

## Mall-Based English Instruction

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### Abstract

*Technology integration in English language learning has become a necessity in any educational development. This study aimed at developing Mobile Assisted Language Learning (MALL) based instructional English Sociology course book and measuring the quality of the developed product. The study employed a research and development design as proposed by Sugiyono (2010) and was conducted in Sociology Education Department of Undiksha Singaraja. It involved 2 lecturers and 73 students. The data were collected by means of observation, interview, questionnaire, and document study, which were analysed descriptively. As the results, there were eight units developed in this course book which covered the topics of: introduction, greeting, asking/giving information, family tree, telling time, invitation, preposition of time, giving direction, preposition of place, descriptive text, report text, procedure text, recount text, and exposition text. Three stages of inquiry proposed by Gilbert and Hoepper (2014) were used in developing the course book. Regarding the validity and quality of the product, the results of measurement proved that the content validity of the course book was very high (coefficient validity of 0.98) and the quality of the course book was considered excellent or having a high-quality product where the mean score of the judgment was 4.83 exceeding the criteria of  $X \geq 4.18$ . This indicates that the product of present study is readily used as an instructional material by the students of Sociology Education Department of Undiksha.*

**Keywords:** *course book, instructional material, Mobile Assisted Language Learning (MALL), sociology*

### 1. Introduction

Sociology Education Department is a newly established department under the Law and Social Faculty of Undiksha University. This education department is expected to prepare its students to master the skills to be professional teachers. As prospective Sociology teachers, besides mastering all of the pedagogical as well as sociological courses, the students of Sociology Education Department of Undiksha also have to master English language. In this 21st century of the globalization era, it is important to seize on various foreign languages; and English comes first (Shyamlee & Phil, 2012, p. 151). Motteram (2013, p. 17) also mentioned that English is the most studied language in the world; it is a lingua franca, which needs to be mastered by people around the world. The people who speak and read in more than one language have the ability to communicate with more people, read more literature, and be able to get more advanced and latest knowledge of the world; including for the students of Sociology Education Department of Undiksha.

According to Kurikulum berbasis Kerangka Kualifikasi Nasional Indonesia (KKNI), the most current curriculum used by this department, which is based on national qualification standard, English is an important course in order to make the students to be able to have good English competence that can help them to support their skills to be Sociology teachers and face the global competition. Regarding this, good English learning experience is required to support their English proficiency. English learning materials especially instructional books have a crucial part in teaching and learning process in the classrooms. However, from the document study and observation done, it was found that Sociology Education Department has no appropriate instructional course book used to teach English course that meets the students' need and contextualized to Sociology Education Department yet. Education department needs

appropriate English teaching course book materials based on the students' need that also represents the characteristics of a good English instructional book which is interesting and can encourage students' willingness to engage in the learning process. The English materials which the students learned are still general English. They need specific English learning materials which meet their needs. Those are supposed to be materials which are contextualized on Sociology.

Besides, the teaching and learning process occurred in the classroom was only traditionally done, where the students were expected to mainly listen the lectures. Based on the observation, the teaching and learning process was done on a teacher-centred situation, where the learning process was totally instructed by the lecturers. The students also did not have enough chance to practice and acquire the target language. They mostly learned about the structures of target language without having a chance to use the target language to communicate actively. It was getting worst due to the existing course book was a traditional one, which was not integrated with technology. As a result, they cannot have better learning experience which is demanded in the 21st century. In fact, the traditional course book has no chance to give the students a learning experience where they can be provided with audio visual learning material directly when they need it. Students have to get into a language lab to take listening section or watch conversation videos. So then, it can be summarized that the students have no chance in having optimum learning experience which is more to do with self accelerated learning. This is due to the way they use the course book being dependent on the instruction from the lecturer, they cannot do it by themselves.

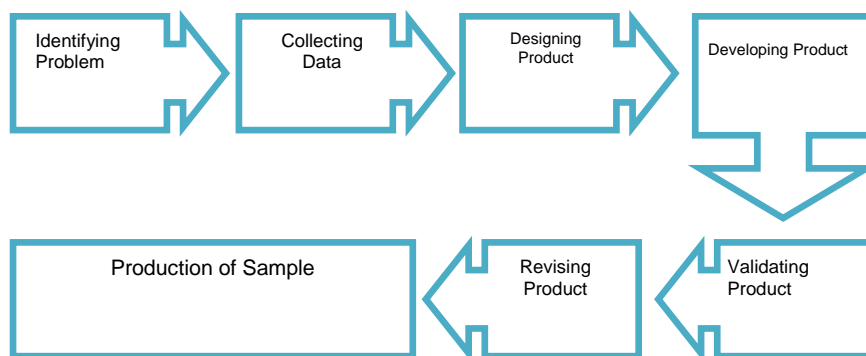
From these phenomena, it is believed that by designing and developing such a kind of instructional English course book which incorporates technology will help the students as well as the lecturer in learning and teaching English as a foreign language in a better and more up to date way. According to Motteram (2013, p. 17), technology-mediated language learning can be the successful way in teaching English course. Viberg and Grönlund (2012, p. 6) also supported the idea that mobile technology can enhance learners' second and foreign language acquisition, in which the use of mobile technology on second language acquisition is significantly affects the process of acquiring new language. The use of mobile devices in learning a language is called as Mobile Assisted Language Learning (MALL). Integrating MALL in the learning process leads it to a new quality and reflects the modern tendencies in education to the fullest by providing constant access to study resources at any time and in any place and by being a new inventory for the development of a human of informational society, who is capable of mobile-assisted life-long learning, especially in EFL context (Viberg & Grönlund 2012; Stockwell & Hubbard, 2013; Czerska & Andrzejewska, 2014; Wagnera, Donskayaa, Kupriyanovaa, & Ovezovaa, 2016; Moghaddas & Bashirnezhad, 2016). In addition, English course book developed for Sociology class is based on the theory proposed by Krashen (2009) which sees that acquisition is central and learning is more peripheral, so the goal of this course book is to encourage acquisition; not memorizing and drilling.

Considering all the afore mentioned, the objectives of this study were to examine suitable materials used for teaching English by using MALL-based Course Book for Sociology Education Department of Undiksha, to develop materials of MALL-based instructional English course book for Sociology Education Department of Undiksha, and to investigate the quality of the MALL-based instructional English course book product for Sociology Education Department of Undiksha.

## **2. Method**

This study applied a research and development design (R&D) proposed by Sugiyono (2010) focusing on developing MALL-based instructional English course book for Sociology Education Department of Undiksha. The design of the study was research and development consisting of several steps, namely: (1) identifying problems, (2) data collection, (3) product design, (4) product validation, and (5) product

revision. After being revised, the final product prototype can be printed out. The steps taken are illustrated on Figure 1.



**Figure 1.** Research procedure proposed by Sugiyono (2010)

Study involved two lecturers and 73 students of Sociology Department of Undiksha. The two lecturers were interviewed for needs analysis and to give the assessment on the quality of the product, while the 73 students were given questionnaires for needs analysis as well.

The data were collected by different methods, namely interviewing, distributing questionnaire, and studying the documents (curriculum, syllabus, and existing course book), while the instruments used were interview guide, scoring rubric, questionnaire, and check list.

Data of the present study were analysed qualitatively and quantitatively. The data of the first and second research question were analysed qualitatively. Meanwhile the data of third research question were analysed quantitatively. The data of the first research question were about the content of the product in a form of MALL-based instructional English book designed for Sociology Education Department of Undiksha. This analysis focused on the content of the book which was based on the use of multimedia and internet offered by mobile phone or Smartphone. In this case, Interactive Data analysis proposed by Miles and Huberman (1984) was used for the qualitative data analysis. Meanwhile, in measuring the content validity and quality of the product developed, the data gathered from expert judgment were analyzed quantitatively.

Content validity of the product was analyzed by using Gregory Inter-rater Agreement Model which was calculated by Gregory content validity formula (Gregory, 2000, p. 98). The formula is presented on Figure 2.

		Judge 1	
		Irrelevant	Relevant
Judge 2	Irrelevant	A (- -)	B (- +)
	Relevant	C (+ -)	D (++)

$$\text{Content Validity} = \frac{D}{A + B + C + D}$$

**Figure 2.** Gregory Formula

Gregory Interrater Agreement model was used to analyze the content validity of the product developed, in which two material experts gave their judgment toward the product by using scoring rubric. From the formula shown on Figure 2, A is number of irrelevant items of judges; B is number of items, which the first judge believed that an item was relevant but the second judge found it was not relevant; C is number of items that first judge felt that the item was not relevant, and the second judge felt that it was relevant; and D is number of items in which both judges found it as relevant. The score can be measured by following Table 1.

**Table 1.** The Level of Content Validity of the Product

Content Validity	Level
$0.80 \leq x \leq 1.00$	Very High Quality
$0.60 \leq x < 0.79$	High Quality
$0.40 \leq x < 0.59$	Average Quality
$0.20 \leq x < 0.39$	Low Quality
$0.00 \leq x < 0.19$	Poor Quality

Meanwhile, the quality of the product was measured by two experts. The experts were given scoring rubric to fill. The scoring rubric used Likert Scale where score 5 is Excellent, 4 is Good, 3 is Average, 2 is Below Average, and 1 is Poor. Then the score was measured by using the formula proposed by Candiasa (2010). It can be seen on Table 2.

**Table 2.** Candiasa Scale Conversion Formula

Scale of Score	Score	Criteria
$X \geq M_i + 1.5S_{di}$	$X \geq 4.18$	Excellent
$M_i + 1.8S_{di} > X \geq M_i + 0.6S_{di}$	$4.18 > X \geq 3.6$	Good
$M_i + 0.6S_{di} > X \geq M_i - 0.6S_{di}$	$3.6 > X \geq 2.4$	Average
$M_i - 0.6S_{di} > X \geq M_i - 1.8S_{di}$	$2.4 > X \geq 1.2$	Below
$X < M_i - 1.8S_{di}$	$X < 1.2$	Poor

### 3. Results and Discussions

Based on the research objectives of this study, there were three results of the study being presented. In examining suitable materials used for teaching English by using MALL-based course book, the document analysis was done on the curriculum, syllabus, and existing English course book of Sociology Education Department of Undiksha. Based on curriculum used by this department it was considered that English course was categorized as Mata Kuliah Pengembangan Kepribadian (MPK), which aims at developing the students' soft skills in communicating in English. This course should be taken at the first semester which has 2 credit points covering 18 meetings in the semester.

Based on the analysis toward the syllabus of the English course it was found that there were four competences needed to be acquired by students. Those were listening, speaking, reading, and reading. All of those competences were then elaborated four learning accomplishments (CP) which were categorized as affective or attitude learning accomplishment, cognitive or knowledge learning accomplishment, general skill or general psychomotor learning accomplishment, and specific skill or specific psychomotor accomplishment. Those learning accomplishment were elaborated into six learning indicators. Those were: 1) being able to identify singular monologues about greetings culture in the world and simulate conversations in everyday contexts, including: introducing yourself and others, greeting and informing members. In this

indicator, language expression of formal and informal introduction, language expression of formal and informal greeting, language expression of asking and giving specific information, simple present tense, and pronoun are the main topic to be discussed here. 2) Being able to identify texts with the theme "Social Events" and simulate conversations in everyday contexts including expressions used to offer something, invite, and accept an invitation. 3) Being able to identify dialogue with the theme "giving direction" and simulate conversations in everyday contexts including expressions of showing direction/ place, showing feelings of pleasure, praising, and showing sympathy. Language expressions of giving direction, giving compliment, and showing sympathy are emphasized. 4) Being able to identify descriptive, report, procedure, recount, exposition texts. 5) Being able to identify the framework of descriptive, report, procedure, recount, exposition paragraphs. 6) Being able to write descriptive, report, procedure, recount, exposition texts. Those learning indicators are distributed into sixteen meetings, in which for each two meetings discussed same topics and two meetings used for examinations.

From the study on the existing course book used by the department, it was found that the main instructional material used was the course book entitled "General English for MPK Course" created by MPK Team of Undiksha in 2014/2015. This book contains eight units covering the six indicators mentioned in the curriculum. The unit 1 talks about family, unit 2 talks about history, then unit 3 talks about economy, unit 4 talks about travelling, unit 5 talks about education, unit 6 talks about nature, unit 7 talks about culture, and unit 8 talks about internet.

Considering the content of the syllabus, it was found that this course book has not yet fulfilled as the proper course book. It was because there were learning indicators which were not properly discussed. The learning materials were not contextualized to sociology, where there were many topics that were not familiar to Sociology students. Besides, it was also found that there was no any learning objective stated in the course book. The book was too small with nearly no picture on it, which can be used as guidance in learning as well as a motivation's trigger.

Based on the findings from the document analysis, questionnaire were developed and distributed to the students in order to get their learning needs matched to the learning indicators stated on the syllabus. From 73 students, it was found that more than 90% stated they needed to learn materials covering introduction and greeting, asking and giving information, family tree, telling time, invitation, preposition, giving direction, descriptive text, report text, procedure text, recount text, and exposition text. In line with the result of the students' questionnaire, the interview done toward the English lecturer of this department also vocalized the same things, in which the students need to be taught those learning materials resulted from the students' questionnaire.

Then, based on the analysis carried out, more relevant materials were then developed. As the results, there were eight units developed distributed into 16 meetings. Those were Unit 1 entitled "Hello, My Name is Comte" consisting learning materials of introduction, greeting, and asking/giving information; Unit 2 entitled "Emile Durkheim's Family" consisting the learning materials of family tree and descriptive text; Unit 3 entitled "Max Weber's House" consisting learning materials of giving direction and preposition of place; Unit 4 entitled "Karl Marx's Birthday Party" consisting the learning materials of recount text; Unit 5 entitled "Spencer's Daughter will get Married" consisting the learning materials of telling time, invitation, and preposition of time; Unit 6 entitled "Let's Make a Cup of Tea" consisting the learning material of procedure text; Unit 7 entitled "Cyberbullying; New Social disintegration" consisting the learning material report text; and Unit 8 entitled "Studying Sociology is Important" consisting the learning material of exposition text.

For developing materials of MALL-based instructional English course book for Sociology Education Department of Undiksha, Research and Development (R&D) proposed by Sugiyono (2010) was adapted and simplified to be used as a guidance of

development process of the product of this present research. The steps were identifying problem, collecting data, designing product, developing product, validating product, and finally revising product before production of the sample or prototype of the product. In developing the content of the product, three stages of inquiry proposed by Gilbert and Hoepper (2014) was used in developing the course book. Those are 1) Establishing what students need to find out (Posing questions and planning inquiry), 2) Finding out (Collecting and analyzing evidence), and 3) Deciding what to do with what students have found out (Concluding, reflecting, and responding to the inquiry). The entire units developed in this course book used this model as a main guidance.

In investigating the content validity of the MALL-based instructional English course book product for Sociology Education Department of Undiksha, evaluation rubric in form of checklist was administered to two expert judges. Formula proposed by Gregory (2000) was then used to analyze the results of the judgment in order to determine the content validity of the product. Then, it resulted that the content validity of the course book was very high (coefficient validity of 0.98). Meanwhile, the quality of the product was measured by two experts. The experts were given scoring rubric to fill. The scoring rubric used Likert Scale where score 5 is Excellent, 4 is Good, 3 is Average, 2 is Below Average, and 1 is Poor. Then the score was measured by using the formula proposed by Candiasa (2010). It was found that the mean score of the developed product could be classified into the first scale of score which was  $X \geq 4.18$  since the mean score obtained from the expert judgment was 4.83 which was higher than 4.18. Then, it is concluded that in terms of the quality, the developed material was categorized as excellent product, or in other words, it was a high quality product, therefore, the product of this present study can be readily used as an instructional material in English course of Sociology Education Department of Undiksha.

As the results of this present study, it was seen that the MALL-based English course book designed for Sociology Education Department of Undiksha was sophisticated in which this present study was able to examine and develop MALL-based learning materials needed by the students. Besides, this study resulted that the product developed is qualified to be used in the English course of Sociology Education Department of Undiksha. These results could be achieved by considering theories proposed by experts as the basis of development the course book.

The main theory used as the idea of the development of the product was the Second Language Acquisition (SLA) theory proposed by Krashen (2009) which argued that English language teaching does not force early production in the second language, but allow students to produce when they are "ready", recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. The students should acquire by "going for meaning" first, and as a result, they acquire structure. From this concept then the course book was designed to make the students being able to acquire the target language by going for meaning first, and as a result, they acquire structure. This could be done by considering the use of contextualized content in the developed course book. All of the learning materials designed on the course book were contextualized on Sociology, which can make the students of Sociology Education Department of Undiksha easier to get the meaning of the communication process, since they are more familiar with things related to Sociology.

This SLA theory proposed by Krashen (2009) also stated that in mastering the target language especially in EFL country is different with environment where English is used as mother tongue or as second language. In EFL countries, like in Indonesia, according to Hermayati (2010) the students do not have enough chance to pick up English as the target language by themselves from their environment they lives in. On the course book developed of the present study, a mix-language model used where the course book contains both of native and the target language. It aimed at providing the students with opportunities to use the target language to achieve communicative purposes rather than just do drills, listen to, and repeat dialogues (Tandlichová, 2003;

Howard & Major, 2006; Tomlinson, 2007). This model is also used to facilitate the students in understanding the communication as well as lowering the students' frustration, anxiety, and fostering the motivation of students having low English proficiency in learning the language in certain limited amount of time available (Meyer, 2008; Bhootha, Azmanb, & Ismailc, 2014; Tajgozari, 2017).

Besides, the course book developed was integrated with mobile technology. The mobile technology especially Smartphone can be used as a media to take the students to a real situation where the target language is used as a part of daily communication in real time teaching and learning activity anytime and anywhere they need. This mobile technology then gives the students such kinds of a simulation of a real life communication occurred in native speakers who use English as their language. By doing this, then the students will optimally acquired the target language by giving them real life simulation of doing communication in the target language not merely answering the test in the course book. Viberg and Grönlund (2012) supported the idea that mobile technology can enhance learners' second and foreign language acquisition, in which the usage of mobile technology idea on second language acquisition is significantly affects the process of acquiring new language. The term of using mobile devices in learning language is called as Mobile Assisted Language Learning (MALL). Integrating MALL in the learning process leads it to a new quality and reflects the modern tendencies in education to the fullest by providing constant access to study resources at any time and in any place and by being a new inventory for the development of a human of informational society, who is capable of mobile-assisted life-long learning, especially in EFL context (Viberg and Grönlund, 2012; Stockwell and Hubbard, 2013; Czerska, 2014; Wagnera, Kupriyanovaa, & Ovezovaa,, 2016; Moghaddas and Bashirnezhad, 2016).

In developing the mobile assisted activities on the course book, the learning activities created were the activities which allowed learners to acquire the target language which appeared in a series of designed texts, recordings, and videos. These texts, recordings and videos comprised the primary teaching materials used in class. Learning activities consisted of inquiry learning models requiring the students to accomplish the learning indicators that could be accessed through scanning the QR Code embedded with certain internet-based information by using Smartphone. The use of QR Codes and Smartphone were then considered as the main aspects of the product developed in the form of Mobile Assisted Language Learning course book. English learning materials developed were contextualized or theme-based on Sociology which were embedded with QR Codes.

QR Codes or Quick Response Codes are two-dimensional barcode containing information in which the information embedded is readable as the Smartphone scan these QR Codes (So, 2011; Vieira et al, 2014; Mousa & El-Salam, 2016; Koshy & Kumar, 2016). As the students scan the QR codes by their Smartphone, immediately the targeted information, such as videos, recordings, and learning materials will appear in their Smartphone. In traditional course book, this activity can only be done in the classroom where files of video and recording are brought by the lecturers; and if it is at home, the students will not be able to access it. Then, it is assumed that the product developed can be useful and be able to make learning activities accessible not only in the classroom but also outside the classroom.

It was also considered that MALL based English course book developed contains student-centered materials and activities (Howard & Major, 2006; Tomlinson, 2007; Shyamlee & Phil, 2012; Osifo & Radwan, 2014; Kossey, Berger, & Brown, 2015). The course book was fully developed under the circumstances where the students should find out, analyze, and conclude the lesson by themselves, with minimum instructions given by the lecturers. It means that the students have to use their creative and analytical thinking process in acquiring the concept and at the same time acquiring the language. The course book also contained rich multimedia materials integrated containing innovative, varied, attractive, and interesting multimedia contents

(Tandlichová, 2003; Howard & Major, 2006; Tomlinson, 2007; Astleitner, 2007; Cheng, Hung, & Cieh, 2011; Shyamlee & Phil, 2012; Stockwell and Hubbard, 2013; Motteram, 2013; Osifo & Radwan, 2014; Hismanoglu, Ersan, & Colak, 2015). It means that the course book was developed interestingly to make the students feel motivated in learning.

As stated and elaborated above, theoretically, the developed product can be confirmed as sophisticatedly relevant as a course book to be used by the students of Sociology Education Department of Undiksha. Then as Mobile-Assisted Language Learning (MALL) has developed over the past decade as a sophisticated field within its own right and has gradually gained popularity, several researchers have attempted to explain the implementation, effectiveness, and the benefit of MALL-based learning. The present study resulted that the MALL-based English course book developed basis on R&D model showed a high quality of product to be used as a mean in English language teaching, where the need analysis showed that the students needed MALL learning as new path leading to better English learning experiences. As the results of this present study showing MALL was a relevant model of teaching English, this current study confirmed the results of study done by Korkmaz (2010) toward the effectiveness of mobile assisted language learning as a supplementary material for English language teaching course books, where MALL supplementation had positive effects on students' achievement scores and students had positive attitudes towards this new language learning application as a supplementary material for ELT course books.

At the same time this research also supports as Durak, Ozkeskin, and Ataizi (2016) that the use of mobile assisted language learning focused on the use of QR codes integrated with MALL based learning instructions was useful in the education process, where QR codes of MALL-based learning can be positively beneficial to be used as a mean in better English language teaching. Additionally, the study by Saprudin, Goolamally, and Latif (2014) can be used as an evidence to have insight of empirical proof that confirms the use of QR Codes of MALL-based instruction had a positive impact to the students' achievement.

From the students' need analysis; it was found that the use of MALL-based learning is interesting and should be used in listening section of English language learning. The result of this need analysis was similar with the results of study done by Azara and Nasirib (2014) about the learners' attitudes toward the effectiveness of Mobile Assisted Language Learning (MALL) in L2 listening comprehension that mobile learning was an effective and interesting innovative way of improving listening comprehension.

In grammatical aspect, there are parts of course book developed where the students are assigned to do grammar evaluation toward others' speaking performance. This activity is done by giving the students a project that the students are supposed to make a video recording to be watched and commented by others. So then, it can be seen that the product of present study was useful to be used in teaching grammar. Thus, the result of the study strengthens Baleghizadeh and Oladrostam (2010) that the use of MALL was found that this method was an effective way to make sure the students aware about their grammar. Then, this present research can be used as supporting evidence that MALL-based instruction can be useful to be used in teaching grammar.

Then from this discussion, it can be clearly seen that the use MALL-based English instructional course book was sophisticated enough to meet the needs of students of Sociology Education Department of Undiksha and to meet the demands of twenty first century learning era.

#### **4. Conclusions**

As the conclusion, there were eight units developed in this course book which covers the topics of: introduction, greeting, asking/giving information, family tree, telling time, invitation, preposition of time, giving direction, preposition of place, descriptive



text, report text, procedure text, recount text, and exposition text. Three stages of inquiry proposed by Gilbert and Hoepper (2014) was used in developing the course book. Regarding the validity and quality of the product, the rubrics resulted that the content validity of the course book was very high (coefficient of 0.98) and the quality of the course book considered as excellent or having a high quality product where the mean score of the judgment was 4.83 that exceeds the criteria of  $X \geq 4.18$ . This indicates that the result of present study is readily used as an instructional material to be used by students of Sociology Education Department of Undiksha.

Considering the result of the study, there are some suggestions that can be given to the several parties such as the English lecturers, other researchers, Sociology Education Department of Undiksha, and also Undiksha University in general. This instructional material can be used as a model for English to teach general English with specific context relevant to the students' major field of study. Since this research only examined the quality of the product being developed, it is suggested to the other researchers to examine the effectiveness of MALL-based instructional English course book. The other researchers can implement this product and find out whether or not this product can empirically affect the students' English competency.

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