool

Variable		N	%
Mobile Device Ownership	Yes	79	100
	No	0	0
Mobile Device Type	Smartphone	78	98.7
	Tablet	1	1.3
Mobile Device Platform	Android	76	96.2
	iOS	3	3.8
User Type	Basic	10	12.7
	Intermediate	42	53.2
	Advanced	27	34.2
Timing	Always	41	51.9
	Sometimes	38	48.1
	Never	0	0
Mobile Learning Experience	Yes	29	63.3
	No	50	36.7
ASCL Option	Yes	72	91.1
	No	7	8.9

The description of the charts above showed that the students in the majority were ready to do and apply ASCL-based digital learning models. This can be seen from supporting the existing facilities that all of them (100%) had mobile devices and most of the devices were smartphones with the android systems (96.2%). In addition, most of them were intermediate users (53.2%) and adept at operating or using an Android smartphone and they also always used the Android smartphone to learn English, such as English Grammar (51.9%). This can be seen from the percentage of each category compared to other categories. This means that ASCL-based digital learning was possible to apply. Furthermore, digital learning using Android smartphone digital media used later was assumed to accommodate the needs of students to collaborate with each other. These findings can be used as basic considerations to develop a digital material using MALL for learning English grammar. 91.1% of the students were ready to apply ASCL system for learning grammar. This result indicated that mobile learning could be an alternatives to accommodate students' learning in autonomous way making them easy to explore their learning style by their own right.

3. Feature and Content of ASCL learning materials for Intermediate grammar

After knowing the readiness and availability of ASCL-based Intermediate Grammar digital tool support, the next thing to do was tracing the form, features, and content that were appropriate for the needs of students in the subject learning with this concept. Then, a deep analysis of the needs of suitable teaching materials for the needs of students was adjusted according to the curriculum of the course by using a needs analysis questionnaire.

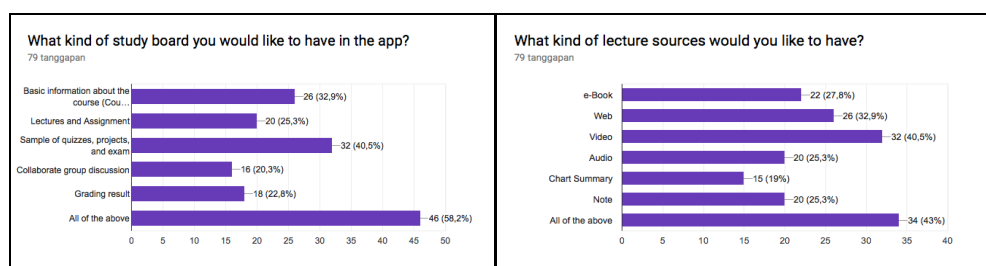


Fig. 1 Content feature on ASCL

From the diagram above, the students' preferences and expectations of digital media for intermediate grammar teaching materials must cover all components of learning such as the description of course introduction, lecturing,

assessment in the form of exercises and quizzes, the allocation for discussion with groups, and also importantly was grading assessment. This can be seen from the largest percentage of 58.2% who chose all the components of this learning. This result was quite reasonable since the students need the syllabus, learning materials, assessment, grading, and collaboration with peers.

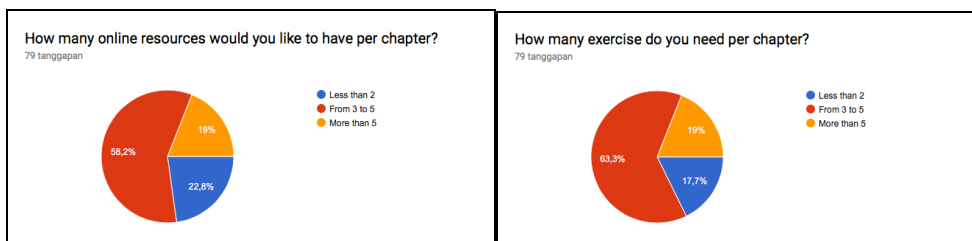


Fig. 2 Online materials and exercises on ASCL

Then, observing the types of learning resources was also very important to facilitate different learning of the students. The types of learning media include printed, audio, visual, and audio-visuals got the highest percentage of 43%. This means that all types of learning media sources can be used by lecturers. However, among the types of media sources provided, the summary chart got the least response, which is 19%. This matter possibly occurred since the students who learn languages do not need media in chart form because charts are usually used in science learning. In addition to the availability of offline media, the students needed teaching media that available online too.

In addition, the criteria for materials evaluation such as exercises, quizzes, projects, and examinations were also needed to be explored. These criteria were taken into account to make the model to be more accessible. The data showed that most respondents wanted some assessments with a range of 3 to 5 forms with multiple choice patterns (53.2%). Meanwhile, only a small percentage of respondents chose an assessment in the form of essays (16.5%).

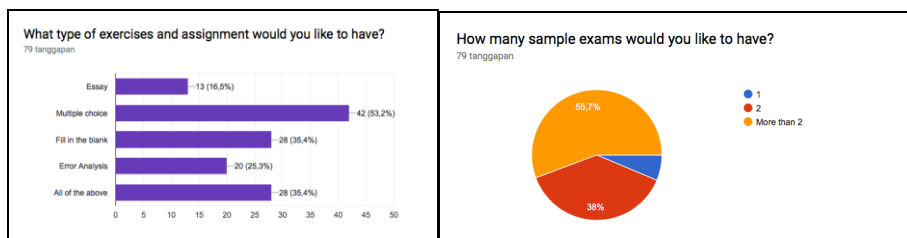


Fig. 3 Assessment features on ASCL

The last point in the assessment aspect was an example of an exam. Moreover, most of the respondents (55.7%) answered to have more than two types of exam exercises. This matter was needed to give the different learning experience and make the students to practice more with different forms of questions.

4. Collaborative learning model

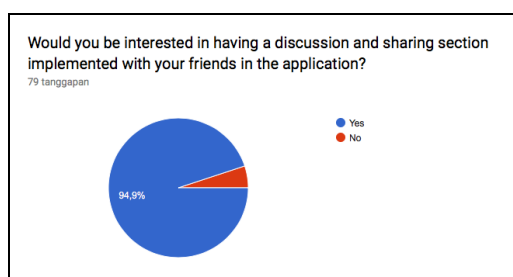


Fig. 4 The collaboration learning needs for the students

The distribution of the figures of the need for collaboration among students in digital learning was needed to avoid the tendency of individual learning. This model was the key for the students to share the learning experience with each other. This collaborative needs assessment showed that most students (94.9%) answered YES in choosing to collaborate with peers. It can be concluded that the criteria for digital learning media for Intermediate Grammar courses have to take into account the aspect of using the media itself that is going to adapt to the needs of the students both in terms of model, form, content, or content for learning and evaluation of students. In short, the define stage in this research has been achieved. Problem formulations and student needs in furthering digital teaching material for Intermediate Grammar courses can be further accommodated in holding creation or design because the general description of availability, form of learning, and evaluation of this model have been seen as noble. Furthermore, these indicators can be the basis for making ASCL-based digital teaching materials which are then adjusted to the curriculum both in terms of syllabus and SAP.

Conclusions and Suggestion

From the above result and discussion, it can be concluded that the MALL is an appropriate alternative that can be used as a supported tool in learning English Grammar to make learning become more manageable for both the

students and teachers. The students' preferences in using MALL are focusing on the availability of the tool to make the proposal possible. Thus, it is also focusing on the content feature of the MALL tool that can be developed. These features will be managed to include all teaching and learning elements such as material and assessment component and support learning in autonomous way to make students learn independently. Some other modes can also be added to support the MALL tool. Thus, there are two points that can be highlighted in this study which are:

1. The way to teach Intermediate Grammar teaching can be equipped with a blended learning method that integrates the use of an Android smartphone. This can be seen from the readiness of students and the availability of supporting tools. Since the students are ready and willing to use it and the tool is capable to accommodate and support the process, ASCL system can possibly improve autonomous learning of the students.
2. ASCL-based digital teaching materials must consider forms, models, features, and content that can accommodate the needs of the students. From the results of the questionnaire that was disseminated, it was seen that the needs of each learning component such as the initial learning guide, teaching materials both in printed form, audiances, visuals, and audio-visuals, and forms of evaluation must be considered.

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