Maximizing Mobile-Assisted Language Learning (MALL) amid Covid-19 Pandemic: Teachers’ Perception

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Abstract
Mobile-Assisted Language Learning (MALL) is the newest learning way in the language education where applications or websites are used to facilitate students learning activities, especially in the period of Covid-19 pandemic. This study aims to determine teachers’ perception in maximizing MALL. The method of the research was quantitative method which used sample of n=100 English teachers in East Jakarta, Indonesia as research object. The data were collected through a 5-point Likert Scale questionnaire. The findings reveal high positive teachers’ perceptions ($\bar{x} = 4.31$) in the use of MALL during Covid-19 in Indonesia. Overall, respondents expressed that mobile learning can help in the learning process during a crisis because of its advantages in portability, interactive language learning activities and easiness access. The current study has a major contribution to assist the government in maximizing the use of mobile learning in learning activities. It also motivates teachers to teach students by using mobile learning. The researcher also recommends more studies to develop MALL as an avoidable alternative teaching way while pandemic.

Keywords: Covid-19, Mobile-Assisted Language Learning (MALL), Teachers’ Perspective, English language learning

Introduction
Covid-19 had become a worldwide pandemic since announced by World Health Organization (WHO) in the early March 2020. All countries around the world were affected by Covid-19 virus, including Indonesia. In the middle of March 2020, Indonesian government has issued the regulation to apply a large-scale social restriction (Pembatasan Sosial Berskala Besar or PSBB). As a consequence, both formal and informal places have to close and people move into online activities. In the educational sector, home-based learning policy had run to all levels of education and the informal institution as well (Okmawati and Tanjak 2020). It is a program that migrates the learning process from school to home. Mobile learning does not simply happen. During home-based learning, there are several medias and methods...
in carrying out the learning process (Granger 2005). It resulted in a situation where teachers and students are undesirably asked to change their teaching system from the offline face-to-face session in the classroom into a digital/virtual teaching system using various online platforms or applications (Amin and Sundari 2020). Both teacher and student should quickly learn and adapt their teaching and learning management (Dashtestani 2013)(Granger 2005).

Teachers, as the spearhead of the implementation of online learning, must be able to condition all instructional components (Montrieux et al. 2015). These include instructional methods, media that will be used in learning, use of instructional time related to the time of application use, and psychological and social factors that significantly affect teachers’ motivation when teaching (Rasmitadila et al. 2020).

During home-based learning period, many teachers prefer to use their mobile phone as the medium to teach their students. They used Mobile-Assisted Language Learning (MALL) related to the use of mobile technology in the process of language learning. Mobile technology has special characteristics in terms of portability (Pratwi, Nariyati, and Sudirman 2020)(Arashnia and Shahrokhi 2016), connectivity and social interaction (Miangah and Nezarat 2012). Because mobile devices or mobile phones are always in users’ pockets, they are more conveniently accessible(Wagner et al. 2016) (Mardiah 2020) than textbooks or computers (M. M. Elaish, L. Shuib, N. Abdul Ghani 2017). Mobile phone can perform a number of tasks so that they can used to achieve many educational objectives. On mobile phone some apps are used in activities learning, such as YouTube to watch videos, Zoom and Google Meeting to have online meeting or video conferencing and Safari to browse Internet (Khalil et al. 2020). The use of some of these apps is a for teachers and students who previously had to use your PC to perform such activities. MALL have several advantages, including the ability to multimedia, internet access, and social networking.

This study explores the perceptions of teachers, especially English teachers in maximizing the Mobile-Assisted Language Learning (MALL) during school from home in the COVID-19 Pandemic in Indonesia.

Method
Quantitative method was implemented in this study. This research is using a questionnaire as the instruments with a five-point Likert Scale. Questionnaire had been prepared to gain information about teachers’ perspectives of maximizing the Mobile-Assisted Language Learning (MALL) for teaching English. The questionnaire was distributed to English teachers in East Jakarta by using Google Form.

Participants
The participants of this study were 70 (seventy) English teachers from 18 (eighteen) different schools in East Jakarta, Indonesia. The sample comprised, 41 female and 29 male participants. The descriptive data of demographic characteristics, including gender and age are presented in Table 1.
Table 1. Demographic data of Participants

|                | N  | Percentage |
|----------------|----|------------|
| 1. Gender      |    |            |
| a. Male        | 29 | 41.43      |
| b. Female      | 41 | 58.57      |
| Total          | 70 | 100        |
| 2. Age         |    |            |
| a. 30 - 45     | 31 | 44.29      |
| b. 41- 55      | 39 | 55.71      |
| Total          | 70 | 100        |

Data Collection and Analysis

To collect data, the researcher applied questionnaire which the design of the questionnaire came from reviewing previous research and theoretical foundations on mobile-assisted language learning. Due to the limitations, including institutional closure while lockdown period, the researcher selected an online method. The distribution of questionnaires is using Google Form to representatives of research colleagues who had access to the schools in East Jakarta. In this study, researcher distributed 100 questionnaires but only 70 questionnaires were returned.

The data were collected from October 1, 2020 to October 10, 2020. The questionnaire explored teachers’ perceptions toward MALL usage to support learning activities and it contains 10 items. The 5-point Likert Scale was used for the collection of quantitative data and the category was put the items ranging from Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The data analysis from questionnaire is classified by the form of a rating scale. It was calculated to find out standard deviation and mean. Then, it is measured based on criteria by Best (Best J. W. 1981) as follows:

Table 2. Teachers Rating Scale

| No. | Teachers Level | Mean         |
|-----|----------------|--------------|
| 1   | Lowest         | $1.00 \leq \bar{x} < 1.50$ |
| 2   | Low            | $1.51 \leq \bar{x} < 2.50$ |
| 3   | Moderate       | $2.51 \leq \bar{x} < 3.50$ |
| 4   | High           | $3.51 \leq \bar{x} < 4.50$ |
| 5   | Highest        | $4.51 \leq \bar{x} < 5.50$ |

However, the bulk of the statistical analysis was performed using IBM SPSS Statistics. Then, to answer research questions, the data gathered will be analyzed qualitatively. Data from questionnaire also will be described, categorized and interpreted. The statistic used for analyzing the data was mean and standard deviation which analyzed using a computer program.
Findings and discussion

The Demographic Data

From the table 1 above about the demographic data of the respondents, it is clear that there were 41.43% male and 58.57% female participants. It also indicates that the dominance age of the participants was between 41 and 55 years (55.71%). The presence of various participants gives positive impression because they have diverse gender and age.

Validity and Reliability of the Questionnaire using the Cronbach’s Alpha (α =5%)

In order to check the validity and reliability of the data, the validity and reliability test was done using Cronbach’s Alpha. The criteria of validity and reliability used the following formula:

\[
\begin{align*}
    r_{\text{test}} & \leq r_{\text{table}} \Rightarrow \text{accept } H_0 \\
    r_{\text{test}} & > r_{\text{table}} \Rightarrow \text{reject } H_0
\end{align*}
\]

The statistical hypothesis formula for validity test:

\[ H_0 : \rho \leq 0 ; \text{ there is negative relation between each items score to the total perception variable} \]
\[ H_1 : \rho > 0 ; \text{ there is positive relation between each items score to the total perception variable} \]

The statistical hypothesis formula for reliability test:

\[ H_0 : \rho \leq 0 ; \text{ there is negative relation with the variation in perception variable} \]
\[ H_1 : \rho > 0 ; \text{ there is positive relation with the variation in perception variable} \]

Below are the tables that show the validity and reliability in teachers’ perception:

| Table 3. Validity and Reliability of Teachers’ Perception |
|---------------------------------------------------------|
| **** | **Cronbach’s Alpha** | **Spearman & Brown** |
| Validity | 0.729 | 0.235 |
| Reliability | 0.644 | |

From the table 3 above, it showed that the validity of teachers’ perception instruments with \( r_{\text{test}} = 0.729 > r_{\text{table}} =0.235 \) which meant reject \( H_0 \) or in other words, there is positive relation between each item score to the total perception variable. From all the questionnaire items tested, all items had \( r_{\text{test}} > r_{\text{table}} \), which meant that all were valid for the perception variable. So, it continues to reliability test. As shown in table 3 above, it also proved that \( r_{\text{test}}=0.644 > r_{\text{table}} = 0.235 \), it means the items studied are reliable.
The Results of Teachers’ Perception in the Use of MALL

The present research disclosed some interesting findings, classified the research results and identified problems with the existing research. As Table 4 illustrates below, the results of the questionnaire study concerning the students’ perception in the use of MALL.

| Rank | Item No. | Items                                                                 | \( \bar{x} \) | S.D   | Level |
|------|---------|----------------------------------------------------------------------|--------------|-------|-------|
| 1    | 4       | Mobile learning provide opportunities teacher to teach without place and time constraint. | 4.49         | 0.53  | High  |
| 2    | 5       | A number of applications and software in mobile devices is beneficial for learning activities | 4.43         | 0.73  | High  |
| 3    | 7       | The easiness of reaching students in online learning is the advantages of mobile learning | 4.43         | 0.62  | High  |
| 4    | 10      | Interactive English language learning activities is supported by using mobile devices. | 4.43         | 0.62  | High  |
| 5    | 2       | The important factor of mobile learning using mobile devices is portability. | 4.41         | 0.57  | High  |
| 6    | 1       | Teacher can directly share material and the feedback of students’ progress | 4.30         | 0.76  | High  |
| 7    | 8       | Mobile learning help the teacher to reach authentic English language learning material | 4.24         | 0.52  | High  |
| 8    | 6       | Mobile learning uses mobile devices can connect to the internet at anywhere and anytime | 4.23         | 0.87  | High  |
| 9    | 3       | Mobile learning can facilitate English Language Learning activities. | 4.16         | 0.55  | High  |
| 10   | 9       | The benefit of mobile learning is time-efficient. | 4.03         | 0.77  | High  |

**Average** | \( \bar{x} \) | S.D   | Level |
|-------------|--------------|-------|-------|
| 4.31        | 0.65         | High  |

**Result of the Questionnaire Study.**

Based on the results on the table 4 above, it presented that the average mean of teachers’ perception toward the use of MALL was high (\( \bar{x} = 4.31 \)). It shows that teachers have high positive perceptions toward the implementation of MALL. It can be seen from the mean score on the data above. The highest level was given to the item No. 4 “Mobile learning provide opportunities teacher to teach without place and time constraint.” (\( \bar{x} = 4.49 \)). It means that teachers had positive perception on using MALL in home-based learning activities. By using mobile phone, teachers can...
do teaching process every time and everywhere (Shdefat 2020). Followed by 3 (three) items in high rank (\(\bar{x} = 4.43\)), item No. 5 “A number of applications and software in mobile devices is beneficial for learning activities”. This item indicates that the mobile features also put the important part in learning process. The application and software that support teaching learning process is one of the advantages of using MALL. Item No. 7 “The easiness of reaching students in online learning is the advantages of mobile learning”. Item No. 7 indicates that MALL provide the one-on-one communication or direct interaction between teacher and students. Then item No. 10 “Interactive English language learning activities is supported by using mobile devices.”. It means that MALL also support teacher to teach English interactively. Teacher can do video conferencing to interact with the students by activating cameras and applications which support them (Baran 2014). From those highest rank, it can be proved that teachers have positive perception on using MALL during home-based learning. MALL help teachers to teach in online/virtual way and support them in improving quality of teaching (Iqbal and Bhatti 2020). As in this research, teachers expect that the use of MALL can facilitate learning process, engage and motivate learning experience to the students (Mardiah 2020). However, the lowest rank is the item No. 9 “The benefit of mobile learning is time-efficient.” (\(\bar{x} = 4.03\)). This shows that the use of MALL in the learning process is still experiencing problems in terms of time management. For example, the teacher should set a time to download student exercises and check them out. It takes time especially if the practice is in the form of an essay. Teacher also should be viewing and responding to a video of the learners better for interactions that are more spontaneous, informal, and instantaneous (Altavilla 2020). However, it cannot be denied that nowadays in the digital era, the use of mobile phones will be the choice both of teachers and students in learning activities, especially learning English. The quick transition to online learning or e-learning went successful and gained experience can be used in the future. The lesson learned from the COVID-19 will force a generation of new laws, regulations, platforms and solutions for future cases (Naciri et al. 2020).

Conclusion
COVID-19 Pandemic has impacted the educational systems of all countries across the globe significantly. Home-based learning is the solutions to continue learning process. It is especially important for teachers to find ways to promote these kinds of interactions in form of virtual learning. This study aims at exploring teachers’ perception and experience on maximizing Mobile-Assisted Language Learning (MALL) during Covid-19 pandemic. Based on the results of questionnaires study above (see Table 4), it revealed that teachers’ have high perception toward the use of MALL in home-based learning activities during Covid-19 pandemic. It proved by the average means score (\(\bar{x} = 4.31\)) for teachers’ perception. In short, online teaching is no more an option, it is necessity. Using MALL can help in providing inclusive education even at the time of crisis. Teachers can practice technology and can design various flexible programs for students’ better understanding. Users of any age can access the online tools and reap the benefits of time and location flexibility associated with online learning. It is not as easy as it seems, a considerable amount of investment is needed for getting the devices and equipment, maintaining the

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equipment, training the human resources, and developing the online content. Therefore, an effective and efficient educational system needs to be developed to impart education via online mode (Dhawan 2020). This research has been tried and done according to scientific procedures, however, still have limitations for instance the number of questionnaires distributed and received was not appropriate and the answers provided by the participants are not reflected the real situation. Certainly, future work in MALL holds many possibilities that go well beyond the projects described above such as the usage of varied research methodologies with diverse and larger samples, and investigation additional strategies for mobile learning integration and any other works related to the development of MALL.

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PROPOSAL PENELITIAN MANDIRI

MAXIMIZING MOBILE-ASSISTED LANGUAGE LEARNING (MALL) AMID COVID-19 PANDEMIC: TEACHERS’ PERCEPTION

PROPOSED BY
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SUMMARY

Mobile-Assisted Language Learning (MALL) is the newest learning way in the language education where applications or websites are used to facilitate students learning activities, especially in the period of Covid-19 pandemic. This study aims to determine teachers’ perception in maximizing MALL. The method of the research was quantitative method which used sample of n=100 English teachers in East Jakarta, Indonesia as research object. The data were collected through a 5-point Likert Scale questionnaire. The findings reveal high positive teachers’ perceptions (x̅=4.31) in the use of MALL during Covid-19 in Indonesia. Overall, respondents expressed that mobile learning can help in the learning process during a crisis because of its advantages in portability, interactive language learning activities and easiness access. The current study has a major contribution to assist the government in maximizing the use of mobile learning in learning activities. It also motivates teachers to teach students by using mobile learning. The researcher also recommends more studies to develop MALL as an avoidable alternative teaching way while pandemic.
CHAPTER I
INTRODUCTION

1.1. Background and Reason of the Research

Covid-19 had become a worldwide pandemic since announced by World Health Organization (WHO) in the early March 2020. All countries around the world were affected by Covid-19 virus, including Indonesia. In the middle of March 2020, Indonesian government has issued the regulation to apply a large-scale social restriction (*Pembatasan Sosial Berskala Besar* or *PSBB*). As a consequence, both formal and informal places have to close and people move into online activities. In the educational sector, home-based learning policy had run to all levels of education and the informal institution as well (Okmawati and Tanjak 2020). It is a program that migrates the learning process from school to home. Mobile learning does not simply happen. During home-based learning, there are several medias and methods in carrying out the learning process (Granger 2005). It resulted in a situation where teachers and students are undesirably asked to change their teaching system from the offline face-to-face session in the classroom into a digital/virtual teaching system using various online platforms or applications (Amin and Sundari 2020). Both teacher and student should quickly learn and adapt their teaching and learning management (Dashtestani 2013)(Granger 2005).

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1.2. Statement of the Problem

Based on background above, the statement problem can be analyzed as:

1. How is the teachers’ perception of using MALL in teaching and learning
2. How is the implementation of MALL by the teachers in teaching and learning activities?

1.3. Scope of the Problems

The writer limits the problem with discussion about how is the teachers’ perception of using MALL in teaching and learning activities and the implementation of MALL by the teachers in teaching and learning activities.

1.4. Objectives of the Research

The objectives of the research are to know:

1. The teachers’ perception of using MALL in teaching and learning activities

2. The implementation of MALL by the teachers in teaching and learning activities
CHAPTER 2
THEORETICAL REVIEW

2.1. Definition of Teaching

Teaching is an effort to provide stimulus, direction guidance, and encouragement to students so that the learning process occurs. Teaching is basically an attempt to create a learning system that supports and allows it to continue. According to (Burbules & Hansen, 2018) define “Teaching is an invaluable, irreplaceable, human endeavor, but one that is also indeterminate.” It means that the process of teaching is very valuable with all the time and thoughts that are consumed, so that it is priceless. Teachers play a vital role in fueling the well being of society, but they also argue that the teachers world is characterized by uncertainty, ambiguity, and sometimes irreconcilable expectations. Teaching at all levels educations system is alternately surprising, frustrating, and delightful. This indeterminacy holds in even the most favorable circumstances.

According to (Ganna et al., 2018) “Teaching has basic meaning as the process to give information to students.” Thus when doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. On the other hand, Brown in (Ratnaningsih, 2016) states that “Teaching may be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand.” He also adds that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for
learning. It implies that teaching cannot be separated from learning. When teachers teach speaking to the students, they do not only teach how to develop ideas in speaking, but they also need a serious attention of how to speak English sentences grammatically and systematically.

2.2. Definition of Teaching Media

According to Ruis et al (2009) there are some advantages of using media in teaching-learning process. Those are;

1. To increase the learners’ motivation.

2. To avoid the learners bored.

3. To make the learners easy to understand the instructional material.

4. To make the teaching learning process more systematic

5. To achieve the learning goals. It can say that media are arisen the learners’ interest, stormed the learners’ brain to think creatively and concretely in understanding English effectively.

It can say that media are arisen the learners’ interest, stormed the learners’ brain to think creatively and concretely in understanding English effectively. Media is very useful in learning the English language. The teacher and students are helped by using media to achieve the learning goals. So that, the teachers should apply the media in teaching-learning activities because:

1. Media can be solved the lack of the learners’ experiences. Learners have different background such as areas, family life, society, social economic, etc.

2. Media can be reached everything out of the class. There are so many things around the learners that cannot be reached by them, such as: bacteria, virus, etc. To know
and see those tiny things, we must use a microscope as a media. We use a picture to present things which cannot be brought into the classroom such as: markets, stations, harbours.

3. Media are created the possible direct interaction between the learners and their environment.

4. Media are produced some observation. The learners’ observation can be directed into the important things based on the teacher’s aims.

5. Media can be kept the basic, concrete and real concepts of the teaching.

6. The learners’ motivation is aroused by using media in learning.

7. Media are integrated the experience from the concrete things to the abstract ones
CHAPTER 3

RESEARCH METHODOLOGY

3.1. Research Location

Quantitative method was implemented in this study. This research is using a questionnaire as the instruments with a five-point Likert Scale. Questionnaire had been prepared to gain information about teachers’ perspectives of maximizing the Mobile-Assisted Language Learning (MALL) for teaching English. The questionnaire was distributed to English teachers in East Jakarta by using Google Form.

3.2. Data Collection and Analysis Technique

To collect data, the researcher applied questionnaire which the design of the questionnaire came from reviewing previous research and theoretical foundations on mobile-assisted language learning. Due to the limitations, including institutional closure while lockdown period, the researcher selected an online method. The distribution of questionnaires is using Google Form to representatives of research colleagues who had access to the schools in East Jakarta. In this study, researcher distributed 100 questionnaires but only 70 questionnaires were returned.

The data were collected from October 1, 2020 to October 10, 2020. The questionnaire explored teachers’ perceptions toward MALL usage to support learning activities and it contains 10 items. The 5-point Likert Scale was used for the collection of quantitative data and the category was put the items ranging from Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, and
Strongly Disagree (SD) = 1. The data analysis from questionnaire is classified by the form of a rating scale. It was calculated to find out standard deviation and mean. Then, it is measured based on criteria by Best (Best J. W. 1981) as follows:

Table 1. Teachers Rating Scale

| No. | Teachers Level | Mean       |
|-----|----------------|------------|
| 1   | Lowest         | 1.00 < x < 1.50 |
| 2   | Low            | 1.51 < x < 2.50 |
| 3   | Moderate       | 2.51 < x < 3.50 |
| 4   | High           | 3.51 < x < 4.50 |
| 5   | Highest        | 4.51 < x < 5.50 |

However, the bulk of the statistical analysis was performed using IBM SPSS Statistics. Then, to answer research questions, the data gathered will be analyzed qualitatively. Data from questionnaire also will be described, categorized and interpreted. The statistic used for analyzing the data was mean and standard deviation which analyzed using a computer program.
# RESEARCH SCHEDULE

## 4.1. Schedule of Independent Research

| No | Activities                              | Time          |
|----|-----------------------------------------|---------------|
|    |                                         | Month I | Month II | Month III | Month IV | Month V | Month VI | Month VII | Month VIII |
| 1  | Analysis and Pre Data Preparation       | 1       | 2       | 3         | 4       | 1       | 2       | 3         | 4         |
| 2  | Library Search                         | 1       | 2       | 3         | 4       | 1       | 2       | 3         | 4         |
| 3  | Data Collecting in the Field            | 1       | 2       | 3         | 4       | 1       | 2       | 3         | 4         |
| 4  | Data Development                        |          | 1       | 2         | 3         | 4       |          | 1         | 2         | 3         |
| 5  | Data Analysis                           | 1       | 2       | 3         | 4       | 1       | 2       | 3         | 4         |
| 6  | Making of Direction Book                | 1       | 2       | 3         | 4       | 1       | 2       | 3         | 4         |
| 7  | Training                                |          | 1       | 2         | 3         | 4       | 1         | 2         | 3         | 4         |
| 8  | Data test                               | 1       | 2       | 3         | 4       | 1       | 2       | 3         | 4         |
| 9  | Data Calibration                        |          | 1       | 2         | 3         | 4       | 1         | 2         | 3         | 4         |
| 10 | Output Report                           | 1       | 2       | 3         | 4       | 1       | 2       | 3         | 4         |
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## Appendix 1 Estimated Research Budget

| NO | LIST OF NEEDS                  | COST/per pcs | SUB TOTAL   |
|----|--------------------------------|--------------|-------------|
| 1  | Supporting Equipment           |              |             |
|    | a. Rent a Printer (6 months)   | Rp1,200,000  | Rp1,200,000 |
|    | b. Ink Refill (12 refills)     | Rp60,000     | Rp720,000   |
| 2  | Sub Total                      |              | Rp1,920,000 |
|    | Consumables Lists              |              |             |
|    | a. Mobile Data Package (6 Months) | Rp150,000 | Rp900,000   |
|    | b. Stationery Package (1 Package) | Rp100,000 | Rp100,000   |
| 3  | Sub Total                      |              | Rp1,000,000 |
|    | a. Webinar                     | Rp1,000,000  | Rp1,000,000 |
|    | b. Publication of Paper        | Rp150,000    | Rp150,000   |
| 4  | Sub Total                      |              | Rp1,150,000 |
|    | Others                         |              |             |
|    | a. Publication on journal      | Rp300,000    | Rp300,000   |
|    | Sub Total                      |              |             |
|    | TOTAL                          |              | Rp4,370,000 |

**APPENDICES**
Appendix 2 Biodata of Proposer

1. Self Identity
   a. Full Name and Title: Cicih Nuraeni, M. Pd
   b. NIDN: 0424028701
   c. Jabatan Fungsional: Lektor
   d. Study Program: Bahasa Inggris
   e. Institution: Universitas Bina Sarana Informatika
   f. Research Period: 6 months

2. Educational History

| Name of Institution | S-1                          | S-2                          |
|---------------------|------------------------------|------------------------------|
|                     | Universitas Indraprasta PGRI| Universitas Indraprasta PGRI |
| Year of entry - Year of graduation | 2010 - 2012                  | 2012 - 2014                  |

All data that I have entered and stated in this biodata are true and can be legally accounted for. If later it turns out to be found incompatible with reality, I am able to accept sanctions.

Thus this biodata was actually made by me to fulfill one of the requirements in the submission of Hibah Penelitian Mandiri.

Jakarta, 22 January 2021

(Cicih Nuraeni, M. Pd)
MAXIMIZING MOBILE-ASSISTED LANGUAGE LEARNING (MALL) AMID COVID-19 PANDEMIC: TEACHERS’ PERCEPTION

PROPOSED BY
CICIH NURAENI, M.Pd / 0424028701

FAKULTAS KOMUNIKASI DAN BAHASA
UNIVERSITAS BINA SARANA INFORMATIKA
AGUSTUS 2021
# APPROVAL SHEET

1. **Title**: Maximizing Mobile-Assisted Language Learning (MALL) amid Covid-19 Pandemic: Teachers’ Perception

2. **Proposer**
   - **Full Name**: Cicih Nuraeni, M. Pd
   - **NIDN**: 0424028701
   - **Jabatan Fungsional**: Lektor
   - **Study Program**: Bahasa Inggris
   - **Institution Address**: Jl. Kramat Raya No. 98 Jakarta Pusat
   - **Phone/Faks/E-mail**: 021-21231170

3. **Member**
   - **Name of Member 1**: -

4. **Budget Estimate**: Rp. 4,150,000

5. **Research Funding Source**: (Independent)

Jakarta, 10 Agustus, 2021

Knowing by,
Rector of Universitas Bina Sarana Informatika

Proposer,


\[Cap\ UB\ SB\ dan\ tanda\ tangan\]

Dr. Mochamad Wahyudi, MM, M. Kom, M. Pd  
(Cicih Nuraeni, M. Pd)  
NIP. 199810339  
NIP. 201103219

Approved by,
Head of LPPM Universitas Bina Sarana Informatika

\[Cap\ LPPM\ dan\ tanda\ tangan\]

(Taufik Baidawi, M. Kom)  
NIP. 200304891
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SUMMARY

Mobile-Assisted Language Learning (MALL) is the newest learning way in the language education where applications or websites are used to facilitate students learning activities, especially in the period of Covid-19 pandemic. This study aims to determine teachers’ perception in maximizing MALL. The method of the research was quantitative method which used sample of n=100 English teachers in East Jakarta, Indonesia as research object. The data were collected through a 5-point Likert Scale questionnaire. The findings reveal high positive teachers’ perceptions (x̅=4.31) in the use of MALL during Covid-19 in Indonesia. Overall, respondents expressed that mobile learning can help in the learning process during a crisis because of its advantages in portability, interactive language learning activities and easiness access. The current study has a major contribution to assist the government in maximizing the use of mobile learning in learning activities. It also motivates teachers to teach students by using mobile learning. The researcher also recommends more studies to develop MALL as an avoidable alternative teaching way while pandemic.
CHAPTER I
INTRODUCTION

1.1. Background and Reason of the Research

Covid-19 had become a worldwide pandemic since announced by World Health Organization (WHO) in the early March 2020. All countries around the world were affected by Covid-19 virus, including Indonesia. In the middle of March 2020, Indonesian government has issued the regulation to apply a large-scale social restriction \((\text{Pembatasan Sosial Berskala Besar or PSBB})\). As a consequence, both formal and informal places have to close and people move into online activities. In the educational sector, home-based learning policy had run to all levels of education and the informal institution as well (Okmawati and Tanjak 2020). It is a program that migrates the learning process from school to home. Mobile learning does not simply happen. During home-based learning, there are several medias and methods in carrying out the learning process (Granger 2005). It resulted in a situation where teachers and students are undesirably asked to change their teaching system from the offline face-to-face session in the classroom into a digital/virtual teaching system using various online platforms or applications (Amin and Sundari 2020). Both teacher and student should quickly learn and adapt their teaching and learning management (Dashtestani 2013)(Granger 2005).

Teachers, as the spearhead of the implementation of online learning, must be able to condition all instructional components (Montrieux et al. 2015). These include
instructional methods, media that will be used in learning, use of instructional time related to the time of application use, and psychological and social factors that significantly affect teachers' motivation when teaching (Rasmitadila et al. 2020).

During home-based learning period, many teachers prefer to use their mobile phone as the medium to teach their students. They used Mobile-Assisted Language Learning (MALL) related to the use of mobile technology in the process of language learning. Mobile technology has special characteristics in terms of portability (Pratiwi, Nariyati, and Sudirman 2020)(Arashnia and Shahrokhi 2016), connectivity and social interaction (Miangah and Nezarat 2012). Because mobile devices or mobile phones are always in users’ pockets, they are more conveniently accessible (Wagner et al. 2016) (Mardiah 2020) than textbooks or computers (M. M. Elaish, L. Shuib, N. Abdul Ghani 2017). Mobile phone can perform a number of tasks so that they can used to achieve many educational objectives. On mobile phone some apps are used in activities learning, such as YouTube to watch videos, Zoom and Google Meeting to have online meeting or video conferencing and Safari to browse Internet (Khalil et al. 2020). The use of some of these apps is a for teachers and students who previously had to use your PC to perform such activities. MALL have several advantages, including the ability to multimedia, internet access, and social networking.

This study explores the perceptions of teachers, especially English teachers in maximizing the Mobile-Assisted Language Learning (MALL) during school from home in the COVID-19 Pandemic in Indonesia.
1.2. **Statement of the Problem**

Based on background above, the statement problem can be analyzed as:

1. How is the teachers’ perception of using MALL in teaching and learning activities?
2. How is the implementation of MALL by the teachers in teaching and learning activities?

1.3. **Scope of the Problems**

The writer limits the problem with discussion about how is the teachers’ perception of using MALL in teaching and learning activities and the implementation of MALL by the teachers in teaching and learning activities.

1.4. **Purpose of the Research**

This research is purposed to determine teachers’ perception in maximizing Mobile Assisted Language Learning (MALL) during school from home in the COVID-19 Pandemic in Indonesia and how was the implementation.
2.1. Definition of Teaching

Teaching is an effort to provide stimulus, direction guidance, and encouragement to students so that the learning process occurs. Teaching is basically an attempt to create a learning system that supports and allows it to continue. According to (Burbules & Hansen, 2018) define “Teaching is an invaluable, irreplaceable, human endeavor, but one that is also indeterminate.” It means that the process of teaching is very valuable with all the time and thoughts that are consumed, so that it is priceless. Teachers play a vital role in fueling the well being of society, but they also argue that the teachers world is characterized by uncertainty, ambiguity, and sometimes irreconcilable expectations. Teaching at all levels educations system is alternately surprising, frustrating, and delightful. This indeterminacy holds in even the most favorable circumstances.

According to (Ganna et al., 2018) “Teaching has basic meaning as the process to give information to students.” Thus when doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. On the other hand, Brown in (Ratnaningsih, 2016) states that “Teaching may be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand.” He also adds that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. It implies that teaching cannot be separated from learning. When teachers teach speaking to the
students, they do not only teach how to develop ideas in speaking, but they also need a serious attention of how to speak English sentences grammatically and systematically.

### 2.2. Definition of Teaching Media

According to Ruis et al (2009) there are some advantages of using media in teaching-learning process. Those are;

1. To increase the learners’ motivation.

2. To avoid the learners bored.

3. To make the learners easy to understand the instructional material.

4. To make the teaching learning process more systematic

5. To achieve the learning goals. It can say that media are arisen the learners’ interest, stormed the learners’ brain to think creatively and concretely in understanding English effectively.

It can say that media are arisen the learners’ interest, stormed the learners’ brain to think creatively and concretely in understanding English effectively. Media is very useful in learning the English language. The teacher and students are helped by using media to achieve the learning goals. So that, the teachers should apply the media in teaching - learning activities because:

1. Media can be solved the lack of the learners’ experiences. Learners have different background such as areas, family life, society, social economic, etc.

2. Media can be reached everything out of the class. There are so many things
around the learners that cannot be reached by them, such as: bacteria, virus, etc. To know and see those tiny things, we must use a microscope as a media. We use a picture to present things which cannot be brought into the classroom such as: markets, stations, harbours.

3. Media are created the possible direct interaction between the learners and their environment.

4. Media are produced some observation. The learners’ observation can be directed into the important things based on the teacher’s aims.

5. Media can be kept the basic, concrete and real concepts of the teaching.

6. The learners’ motivation is aroused by using media in learning.

7. Media are integrated the experience from the concrete things to the abstract ones
CHAPTER III
PURPOSE AND ADVANTAGE OF THE RESEARCH

3.1. Purpose of the Research

This research is purposed;

1. To investigate the teachers’ perception on using MALL while teaching and learning activities.

2. To investigate the implementation of MALL in teaching activities during school from home.

3.2. Advantages of the Research

This research is lead to give the advantage to the teachers about the usage of Mobile-Assisted Language Learning as the alternative and easiest way to teach while pandemic Covid-19. For the readers, this is useful information on how to implement MALL in teaching learning activities.
CHAPTER IV
RESEARCH METHOD

4.1. Research Location

Quantitative method was implemented in this study. This research is using a questionnaire as the instruments with a five-point Likert Scale. Questionnaire had been prepared to gain information about teachers’ perspectives of maximizing the Mobile-Assisted Language Learning (MALL) for teaching English. The questionnaire was distributed to English teachers in East Jakarta by using Google Form.

Data Collection Technique and Data Analysis
To collect data, the researcher applied questionnaire which the design of the questionnaire came from reviewing previous research and theoretical foundations on mobile-assisted language learning. Due to the limitations, including institutional closure while lockdown period, the researcher selected an online method. The distribution of questionnaires is using Google Form to representatives of research colleagues who had access to the schools in East Jakarta. In this study, researcher distributed 100 questionnaires but only 70 questionnaires were returned.

The data were collected from October 1, 2020 to October 10, 2020. The questionnaire explored teachers’ perceptions toward MALL usage to support learning activities and it contains 10 items. The 5-point Likert Scale was used for the collection of quantitative data and the category was put the items ranging from Strongly Agree (SA) = 5, Agree
(A) = 4, Neutral (N) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The data analysis from questionnaire is classified by the form of a rating scale. It was calculated to find out standard deviation and mean. Then, it is measured based on criteria by Best (Best J. W. 1981) as follows:

| No. | Teachers Level | Mean       |
|-----|----------------|------------|
| 1   | Lowest         | 1.00 < x < 1.50 |
| 2   | Low            | 1.51 < x < 2.50 |
| 3   | Moderate       | 2.51 < x < 3.50 |
| 4   | High           | 3.51 < x < 4.50 |
| 5   | Highest        | 4.51 < x < 5.50 |

Table 2. Teachers Rating Scale

However, the bulk of the statistical analysis was performed using IBM SPSS Statistics. Then, to answer research questions, the data gathered will be analyzed qualitatively. Data from questionnaire also will be described, categorized and interpreted. The statistic used for analyzing the data was mean and standard deviation which analyzed using a computer program.
CHAPTER V
RESULT AND DISCUSSION

5.1. Result and Discussion of the Research

From data about the demographic of the respondents, it is clear that there were 41.43 % male and 58.57 % female participants. It also indicates that the dominance age of the participants was between 41 and 55 years (55.71%). The presence of various participants gives positive impression because they have diverse gender and age.

Validity and Reliability of the Questionnaire using the Cronbach’s Alpha (α =5%)

In order to check the validity and reliability of the data, the validity and reliability test was done using Cronbach’s Alpha. The criteria of validity and reliability used the following formula:

\[
\begin{align*}
    r_{test} &< r_{tab} \quad \text{accept } Ho \\
    r_{test} &> r_{tab} \quad \text{reject } Ho
\end{align*}
\]

The statistical hypothesis formula for validity test:
\( Ho : p < 0 ; \text{there is negative relation between each items score to the total perception variabel} \)
\( Hi : p > 0 ; \text{there is positive relation between each items score to the total perception variabel} \)

The statistical hypothesis formula for reliability test:
\( H0 : p < 0 ; \text{there is negative relation with the variation in perception variable} \)
\( Hi : p > 0 ; \text{there is positive relation with the variation in perception variable} \)

Below are the tables that show the validity and reliability in teachers’ perception:
From the table 3 above, it showed that the validity of teachers’ perception instruments with \( r_{test} = 0.729 > r_{table} = 0.235 \) which meant reject H0 or in other words, there is positive relation between each item score to the total perception variable. From all the questionnaire items tested, all items had \( r_{test} > r_{table} \), which meant that all were valid for the perception variable. So, it continues to reliability test. As shown in table 3 above, it also proved that \( r_{test}=0.644 > r_{table} = 0.235 \), it means the items studied are reliable.

### The Results of Teachers’ Perception in the Use of MALL

The present research disclosed some interesting findings, classified the research results and identified problems with the existing research. As Table 4 illustrates below, the results of the questionnaire study concerning the students’ perception in the use of MALL.

|               | Cronbach's Alpha | Spearman & Brown |
|---------------|------------------|------------------|
| Validity      | 0.729            | 0.235            |
| Reliability   | 0.644            |                  |

Table 3. Validity and Reliability of Teachers’ Perception
Table 4. Teachers’ Perception toward the Use of MALL

| Rank | Item No. | Items                                                                                           | X   | S.D   | Level |
|------|----------|-------------------------------------------------------------------------------------------------|-----|-------|-------|
| 1    | 4        | Mobile learning provide opportunities teacher to teach without place and time constraint.       | 4.49| 0.53  | High  |
|      |          | A number of applications and software in mobile devices is beneficial for learning activities.   |     |       |       |
| 2    | 5        | The easiness of reaching students in online learning is the advantages of mobile learning.      | 4.43| 0.73  | High  |
| 3    | 7        | Interactive English language learning activities is supported by using mobile devices.          | 4.43| 0.62  | High  |
| 4    | 10       | The important factor of mobile learning using mobile devices is portability.                    | 4.41| 0.57  | High  |
|      |          | Teacher can directly share material and the feedback of students’ progress.                     | 4.30| 0.76  | High  |
| 5    | 2        | Teacher can directly share material and the feedback of students’ progress.                     | 4.24| 0.52  | High  |
| 6    | 1        | Mobile learning help the teacher to reach authentic English language learning material.         | 4.23| 0.87  | High  |
| 7    | 8        | Mobile learning uses mobile devices can connect to the internet at anywhere and anytime.       | 4.16| 0.55  | High  |
| 8    | 6        | Mobile learning can facilitate English Language Learning activities.                             | 4.03| 0.77  | High  |
| 9    | 3        | The benefit of mobile learning is time-efficient.                                              |     |       |       |
| 10   | 9        |                                                                                                 |     |       |       |
|      |          | Average                                                                                         | 4.31| 0.65  | High  |

**Result of the Questionnaire Study.**

Based on the results on the table 4 above, it presented that the average mean of teachers’ perception toward the use of MALL was high (x = 4.31). It shows that teachers have high positive perceptions toward the implementation of MALL. It can be seen from the mean score on the data above. The highest level was given to the item No. 4 “Mobile learning provide opportunities teacher to teach without place and time constraint.” (x = 4.49). It means that teachers had positive perception on using MALL.
in home-based learning activities. By using mobile phone, teachers can do teaching process every time and everywhere (Shdefat 2020). Followed by 3 (three) items in high rank (x = 4.43), item No. 5 “A number of applications and software in mobile devices is beneficial for learning activities”. This item indicates that the mobile features also put the important part in learning process. The application and software that support teaching learning process is one of the advantages of using MALL. Item No. 7 “The easiness of reaching students in online learning is the advantages of mobile learning”. Item No. 7 indicates that MALL provide the one-on-one communication or direct interaction between teacher and students. Then item No. 10 “Interactive English language learning activities is supported by using mobile devices.”. It means that MALL also support teacher to teach English interactively. Teacher can do video conferencing to interact with the students by activating cameras and applications which support them (Baran 2014). From those highest rank, it can be proved that teachers have positive perception on using MALL during home-based learning. MALL help teachers to teach in online/virtual way and support them in improving quality of teaching (Iqbal and Bhatti 2020). As in this research, teachers expect that the use of MALL can facilitate learning process, engage and motivate learning experience to the students (Mardiah 2020). However, the lowest rank is the item No. 9 “The benefit of mobile learning is time-efficient.” (x = 4.03). This shows that the use of MALL in the learning process is still experiencing problems in terms of time management. For example, the teacher should set a time to download student exercises and check them out. It takes time especially if the practice is in the form of an essay. Teacher also should be viewing and responding to a video of the learners better for interactions that are more
spontaneous, informal, and instantaneous (Altavilla 2020). However, it cannot be denied that nowadays in the digital era, the use of mobile phones will be the choice both of teachers and students in learning activities, especially learning English. The quick transition to online learning or e-learning went successful and gained experience can be used in the future. The lesson learned from the COVID - 19 will force a generation of new laws, regulations, platforms and solutions for future cases (Naciri et al. 2020).
CHAPTER VI

CONCLUSION AND SUGGESTION

6.1. Conclusion

COVID-19 Pandemic has impacted the educational systems of all countries across the globe significantly. Home-based learning is the solution to continue learning process. It is especially important for teachers to find ways to promote these kinds of interactions in form of virtual learning. This study aims at exploring teachers’ perception and experience on maximizing Mobile-Assisted Language Learning (MALL) during Covid-19 pandemic. Based on the results of questionnaires study above (see Table 4), it revealed that teachers’ have high perception toward the use of MALL in home-based learning activities during Covid-19 pandemic. It proved by the average means score (x = 4.31) for teachers’ perception. In short, online teaching is no more an option, it is necessity. Using MALL can help in providing inclusive education even at the time of crisis. Teachers can practice technology and can design various flexible programs for students’ better understanding. Users of any age can access the online tools and reap the benefits of time and location flexibility associated with online learning. It is not as easy as it seems, a considerable amount of investment is needed for getting the devices and equipment, maintaining the equipment, training the human resources, and developing the online content. Therefore, an effective and efficient educational system needs to be developed to impart education via online mode (Dhawan 2020)
6.2. Suggestion

This research has been tried and done according to scientific procedures, however, still have limitations for instance the number of questionnaires distributed and received was not appropriate and the answers provided by the participants are not reflected the real situation. Certainly, future work in MALL holds many possibilities that go well beyond the projects described above such as the usage of varied research methodologies with diverse and larger samples, and investigation additional strategies for mobile learning integration and any other works related to the development of MALL.
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APPENDICES

Apexid 1. Research Budget Justification

| NO | KEBUTUHAN                      | JUMLAH BIAYA | SUB TOTAL |
|----|-------------------------------|--------------|-----------|
| 1  | Peralatan Penunjang           |              |           |
|    | a. Buku                       | Rp. 500.000  |           |
|    | b. Modem                      | Rp. 500.000  |           |
|    | c. Harddisk eksternal         | Rp. 400.000  |           |
|    | Sub Total                     |              | Rp. 1.400.000 |
| 2  | Bahan Habis Pakai             |              |           |
|    | a. Pulsa telepon              | Rp. 200.000  |           |
|    | b. Voucher internet           | Rp. 200.000  |           |
|    | c. Alat tulis                 | Rp. 100.000  |           |
|    | d. Kertas A4                  | Rp. 150.000  |           |
|    | e. Tinta Printer              | Rp. 450.000  |           |
|    | f. Biaya Fotocopy             | Rp. 50.000   |           |
|    | Sub Total                     |              | Rp. 1.150.000 |
| 3  | Perjalanan                    |              |           |
|    | a. Transportasi perjalanan    | Rp.1.000.000  |           |
|    | Sub Total                     |              | Rp.1.000.000 |
| 4  | Biaya Lain-lain               |              |           |
|    | a. Souvenir untuk Responden   | Rp. 500.000  |           |
|    | Sub Total                     |              | Rp. 500.000  |
|    | Total                         |              | Rp. 4.150.000 |
Appendix 2 Biography

1. Personal Identity
   a. Nama Lengkap dan Gelar : Cicih Nuraeni, M.Pd
   b. NIDN                : 0424028701
   c. Jabatan Fungsional   : Lektor
   d. Program Studi        : Bahasa Inggris
   e. Perguruan Tinggi     : Universitas Bina Sarana Informatika
   f. Jangka Waktu Penelitian : 4 Bulan

2. Riwayat Pendidikan

|                | S-1                          | S-2                          |
|----------------|------------------------------|------------------------------|
| Nama Perguruan Tinggi | Universitas Indraprasta PGRI | Universitas Indraprasta PGRI |
| Tahun Lulus     | 2012                         | 2014                         |

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidak sesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Penelitian Mandiri.

Jakarta, 10 Agustus 2021
Pengusul

(Cicih Nuraeni, M.Pd)
NIP 201103219