Yogyakarta Lecturers' Experience in Using Mobile Phone in English Language Teaching

Pengalaman Dosen di Yogyakarta dalam Menggunakan Telepon Seluler di Pembelajaran Bahasa Inggris

Farida Noor Rohmah and David Sulistiawan Aditya
Universitas 'Aisyiyah Yogyakarta
faridanoor88@unisayogya.ac.id; davidsulistawanaditya@unisayogya.ac.id

Abstract

This study is aimed at investigating lecturers' experience in using mobile phone in English teaching practice. Employing qualitative method using Creswell (2014), the study collected data through in-depth-interview and analyzed data through several steps including data preparation and organization, data reading, data coding, data description, data interpretation, and data presentation. The result of the study indicated that the lecturers mostly implemented MALL and utilized mobile phone for three main purposes, namely instructional need, content understanding development, and communication. However, it was found that problem of internet connection became a barrier to fully implement MALL in ELT.

Keywords: MALL, mobile phone, experience, lecturer

Abstrak

Penelitian ini bertujuan untuk menyelidiki pengalaman dosen dalam penggunaan telepon seluler dalam konteks pembelajaran Bahasa Inggris. Menggunakan pendekatan kualitatif Creswell (2014), data penelitian dikumpulkan melalui wawancara sedangkan analisis data dilakukan melalui beberapa langkah termasuk persiapan data dan organisasi, pembacaan data, pengkodean data, deskripsi data, interpretasi data, dan penyajian data. Hasil penelitian menunjukkan bahwa sebagian besar dosen menerapkan MALL dan menggunakan ponsel untuk tiga tujuan utama, yaitu kebutuhan pengajaran, pengembangan pemahaman konten, dan komunikasi. Namun demikian, diketahui juga bahwa masalah koneksi internet menjadi penghalang bagi dosen untuk sepenuhnya mengimplementasikan MALL di pembelajaran Bahasa Inggris.

Kata kunci: MALL, telepon seluler, pengalalaman, dosen

A. INTRODUCTION

Mobile technology becomes an indispensable part in our lives. In the last decade, mobile technology has even been utilized in learning context, including

English language learning practice. The ownership of mobile devices by students and teachers and the ease of internet access at any places makes mobile learning more desirable. Mobile learning can be interpreted as the application of mobile or wireless devices to learn on the move (Park, 2011). Some studies (Traxler, 2009) and (Kengwee & Maxfield, 2015) have argued that m-learning is an extension of e-learning, but it uses mobile devices rather than computers as a medium. In this paper, the mobile device is considered mobile-handled device with internet capability namely smartphone.

Believably, the portability of mobile devices can bring new methods that can shape more personalized learning styles and can allow learners to learn on the move (Ros i Cole, Calic, & Neijmann, 2010). Smart phones, for instance as one type of mobile learning technologies, can be employed for various educational and instructional purposes outdoors and in the classroom. Instructors have maintained that mobile learning technologies are great devices that can give highly and enormous potential opportunities for learners wherever they are (Kukulska-Hulme & Shield, 2008). Moreover, the benefits of using mobile devices for learning may include cost savings, ubiquitous communications, and location-based services (Cheon, Lee, Crooks, & Song, 2012).

Recently, the potential of mobile technology to assist language learning was also discussed in numerous studies and until today, Mobile-assisted Language Learning (MALL) has continued to attract the interest of several researchers. (Kukulska-Hulme & Shield, 2008) stated that m-learning can offer a language learning experience where students are able to enjoy learning anytime and anywhere. Moreover, according to (Naismith, Lonsdale, Vavoula, & Sharples, 2006), technologies potentially support some learning theories including behaviorist (for example: student response system), constructivist (for example: gaming) and collaborative learning (communication tools). Students stimulus and response, games activity and communication as part of collaborative learning can be achieved through the assistance of mobile phone as a learning tool. Some studies, for instance (Vovides, 2007), (Bouhnik & Deshen, 2014), (Zarzycka-Piskorz, 2016), (Vallely & Gibson, 2018) revealed some powerful apps that can be utilized via mobile phone in implementing mobile learning. The fact that mobile phone can be considered as an effective tool for interaction and communication among teachers and students and teachers' professional development medium is revealed by some studies such as (Mtebe, 2015) and (Ismail, Azizan, & Azman, 2013). The theories and the result of the studies mentioned above indicate that teachers can utilize mobile device to bring technology into the classroom and support the learning preparation.

Even tough mobile device has great potentials to support pedagogical purposes, as mentioned above, it is not clear whether mobile device is in reality used in optimal way for those purposes. The study of (Patten, Arnedillo-Sanchez, & Tangney, 2006) found that the usage of mobile device was not pedagogically oriented but it was used more for administrative functions. Meanwhile, other purpose of mobile device usage was determined based on (Naismith, Lonsdale, Vavoula, & Sharples, 2006) study namely supporting traditional pedagogical approaches such as content transmission and behaviorist drilling. These facts make particularly crucial to explore the lecturers' usage pattern of mobile device in teaching practice in his era.

Educational system in universities plays an essential role in education scheme in Yogyakarta. Many people all around Indonesia come to Yogyakarta to study since Yogyakarta has dozens of reputable universities. In fact, stakeholders especially lecturers and students in Yogyakarta still face challenges of traditional teaching and learning practice though mobile technology has widely used in developed countries. However, the implementation of MALL can be successfully achieved through the

efforts of stakeholders, mainly institution, students and lecturers. Nonetheless, in Indonesian ELT context, little research has been done to figure out how lecturers use the mobile device especially mobile phone in ELT in higher education. Scholars have focused on learners' perspectives, very few studies exist focusing on teachers' perspectives. Therefore, the study attempts to investigate Yogyakarta lecturers' experience in using mobile phone in implementing MALL that is summarized in following research question: How is lecturers' experience in using mobile phone in English language teaching practice?

B. RESEARCH METHOD
Research design
This study is a part of a larger study involving two groups of participants namely students and lecturers. This paper, nevertheless, reported and discussed only lecturers side. The purpose of the present research is to investigate the lecturers' experience in using mobile phone in English language teaching practice in higher education in Yogyakarta. Therefore, qualitative approach was considered suitable to find out the result. The approach which is a means of exploring the perspective held by people on a particular theme (Creswell, 2014), was suitable to the present study to generate the respondents' insight on the subject under inquiry, namely lecturers' experience.

Participants
The participants of this study were English lecturers in universities in Yogyakarta. The lecturers participated in this research were chosen with purposive sampling technique as they taught in three big universities in Yogyakarta namely UGM, UNY, UMY. These universities were considered as representatives of higher education population in Yogyakarta. There were six English participated in in-depth interview. The participants were selected based on some criteria: 1) English lecturers who had filled in the questionnaire before, 2) they had experience in implementing MALL and using mobile phone in ELT context 3) had willingness to participate in the study.

Data collection
The study was conducted in August-September 2019. One instrument was employed to collect the data namely interview. The place of the interview was chosen by the participant. The interview, designed in semi-structured, concerned on investigating deep perspectives about teachers' experience in using mobile phone in English language teaching practice. The interview was semi structured yet in general it consisted of six questions aimed to gain in-depth explanation on MALL implementation and the use of mobile device in English language teaching. It was conducted face-to face with all of the participants in different time and locations. The results of the interview were, then, recorded using mobile phone and recorder.

Data Analysis
The data obtained were then analyzed qualitatively. The data analysis was performed in the following actions adapting form Creswell's data analysis (2014): (1) organizing and preparing the data. It was done by checking the completeness of whole data of interview results; (2) reading the data which aimed at getting general senses related to the research question; (3) coding the data that allowed the researchers to classify data of interview results into some particular themes; (4) describing the data, performed by detailing the classification; (5) interpreting the data, executed by

justifying the data to the existing theory or relevant researches; and (6) presenting the data based on the research questions.

C. RESULT AND DISCUSSION

This chapter presents findings related to the research question. The data was analyzed based on the interview result of 6 participants. The data analysis yielded one main subheading based on the research question. However, first of all, this section presents the summary of the demographic profile of the respondents by sex and institution. The respondents' profile is presented in Table 1.

Table 1. The demographic profile of the respondents

Participant	Sex	Age	Institution
1	Male	31-35 years	UGM
2	Male	31-35 years	UNY
3	Female	31-35 years	UGM
4	Female	31-35 years	UMY
5	Male	31-35 years	UMY
6	Male	31-35 years	UNY

As seen in the Table 1, the respondents consisted of 6 English lecturers. Categorized by sex, there were 4 male lecturers 2 female lecturers who participated in the in-depth interview. All of the participants have the same category of age of 31-35 years old. They taught English classes both in English Department study programs and in the language center of the university.

The lecturers' experience in implementing MALL and using Mobile Phone

The qualitative study results discuss in details the lecturer's experience in using mobile phone in English language teaching practice. There are three common themes derived from the results of the interview regarding how the lecturers implemente MALL and use mobile phone namely instructional needs, content understanding development and communication.

1. Instructional needs

The participants, 5 out of 6 lecturers being interviewed, reported that they implemented MALL and used mobile phone mostly for instructional purposes namely sharing the materials and giving assignments or exercises to the students. One way to share the material is, for example, by asking the students to watch videos related to the learning material on YouTube or share materials using mobile phone via WhatsApp. Participants 1 and Participant 4 made these following illustrations.

"I didn't use mobile phone that much. I only used it to share the materials through WhatsApp, for example YouTube link for the students."

"I used WhatsApp to teach sometimes. I introduced several technology-based-media that can be used to teach for example WhatsApp, Facebook, and Twitter. I introduced the content of the materials by sharing the material in WhatsApp so it also became a real example for them."

This finding is in line with (Bouhnik & Deshen, 2014) who stated that most teachers used the WhatsApp group as a learning platform to improve the accessibility of learning materials. WhatsApp is owned by almost lecturers and students. Thus, it makes this mobile application favorable among students and lecturers because its easy accessibility. It also does not require a special specification of smartphone to install WhatsApp.

In addition to using WhatsApp, some lecturers also used Learning Management System (LMS) such as Google Classroom and Schoology to share material to the students. Participant 6, for example, explained how he used LMS for material sharing for particular courses:

"I utilized LMS but only Google Classroom because in my opinion it is the simplest, and it is not too complicated. I uploaded material or modules for the next meeting in Google Classroom. For the Listening course, I uploaded the audio there."

Another example of the use of LMS in sharing the material is explained by Participant 4:

"I used Schoology and university e-learning to share material. The benefit that I experienced is the material in the LMS can be used many times in the next semester without making new ones."

These results were consistent with the idea stated by (Vovides, 2007) regarding the use of LMS. LMS has tools with ability to present and share learning materials in various forms of multimedia such as animation, audio and even video. Their study shows that faculty members tend to underutilize such tools.

Meanwhile, Participant 3 made a slightly different purposes of sharing material through mobile phone. She used it for eco-friendly purposes because she did not want to use much papers only for photocopying students' reading materials:

"I like to share materials using Mobile phones because it is eco-friendlier, I don't need to use a lot of paper since the class that I teach are mostly Reading classes. When I want to share material in the form of paragraphs and lots of text, I prefer to use mobile phone to share the link. If you use paper sometimes it can be up to 5 sheets and I don't like it that way. If I use a mobile phone, I just need to present the Google Drive link, they will scan and then they will have access to the material."

The second subtheme related to MALL implementation is giving the students exercises and assignments through mobile phone. The lecturers also asked the students to access and did the exercise via their own mobile phone. The lecturers took advantage of mobile Apps and the device itself in giving the exercise to students in more interesting way. As Participants 3 put it:

"I asked my students to access Quizlet for drilling. I made quiz and exercises on vocabularies and the definition. It is good for drilling. There are some students who are more easily get bored when reading paper. In Quizlet, there are facilities such as virtual flashcards, personal testing, so they can access themselves to what extent they have memorized the words. Besides using Quizlet, I use Kahoot. They can access Quizlet at home or anywhere while I use Kahoot in class to check how far they have learned and do some games. They looked motivated when doing some games though

Kahoot and Quizlet. Based on my experience, there was indeed some progress. Maybe about 10%, for example the questions are 35 numbers and they have 30 numbers of correct answer. In short, the benefits I observed is it can improve their vocabulary."

The result indicated that mobile Apps such as Quizlet and Kahoot, usually accessed by the students through mobile phones as well, were favorable among teachers to be utilized both in class and outside the class to give the students additional exercise in more motivating way. According to (Zarzycka-Piskorz, 2016), technologies and games can trigger students' interest and increase motivation to learn a language. Related to the findings of the present study, gamification using Kahoot and flashcard in Quizlet are the examples of the context that can trigger students' enjoyment and motivation in language learning. As educators, lecturers should improve students' engagement and learning. One of the modern tool most lecturers have is mobile phone.

In addition to improve students' motivation, lecturers also utilize mobile Apps to improve students' engagement to learning process. The engagement can not be enhanced by the lecturers easily when they do not use any support form mobile technology. Some students tend to feel reluctant and shy to express their opinion or just simply answer lecturers' prompt questions directly and orally. In some ways, some mobile Apps helps significantly to overcome this concern, such as Mentimeter. It is believed that Mentimeter can provide three benefits namely gauging opinion, engaging discussion and voicing concern (Vallely & Gibson, 2018). At least 2 benefits were experienced by Participant 4. She clearly illustrated her experience in using Mentimeter:

"This morning I used Mentimeter. I wanted to know their opinions, therefore I used Memtimeter and I asked them to take their mobile phone from their bag. In my opinion, using Mentimeter is more effective rather than asking themselves on by one or asking for volunteer. Within 3-5 minutes I can get the response of all students. After that, their response is discussed. When I asked one-on-one or volunteers, there were only a few students e who were willing to answer."

From its illustration, the lecturer utilized Mentimeter and asked the students to access it via mobile phone for two purposes. Firstly, the lecturer wanted to collect students' responses in more effective way. Therefore, this tool has been proved to be a useful media for asynchronously collecting students' responses. Secondly, the lecturer wanted to improve students' engagement into learning process and discussion. The tool was able to facilitate students to be more engage to discussion since it was less anxious than answering orally. Thus, students with lower proficiency and less confidence could still engage in class discussion.

Another tool that can be easily accesses via mobile phone and used by lecturers is Socrative. Mainly, Socrative is used for giving exercises and quizzes to the students. A particularly interesting example is provided by Participant 3:

"I also use the Socrative app. I observed that the problem of reading section in TOEFL is time management. In Socrative, I can manage student time. For example, I give 30 number of questions, then I will open the link for 30 minutes. In those 30 minutes, I could see the progress. Which students who had already finished. Moreover, we can display it on the screen which can make the students more encourages because they can see their own progress in finishing the quiz. In addition, I can also analyze which questions are the most difficult or challenging for students."

Again, the lecturer clearly implemented MALL and took advantage of using mobile phone. In this context, the lecturers used Socrative as an application in giving exercise with extra benefit. In the example, Socrative could be utilized as media in teaching Reading course. The findings indicated that using Socrative via mobile phone can help the lecturer to monitor the students' work progress since Socrative provide a live result table of students' progress. The lecturer can benefit this feature too see which questions that need longer time to be answered and which questions that are difficult for the students. Hence, the lecturer can focus the discussion in the number that has lower percentage of correct number and has longer time to be answered.

2. Content understanding development

The lecturers reported that they used mobile phone as well to support their understanding of the material content they want to teach and discuss in class. The study of (Mfaume, 2019) revealed that easy access to educational resources is one of the benefits of mobile phone. It can be used to download a variety of teaching materials such as e-books. In the present study Participant 1 and Participant 2 gave some illustrations:

" *I used (mobile phone) to update knowledge. For example, to look for material, teaching strategy, warming up activities, games, how to teach in interesting way. Mmm.. Before I teach, I look for resources for the development of teaching in class".*

"Sometimes, I do not have time to make preparation before teaching, so I sometimes browse for materials in the class when I do not really understand or forget about the content of the material".

From the above lecturers' experience, it is quite common for lecturers to use mobile phone not only in teaching process but also before the teaching process as a preparation. This process can be determined as a knowledge review and knowledge enrichment. The knowledge can be in form of the content of the material itself, for example language function, vocabulary, grammar, and so on. The knowledge can be in form of pedagogical as well, for example teaching techniques, games, teaching strategy, etc. Furthermore, mobile phone can be utilized for recalling information, even in classroom. When the lecturers are not ready to teach a particular material, they tend to use their mobile phone to browse for information they want. As the Participant 2's experience, he even used his mobile phone to quickly looked for information when he forgot and he did not sure about what he would teach.

3. Communication

Staying connected to the students is one of the purposes of mobile phone utilization by most of the lecturers. This is supported by previous study of (Ismail, Azizan, & Azman, 2013) who found that teachers mostly agreed on the basic purpose of using mobile phone, which is it will help them to interact with colleagues and students easier. One easiest way to inform the students related to teaching and learning process is by WhatsApp messaging. Six participants reported that they used mobile phone often for communication with their students. WhatsApp messaging via mobile phone eases the lecturers to give information related to the lecture. In other words,

mobile phone facilitates lecturers and students communication and interaction before and after the class. Participant 5 elaborated as follows:

"I used mobile phone in teaching and learning context mostly for WhatsApp to communicate with my students, informing them when I have to come late or cancel the class, or sometimes remind them about assignments and test"

In addition, mobile phone also used by six participants to communicate with their colleague in teaching and learning context. Through their WhatsApp group, they can stay connected to other lecturers about the material they should teach, the timeline, the assignments and even the schedule. They used mobile phone also to email others on some issues related to teaching materials and access for information in Google Drive. As Participant 2 reported:

"I often ask for information to other lecturer through WhatsApp group about the schedule and sometimes assignments. Sometimes, I send email to my colleague to share materials. Also, I download material in Google Drive form my mobile phone because I can access it anytime without open my laptop. "

Based on the findings above, it can be revealed that mobile phone can be a powerful tool of a communication tool among students. Furthermore, it allows the lecturers to communicate and have a simple discussion among other educators. This finding is in line with (Mfaume, 2019) who found that seventeen teachers and head of school took advantage of mobile phone to give easy access of communication and to allow them to quickly communicate with parents and other educators.

Despite all of the eases and benefits that they experienced, the lecturers also reported some problems in implementing MALL and using mobile phone in ELT practice. One of the obstacles was the technical problem namely internet connection and device availability by the students. The following illustrate the view:

"The biggest obstacle is the internet network. In campus, there are indeed some places where the network is bad. The second problem is the students' device. Sometimes they come to class with low battery hand phone so they can't join the quiz. Third, the layout of the reading paragraphs. The display can be different on the cellphone. " (Participant 3)

It can be acknowledged that such problems are still faced by many educators including lecturers in Yogyakarta universities when having activities using mobile phone. Internet connection significantly hampers the learning process in class when the activities and quiz are mobile-based application. There are many students who tend to use Wi-Fi connection rather than their own mobile data. Thus, whenever the Wi-Fi connection is poor, they are lack-motivated to do the activities. Based on the lecturer's experience, students also are not ready with their device. They sometimes forget to bring their mobile phone. They are not ready because their phone is low battery as well. In this situation, they cannot join the classroom activities such as games and quizzes because some lecturers used mobile application based quizzes and games.

D. CONCLUSION

The findings revealed that mobile phone can be a powerful tool in learning process when used responsibly. From the result the teachers already used mobile phone in ways that can support educational outcomes. These include sharing materials, using Apps for class activity, giving exercises and games, browsing for educational resources, and communication among others lecturers and students. To conclude, those benefits are classified into three main purposes of mobile phone usage in lecturers namely instructional purposes, knowledge understanding development and communication. However, there is still a barriers or challenge for the lecturers to fully implement MALL in class. One of the problems is Internet connection. Students become less motivated to join mobile based activity when the internet connection is poor. This becomes the challenge for the stakeholder namely institution or the universities to fully support Wi-Fi facilities in campus. This is a qualitative study with limited number of participants whose findings cannot be completely generalized. Thus, a quantitative and even qualitative study involving a larger sample size should be conducted in order to obtain result that can be generalized better.

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