

Mobile Communication Device in English Language Learning: Motives and Constraints

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The objective of this study is to investigate students' motives and constraints in employing mobile communication device as a media for English language learning. Semi-structure interviews were applied to collect the data. The findings indicate that the students have a positive perception toward the use of mobile communication device for English language learning as it can facilitate them to develop their English language skills. The students also find that learning English with mobile communication device is flexible and fun. Mobile communication device can ease them to apply appropriate learning strategies for developing their English language skills. Despite the benefits that students have by applying mobile communication devices for learning the language, they also uncover several constraints. Low internet connection and high cost for online activities are constraints that students discover to be crucial.

Key words: motive, mobile communication device, facilitate, English language skills, benefit, constraint

Penelitian ini bertujuan untuk menganalisa motif dan hambatan peserta didik dalam menggunakan perangkat komunikasi seluler sebagai media pembelajaran bahasa inggris. Data dikumpulkan menggunakan teknik wawancara semi terstruktur. Temuan mengindikasikan bahwa peserta didik menilai positif penggunaan perangkat komunikasi seluler sebagai sarana pembelajaran dalam meningkatkan kemampuan-kemampuan berbahasa inggris. Peserta didik merasa fleksibel dan senang dalam melakukan pembelajaran bahasa inggris menggunakan perangkat komunikasi seluler. Perangkat ini memudahkan mereka dalam menerapkan strategi belajar untuk mengasah kemampuan bahasa inggris. Terlepas dari manfaat-manfaat yang dirasakan oleh peserta didik, ditemukan pula beberapa hambatan. Koneksi internet yang buruk dan besarnya biaya yang dibutuhkan untuk mendukung aktivitas daring sebagai hambatan krusial yang dialami oleh peserta didik.

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INTRODUCTION

The rapid advancement of information and communication technology has been a major part in today's world and its advancement has given a significant impact on human's life. One of the most attractive information and communication technologies that has been taken advantage of for human's interest is mobile communication device. The products of mobile communication device include those devices that are portable such as cellphone and smartphones, tablet computers, and netbooks (Chen, 2013; Miangah & Nezarat, 2012) Cellphones or mobilephones are obvious, popular and influencing examples of mobile communication device. In the past, the central functions of mobilephones were basically for making calls and sending messages. However, their function have recently added to listening to music, playing games, or watching videos as mobile phones have transformed to more sophisticated gadgets popularly called *Smartphones*. Smartphones have gained their popularity for their interesting features and especially their accessibility to internet connection. In addition to smartphones, tablet computers are other portable communication devices larger than smartphones that people frequently use for communication and interaction.

In this respect, the excellences of these mobile communication devices have further raised the curiosity of several researchers to investigate their potential for learning purposes. Zurita, Nussbaum, and Sharples (2003), Rosell-Aguilar (2007) and Kim (2013) prove that due to the portability and the accessibility of mobile devices, students can perform mobile learning by accessing learning materials, interacting and communicating with instructors and peers with no barriers of time and space. In other words, mobile communication devices such as computer tablets, netbooks and especially smartphones allow their users to learn anything anywhere and anytime. Miangah and Nezarat (2012) describe mobile learning as a process of learning that occurs in a practical and flexible way as it is recognized as the learning process that can be implemented individually, instinctively, easily and ubiquitously. With the support of mobile technology superiority, learning can be performed more efficiently. One can still browse various intended materials via smartphones while eating in a cafe; he may be listening to podcasts related with his assignment as well as flying for a holiday tour. Because of that, people might manage their time more effectively for they can have fun while learning something at the same time through their gadgets. Kukulska-Hulme (2009) argues that the benefits of employing independent learning with handy or mobile technology are its mobility and practicality. With the supports from portable devices, the processes of independent learning become not only more flexible and practical but also more enjoyable.

A range of learning theories has been supporting the use of mobile communication devices as a medium for language learning. In the behaviorist and teacher-centered approach, it is proven that mobile environment is really suitable for learning vocabulary and grammar (H.-S. Kim, 2013). Meanwhile Chen (2013) finds that mobile devices such as computer tablets and smartphones have been utilized by most students in some developed countries to support informal language learning. In fact, features in the current mobile devices really encourage learning interactions such as features of various booming social media which allow students to interact either among students or between the students and teachers as according to the theory of social development, students learn through their interactions and communications with others and social environment influences the process of learning (Vygotsky, 1978). Inevitably,

mobile communication devices support language learning and they undeniably make learning a language, become more fun, effective, and interactive.

Learning foreign language through mobile communication devices such as today's trend gadgets namely smartphones, tablet computers, and netbooks have been proven to be helpful and effective. Several studies found that mobile communication devices were useful for facilitating students in developing language competence (Kiernan & Aizawa, 2004) and English language skills (Godwin-Jones, 2011; Kurtz, 2012) such as listening skills (Edirisingha, Rizzi, Nie, & Rothwell, 2007; Huang & Sun, 2010; H.-S. Kim, 2013), reading skills (H.-S. Kim, 2014; Wang & Smith, 2013), and other component of language like vocabulary knowledge (Cavus & Ibrahim, 2009; H.-S. Kim, 2011; Stockwell, 2010; Wong & Looi, 2010; Zhang, Song, & Burston, 2011) and pronunciation practices (Ducate & Lomicka, 2009). Other researchers in mobile learning also discovered that mobile communication device can be applied to develop second language learners' motivation (Meurant, 2008; Stockwell, 2013; Ushioda, 2013) to build positive attitude toward the use of technology for second language learning (Lawrence, 2015; Wang & Smith, 2013) and to promote autonomous language learning (Chen, 2013; Leis, Tohei, & Cooke, 2015; Oh, Lee, Park, & Cho, 2014; Ramamurthy & Rao, 2015).

In spite of the benefits of mobile communication devices for supporting students' learning the language, several studies have also found that students had a few constraints in using mobile communication devices for language learning. Kim, Rueckert, Kim, and Seo (2013) find that slower internet connectivity and smaller keypad are a few of the barriers that students have in employing mobile communication device for language learning. Several students uncovered that low mobile battery is one important issue in utilizing smartphone for language learning; therefore, it is important to keep batteries charged (Perry, 2003), and storing large file in mobile communication devices were problems they face when implementing mobile communication device for language learning (AL-SAID, 2015). The lack of screen size is also often considered as a constraint by several students in their mobile technology mediated language learning. Thornton and Houser (2002) reported that limited screen size is one of the drawbacks of using mobile devices for language learning. Stockwell (2007) argue that reading from mobile phone screen may be perfectly fun for some students, while for other students it presents a major barrier as a means of supporting learning.

Although various studies have been conducted regarding the benefits of using mobile communication device to develop students' language skills in several advanced countries, only a few studies that investigate the use of mobile communication device for English language learning particularly in Indonesia as one of developing countries. Accordingly, this research is required to be conducted as the result will be filling the gaps of the study.

Based on the observation that the researcher carried out during the learning process at University of Tanjungpura, going online is one of the activities that dominates the activities of students, whether on campus or off campus with their portable internet devices namely laptops, iPads, computer tablets or smartphones. Amongst those portable devices, smartphone becomes the most favorite gadget used in mobile learning due to its size and portability. In relation to this phenomenon, it is interesting to investigate students' views on the use of mobile communication device, specifically smartphone as one of its products for English language learning in term of reasons for use and constraints in using mobile technology for learning of

English.

METHOD

This study was conducted at Tanjungpura University. The university is the biggest state higher institution located in the city of Pontianak, West Borneo. The institution has been provided free internet access for all students to support learning activities. The aim of this study was to investigate the reasons or motives underlying the undergraduate students of Tanjungpura University using mobile communication devices for English language learning. In addition, this research was also intended to find out the constraints they face during the process of English learning. Their response would have a significant impact on the process of teaching of English as a Foreign Language at the University of Tanjungpura.

The participants of this study were students of Tanjungpura University studying English at UPT Bahasa (Language Center) of Tanjungpura University. The students learning English in the institute were those from final semesters. It was an obligation for the students to join English class as one of the requirements to graduate from the university except those who can show good English capability through their TUTEP (Tanjungpura University Test of English Proficiency) certificates. The process of recruitment was done by applying a purposive sampling method. Given (2008, pp. 797-798) argues that qualitative research tends to be purposive rather than random. Thus, to obtain more reliable data on their perspectives on the use of technology in learning a second or foreign language, selected students were those who were often involved with technology in their daily activities. To recruit the participants, snowballing and simple survey were employed to select appropriate participants. If the proper participants have been found, they would be invited to participate in semi-structured interview. There were four classes investigated with 114 students in total. From 114 students given the surveys, only 19 used mobile devices to learn English. Finally, from those 19 students given the surveys, there were totally six students who confirmed their willingness and availability to be the participants and further interviewed in this research.

In order to gain a deeper insight on how students perceive toward the use of mobile communication devices such as smartphone, computer tablet or I-phone in learning English as foreign language, qualitative design with case study approach was applied. Qualitative method was also used to achieve a deep understanding of the issues that arise in this study, the motives and constraints towards the utilization of mobile communication devices as a medium of language learning. As Holliday (2007) has demonstrated the basic purpose of qualitative research was to get what was going on in all aspects of social behavior.

Since this study aimed at understanding a bounded phenomenon by examining in depth and holistic manner, case study as one of the methods in qualitative study was applied in this research. Case study research in TESOL and Second Language Acquisition (SLA) has its origins in psychology and linguistics (e.g. in Hatch, 1978 in www.tesol.org, 2015). However, more recently, TESOL case studies have adopted the more personal and interpretive attitude typical of case studies in education and other fields (Gall, Borg, & Gall; Johnson in www.tesol.org, 2015) with more emphasis on the issues of learners' and teachers' identities, skill development experiences and the implementation of language policies in programs and countries. In language learning, a case study refers to a person, either a learner or a teacher, or an entity, such as a school, a university, a classroom, or a program (Faltis & Johnson as cited

in www.tesol.org, 2015). In applying qualitative method with case study approach, semi-structured interview was used in this study to explore the reactions, perceptions, and assumptions that highlight the motives of the students during the conversation. Qualitative researchers argue strongly that the interview is an important data collection techniques and fundamental of qualitative research (Merriam, 1998). Merriam (1998) stressed the importance of using interviews in qualitative research confirms that through individual interviews, the researcher entered the world of the people 'and capture their perspective, and as such, include attitudes and preferences expressed confidential. Chappelle and Duff in Li (2006) agreed that the instrument, in particular interview, provides in-depth data collections which help in understanding one's perceptions. In addition, Creswell (2009) proposed that this instrument is useful to identify and to access numerous rich descriptive data from the participants' personal experience and the cues from the participants can be used to explore more specific information.

Since the interview technique was applied in this study, the questions were carefully prepared to uncover students' reasons for using mobile communication devices for English language learning as well as the constraints they face during the process of learning. The process of interview was conducted based on the agreement between the participants and researcher and it was mostly conducted at campus and the interview was recorded with smartphone.

According to Lacey & Luff (2001), the analysis of qualitative data is derived from interviews inspection, which requires an explanation, summary, or analysis of the consequences of the relationship between the various themes of data. The data in this study were analyzed through thematic analysis. Thematic categories were created to describe the themes that emerged from the interview data related to the research question. Saldana (2009) has advocated that the researchers initially checked one option or part of the data for emerging themes. The first step before analyzing the data is copying the text of the interview into text. The text is then formatted by assigning a number to each line, for example:

Figure 1. *Format of transcription (dummy recorded interview)*

1.	Interviewer	: Do often use your smartphone for academic activities?
2.	Interviewee	: Yes, I often use it to search for information. I like to go online with my smartphone to access information for my study such as access journal or download learning materials.
3.	Interviewer	: How long have you it to support your study?
4.	Interviewee	: I think 2 years. I have used this since the first semester.
5.	Interviewer	: Okay, now Untan has ruled TOEFL or TUTEF as one of the requirements for Bachelor Examination so each student must learn English for test. Do you often use your smartphone for English learning?
6.	Interviewee	: Yes, I like to use it for listening English news or translate the text with Google translate.
7.	Interviewer	: Why do you like to use smartphone for English learning?
8.	Interviewee	: Because it is flexible. With this tool I can learn English anywhere and anytime. I can use it to learn in campus or in cafe. I don't need to bring my book to study.

Then, extracts from interviews were transcribed exactly as the participants expressed them. The originality of the data was maintained and only small grammar revisions may be conducted to make the text comprehensible. No modifications have been made to words and

syntax. After the texts were transcribed, they were read carefully to allow themes emerged from the data. During the first reading, a note is made of the main issues when they come to mind. Through these activities, a variety of topics appears. The texts were re-read to check carefully, line by line to facilitate micro-analysis of the data. Various topics embedded in the data from this reading were carefully noted.

In this phase, a theme began to emerge and researchers started to categorize items related to the same topic. In order to ease these activities, color-coding was employed. Computer aided technique coloring way and insert the reference line. Themes that emerged were placed in different colored charts and as illustrated in table 1.

Table 1. *Color-coded model activity*

Themes	Color
Motives for using mobile communication devices for English learning	Yellow
Constraints in using mobile communication devices for English learning	Turquoise
<i>Other themes</i>	Green

Then, the data will be examined using color codes as the following:

Figure 2. *Color-coded model activity (dummy)*

1. Interviewer	: Do often use your smartphone for academic activities?
2. Interviewee	: Yes, I often use it to search for information. I like to go online with my smartphone to access information for my study such as access journal or download learning materials.
3. Interviewer	: How long have you it to support your study?
4. Interviewee	: I think 2 years. I have used this since the first semester.
5. Interviewer	: Okay, now Untan has ruled TOEFL or TUTEF as one of the requirements for Bachelor Examination so each student must learn English for the test. Do you often use your smartphone for English learning?
6. Interviewee	: Yes, I like to use it for listening English news or translate the text with Google translate.
7. Interviewer	: Why do you like to use smartphone for English learning?
8. Interviewee	: Because it is flexible. With this tool I can learn English anywhere and anytime. I can use it to learn in campus or in cafe. I don't need to bring my book to study.
9. Interviewer	: Do you find any problems in using your smartphone for English learning?
10. Interviewee	: I think.... internet network because the internet network in my campus is not good so I usually use free wi-fi in Amcor or in library.

The next activity is pasting the data coding lines according to the relevant theme, such as shown in Table 2 below. The same activity is also done to other participants' data.

Table 2. *Data coding line*

Emerging theme related to motives for using mobile communication devices for English learning	Data coding

Flexible	Because it is flexible. With this tool I can learn English anywhere and anytime. I can use it to learn in campus or in cafe. I don't need to bring my book to study.
Emerging theme related to constraints in using mobile communication devices for English learning	Data coding
Internet network	I think.... internet network because the internet network in my campus is not good so I usually use free wi-fi in Amcor, in library or sometimes in rektorat.
Other themes	Data coding

Finally, researcher finalized the names of each theme such as shown by table 3. The description is written and some quotations are illustrated.

Table 3. *Final Constructed Themes*

Research Questions/ Themes				
Research Question 1	Mobile communication devices can facilitate students in applying their best learning strategy in developing English language skills	Mobile communication devices can generate fun and interesting English language learning atmosphere	Mobile communication device can help students to learn English in flexible time	Mobile communication device is useful for assisting students to develop their English language skills
Research Question 2	Low Internet Connection		High Cost for Online Learning Activities	

FINDINGS AND DISCUSSION

Generally, the findings indicated that the students have positively perceived the utilization of mobile communication devices for language learning. One of the reasons underlying their

positive perception is because these gadgets provide several features or applications that can be employed by students to develop their English language competence.

During the interviews, a number of themes signifying students' constructive view about reasons and constraints for using mobile communication devices for English language learning emerged. The themes that were related to participants' reasons for employing mobile communication device embrace reasons for using smartphone or other portable devices in English language learning such as mobile communication devices can facilitate students applying their best learning strategy; mobile communication device can generate fun and interesting English language learning atmosphere; mobile communication device can help students to learn English in flexible time; and mobile communication device is useful for assisting students to develop their English language skills. The emerging themes linking to students' constraints in using mobile communication devices for English language learning were low internet connection and high cost for online learning activities. The details will be elaborated as the following.

Students' motives in using mobile communication devices for English language learning
Mobile communication devices can facilitate students in applying their best learning strategy for developing English language skills

Majority of students enjoy learning English with mobile communication devices since it can facilitate them to learn with their own strategies. Students can explore their best way to acquire the English language competence.

- (1)*I often learn English with my Smartphone and sometimes with laptop in a cafe near my dorm. I like to watch live streaming English news or English movie.* (Student 1, interview)
- (2)*with Smartphone I can study English anywhere. I like to listen to English song for my listening.* (Student 2, interview)
- (3) *I like to learn English by listening to English song.....when I clean the house...or when I want to sleep at night. And usually I use YouTube. So I can listen to English song and read the text and then I translate the lyrics with Google Translate.. so I know the meaning.* (Student 4, interview)

Based on the data above, it can be concluded that one of the benefits of applying mobile communication devices in particular smartphone for English language learning is its sophistication. The sophistication of smartphone, according to the participants, is very functional to support students' learning. It can facilitate students to apply multiple strategies to acquire the language competence.

Mobile communication devices can generate fun and interesting English language learning atmosphere

The finding also indicates that learning English with mobile communication device specifically Smartphone is fun. Student 4 and student 3 find that learning English with smartphone is interesting and fun. Student 4 even found that learning foreign language with smartphone can generate his learning motivation.

(4) *I like to download some software for learning English or video from YouTube and I think it is interesting... it can improve my learning motivation.* (Student 4, interview)

(5) *I think it is fun to learn English with Smartphone. I can go online and I find many pictures in English program. And I can put my hand phone.. yea I mean my Smartphone in my pocket and I can watch or listen at anytime.* (Student 3, interview)

Student 2 argues that she feels happy to use smart phone for learning since the application inside the device also can reduce her bored feeling in learning.

(6) *Yea.. I am happy to use this tool for learning because it is small and when I feel boring I can take a picture or contact my friends via BBM or WA (WhatsApp).* (Student 2, interview)

In addition to the functionality of mobile communication devices in facilitating students' language learning, learning English with these widgets is stated to be fun and interesting. One participant acknowledged that some applications inside smartphone are able to lessen stuck feeling in learning. Besides, through the functionality of Smartphone for online activities, one participant can access interesting and motivating language learning activities as well as exciting images or pictures.

Mobile communication device can help students to learn English in flexible time

Several students found that learning English with mobile communication device in particular Smartphone is flexible since they can learn without place and time constraint. They can perform foreign language learning unreservedly and select convenient and enjoyable places that they think can support their language learning.

(7) *Yea ... it is simple....with Smartphone I can learn English by watching YouTube when I lie down on my bed.* (Student 3, interview)

(8) *I can put my Smartphone in my pocket and I can use it every time I want for learning. With laptop.. it is heavy and not practical.* (Student 5, interview)

Similar to the above statements, student 2 also found that learning English with smartphone can be utilized in a flexible time.

- (9)*I can do it (language learning) when I go jogging or sometimes when I cook in the kitchen. (Student 2, interview)*

Based on the discussion above, it is concluded that a number of participants find language learning supporting with Smartphone is flexible. They argued that they can do language learning in any situations and any places leisurely.

Mobile communication device is useful for assisting students to develop their English language skills

Moreover, several students claim that through mobile communication device, they can develop their English language skills by cooperating and interacting with other students via online.

- (10) *I like to send a message in English to my friend with BBM because it is cheap than SMS and I usually ask her to check my grammar...it is right or wrong. (Student 5, interview)*

- (11) *I like to have a chat through Skype or Facebook with my friends from overseas. I often discuss something ... for example love, study, or ambition. I write it English or sometimes I have a conversation in English and I often ask him to check my English. (Student 6, interview)*

Student 4 also conveys that with mobile communication device he can learn individually or have cooperation with other students to develop his foreign language competence.

- (12) *I think with Smartphone... I can develop vocabulary, speaking, reading, listening and writing. I can speak by myself when I watch the video. Do online exercise for example vocabulary, listening or reading. And for writing I sometimes write a comment or email in English.
(Student 4, interview)*

From the above discussion, it can be concluded that the use of mobile technology, in particular smartphones, is useful to support English language activity. According to them, Smartphones are valuable tools that can be used to develop the ability of listening, reading, and speaking. Besides, they believe that Smartphones are also a functional device that can be employed to improve the mastery of vocabulary and grammar.

Students' constraints in utilizing mobile communication devices for English language learning

In spite of the usefulness of mobile communication device for supporting students in developing English language skills, several students also found that they have some significant constraints in the process of language learning.

Low Internet Connection

Regardless of having fun, flexibility, functionality and benefits of English learning with mobile communication device in particular smartphone, majority of the participants convey that the main constraint that they face in employing mobile communication device for English learning English is low internet connection.

(13) *I like to download the software for English learning and the problem is low internet connection.* (Student 4, interview)

(14) *The main problem I think low internet connection. So, I like to watch live streaming in cafe with my laptop and I also like download the video. Then, I watch it at home.* (Student 1, interview)

Similar to that, student 5 clarified,

(15) *Just a slow internet network, I think ... particularly in my campus* (Student 5, interview)

Since low internet connection is a significant issue in conducting online language learning with mobile communication device, one student applies her unique learning strategy by using several tools and internet cards to support the learning activity.

(16) *In campus the connection is low. I use 4 internet cards because every area has different connection. I have 1 Smartphone, 1 computer tablet, 1 laptop and 1 PC at home. You know I like to chat with native speaker.* (Student 6, interview)

Based on the findings, it can be summed up that almost all participants are in one voice that one of the important issues they face when using mobile communication device for learning English is low internet connection. Throughout the interviews, weak internet connection is repeatedly mentioned by several participants.

High Cost for Online Learning Activities

Another interesting theme relating to the students' constraints in employing mobile communication devices for English language learning is high cost for going online. Some participants expressed that they have to spend more money to pay for the cost of online learning such as buying internet card or internet quota and paying for the cost of online service in a cafe.

(17) *.....yea... the problem is quota I think. I mean we must spend more money to buy internet quota.* (Student 2, interview)

(18) *For me, the problem of using Smartphone for online learning is money. We have to buy more internet quota.* (Student 3, interview)

(19) *sometimes I run out of internet quota and I have no money to buy the internet package. So I borrowed my friend's modem for online.*
(Student 5, interview)

The findings above indicate that the cost (money) is one of the potential constraints that can hinder students in conducting language learning activity. Few participants complained that they have to expend more money to support their learning activity.

From the interview results, it can be concluded that all participants have good perceptions of the utilization of mobile communication device for English language learning. They are aware of the benefits of mobile technology to facilitate them in developing their English language skills. They find that the functionality of mobile technology can assist them to learn English with their best strategies since the process of learning is more enjoyable and flexible. They can choose the appropriate time to study and they can perform their learning in any places. This activity is in line with what has been stated by Kukulska-Hulme (2009) that the major distinctiveness that distinguishes between mobile learning with traditional learning is mobility and practicality. Besides, they can also carry out discussion and interaction with their teachers or peers outside the class. Zurita, Nussbaum, and Sharples (2003), Chinnery (2006), Rosell-Aguilar (2007) and Kim (2013) assert that with the excellence of mobile devices, students can perform mobile learning by downloading materials for learning, interacting and communicating with teachers and peers in a flexible time and place.

The findings also indicate that mobile communication devices are useful for helping students to develop their English language competence such as reading, writing, listening, and speaking. The result correlates to the previous findings from some scholars about the use of mobile technology in English language learning. Edirisingha, Rizzi, Nie, and Rothwell (2007), Huang and Sun (2010) assert that mobile technology can facilitate students in developing listening skills, and Kim (2013) finds that mobile technology can be integrated by teacher to develop students' reading skills. Several students pointed out that the devices also can assist them to perform pronunciation practice, to enrich vocabulary and to enhance grammar knowledge. The findings are similar with the previous studies that investigate the potentiality and the functionality of mobile communication tools to boost students' vocabulary mastery, grammar and pronunciation (Cavus & Ibrahim, 2009; H.-S. Kim, 2011; Stockwell, 2010).

The findings suggest that the students are faced with a number of challenges or barriers in their learning activity with mobile communication device. Factually, the main constraint that the students have during the language learning activity with mobile communication device is directly linked to the technical problem. Technical barrier, particularly low internet connection is the hottest issue that emerged during the interview. Majority of students mentioned that they cannot employ online learning via their smartphones, computer tablets or laptops since they hardly get excellent internet network in their campus. Consequently, they have to buy internet cards or internet quota and even go to internet access centers to get a good internet signal. The university where they study is also struggling to provide a sufficient internet connection as one of the learning facilities for students. It is obvious that the students need to be facilitated with good internet access by the institution since the constraint potentially hamper or frustrate the students in applying technology for learning.

The study interestingly records information which indicates that high online cost is considered by few students as one of the constraints in their language learning activity with mobile technology. They have to spend more money for online costs such as purchasing additional internet card, internet quota and even pay for internet access services in certain area. The results signify that the students are willing to spend more money to fulfill their curiosity and they have strong enthusiasm to learn English with technology.

In fact, lack of screen size, low mobile battery, and limited file storage are not found to be significant constraints using mobile communication devices for language learning. During the interview, only low internet connection and online cost are mentioned repeatedly by the majority of respondents as the main challenge in using mobile communication devices for language learning. Accordingly, screen size, battery, and file storage do not have a significant influence on students' language learning activity.

CONCLUSION AND RECOMMENDATION

The present study investigated how Tanjungpura University undergraduate students perceived the utilization of mobile communication device for English language learning particularly their reasons for employing the devices and constraints that they have during the learning activities. The results indicate that all students have a positive perception of the use of mobile communication device as the media that can be applied to facilitate student learning the language. The students' reasons for using mobile communication devices for English language learning were, first the devices can facilitate them to study English with their own ways and strategies; second, learning English with mobile communication devices were fun and flexible since the learning activity process can be performed without time and place constraints; and the last, mobile communication devices can be functioned as a learning media that helps students to develop English language competence.

Despite the benefits and the excellence of mobile communication devices for assisting students in English learning, majority of student also face significant constraints during the learning activities. Most of students complained about lack of supporting facilities particularly the availability of good internet network in their campus and cost for employing online learning activities. Consequently, they cannot access the learning materials or conduct online learning properly and conveniently. Then, to solve the problems, they have to spend more money to buy internet cards to facilitate their online learning and even few students must also visit internet services to stay online. Meanwhile limited screen size, low mobile battery and file storing are not considered as significant constraints by the students.

Based on these results, it can be suggested that the institution, particularly Tanjungpura University should provide sufficient internet facility to support students' learning outcome. Additionally, EFL instructors at Tanjungpura University are supposed to be able to promote the utilization of more mobile communication devices in their language teaching and learning activities since the number of students applying mobile devices for English language learning is limited.

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