

Pre-Service English Teachers' Perceptions on the Integration of Mobile Assisted Language Learning (MALL) during Virtual Teaching Internship

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ABSTRACT

This research was intended to investigate pre service English teacher perception on Mobile Assisted Language Learning (MALL) during virtual teaching internship. The problem comes from the change of learning system from offline to online due to pandemic covid 19. Automatically, it influences on the implementation teaching internship. As a result, Preservice teachers who are carrying out the task must adjust the situation. This research is classified into qualitative research. The participant of this research was five English pre-service teachers who took teaching internship in several schools. The data was obtained by distributing questionnaires, conducting interview and analyzing reflective journal. The result shows that EFL pre-service teachers had positive perceptions toward the use of MALL in teaching English. Pre-service English teachers understand and aware toward MALL during virtual teaching internship. While the obstacles faced by Pre-service teacher came from the unstable connection internet access, operating new features and controlling the students. In conclusion, English pre service teachers have positive perception dealing with the application of MALL in virtual teaching internship.

Keywords: Perception, EFL Pre-Service teacher, virtual teaching internship, MALL

INTRODUCTION

Pandemic Covid 19 bring influential effect on many sides. One of them is education side. Due to covid 19 outbreak, teaching and learning significantly change from face-to-face learning into online learning. As the instruction from The Indonesian Minister of Education and Culture, Nadiem Makariem, all of intuitions and schools stop conducting offline teaching and learning activities and He strongly urged that all of teaching and learning activities were turned into online learning. (Agung & Surtikanti, 2020). Automatically, The instruction affect significantly on teaching and learning activities. It was challenging both for students and teaching to conduct online learning.

Dealing with online teaching and learning, technology plays important role as the substitution of face-to-face learning. Some online platforms are used in learning process as media to communicate both students and teachers such as Zoom, Google Meet, Google Classroom, Microsoft Teams and other platforms. Theoretically, online learning can be defined as learning process which utilize internet in accessing material, having communication and interaction with content, teachers and other students, gaining knowledge and information and learning experience. (Atmojo & Nugroho, 2020). It can be understood that online learning deals with the optimalization of using internet connection to access material, information and interaction with teachers and other students virtually. It also gives students' learning experience to gain more knowledge and challenges in global era. Technology is truly helpful

during pandemic to keep online teaching and learning going. In other word, online learning and technology are closely related each other.

Recently, the use of mobile phone increases highly. Most of students have their own smartphone and they are considered as digital native because they are surrounded with technology and the advance of technology and communication (Widiana et al., 2018). Related to online learning, most of students use their own smartphone to access digital platform in online learning. The use of mobile devices in teaching learning process is called as mobile assisted language learning (MALL). Mobile Assisted Language Learning (MALL) refers to language learning strategy that applies and uses mobile phone applications such as Facebook, Instagram, YouTube and others that support learners to learn their target language (Pratiwi et al., 2020). In short, Mobile Assisted Learning deals with devices such as smartphone, and other that can be used to access application to learn language. It also deals with media that can support teaching and learning process virtually. In practice, the use of Mobile Assisted Language Learning (MALL) really helps students in learning and assessing their assignment. Take an example of writing activity, the pre-service English teachers asked the students to post a picture on Instagram and then write appropriate caption and they need to tag their teacher. Another example is students are asked to create mini vlog as speaking activity to practice their English. There are a lot of activities that can be done by students and pre- service English teachers in applying Mobile Assisted Language Learning (MALL). It can be understood that students and pre service English teacher can access, teach and learn anywhere and in distance learning. The students can use some online resources such as YouTube and some relevant videos to learn English. Due to study from home activity, students can easily learn anytime and anywhere by using their mobile phone as long as they are connected with internet.

During teaching internship in pandemic era, Pre service English teachers should adjust the situation by applying teaching strategies virtually. Automatically, they have to have appropriate knowledge and ability in using and accessing technology. This impact also was experienced by Pre service English teachers of Universitas Nahdlatul Ulama Sunan Giri. They had to teach the students virtually. It was so challenging and it gave valuable experiences for them. In practice, there are some problems found such as how to collaborate and interact with learning during online learning, appropriate media and teaching material for language learning, internet access and devices and other technical problems. Those problems were contrast with the previous teaching internship which pre service teachers had offline learning class and face to face learning activities. These phenomena lead more investigation and analysis. Therefore, the question leading the present research are: (1) what are the pre service English teachers' perception on the integration of MALL during online teaching internship? (2). What are the pre service English teachers' obstacles of using MALL during virtual teaching internship?

METHOD

This research applied qualitative research. Qualitative research collects the information that comes from the viewpoint of the subject of a study that will be analyzed to take the conclusion. This research took place in Universitas Nahdlatul Ulama Sunan Giri Bojonegoro which located in St. Jendral Ahmad Yani No.10, Jambean, Sukorejo, Bojonegoro. There were five pre service English teachers as the participants of this research. The reason to take them as participants of this research because they were involved in direct phenomenon. So, they were able to share their experience and information. To obtain the data, this research employed three instruments namely questionnaire, interview guideline and reflective journal. The questionnaire was used

to get pre-service English teachers' perception. While the interview guideline was employed to obtain information from the participants. Then reflective journal was applied to get deep information and their feeling and emotion dealing with online teaching internship and their experiences using MALL. The questionnaire was adapted from Hussin, et al., (2012) and Azli, Shah, and Mohamad (2018). The questionnaire was classified into three dimensions such as; concept of MALL, the benefits of MALL, and the implementation of MALL. It comprised of 22 closed questions that centered on preservice English teachers' acknowledgments of MALL and the obstacles when using it. The option to choose by Likert Scales (Strongly Disagree, Disagree, neither agree / nor disagree, Agree, strongly agree). The technique of analyzing the data of the research is refer to the theory of Miles and Huberman such as; data reduction, data display, and conclusion.

FINDINGS AND DISCUSSION

Regarding to the data analysis, there are some findings. The first finding deals with how **pre-service English teachers' perception on the integration of MALL during virtual teaching internship**. the data was obtained from the questionnaire. The result can be described as follow:

In the term the concept of MALL, there are sub indicators. The first, it shows that 20% participants said strongly agree, 40% participants said agree and 40% participants said neutral. It can be stated that the participants understand the concept of MALL. The next is dealing with technical skills in using MALL. The result shows that 60% participants said agree and 40% participants said neutral. It can be claimed that they have technical understanding of using MALL. The next sub indicator is curiosity of learning more about MALL. The data shows that the 80 % participants said strongly agree and 20% participants said agree. It means that they have strong desire and curiosity to learn more about MALL. While, the next sub indicator is **need of learning MALL in virtual teaching**. The result shows that 80% participants said strongly agree and 20% participants said agree. It can be understood that the participants really need to learn and apply MALL in their virtual teaching. The next sub indicator is paying extra money for mobile learning. The result shows that 40% participants said agree and 60% participants said neutral. It can be pointed that they do not mind spending their extra money to learn mobile learning. It means the **pre service English teachers understand about the concept of MALL** and they have already known about MALL because they have had personal experience in **using and applying MALL in virtual learning**. As a result, they have already known about **the use of mobile language learning**. It seems that they have positive perception on the concept of MALL in virtual teaching. In addition, based on the interview, pre service English teachers said they have been familiar and they have had skill to operate it as they have already known and learned some applications in virtual learning. It also was supported by the university which have given access to communicate virtually during pandemic covid 19. This found was in line with reflective journal. It was found that they can find and create video or other media in MALL. In other word, pre service English teachers have positive perception dealing with the concept of MALL. They mostly understand how to employ and practice it during virtual teaching internship.

The second aspect that was investigated on the questionnaire is the benefit of MALL. This aspect has some sub indicators. The first sub indicator is time saving of MALL. The data shows that 100% participants said agree. It can be understood that using MALL can save more time in teaching. They can maximally use and activate some effective and useable features in MALL. The next sub indicator is MALL as an alternative web learning. The result shows that 40% participants said strongly agree while 60% participants said agree. It can be known that MALL is such an alternative way to learn based on website. It seems that MALL allows students to learn digitally and they are able to explore more than using conventional way. The next sub indicator is unknowing the 3G facility in phone. The respond shows that 40% participants said neutral, 40% said disagree and 20% said strongly disagree. It can be implied that almost pre service teachers understand and know some 3G features and facilities in their smartphone. As a result, they are able to effectively use it in teaching activity. The next sub indicator is easiness of accessing MALL. The result shows that 80% participants said agree and only 20% participants said neutral. It can be understood that re service teachers are able to access MALL easily and they can use it as well as possible in virtual teaching and learning activity. The next sub indicator is accessible material. The data shows that 100% participants said agree. It implies that the material can be easily accessed in MALL. It means that by using MALL both students and pre service teacher are allowed to access teaching material wherever and whenever through their mobile phone. The last sub indicator is MALL allows the learners to be autonomous. The data shows that 20% participants said strongly agree, 60% participants said agree and only 20% participants said neutral. It can be understood that pre service teachers understand and agree that by using MALL, the material will lead the students to be autonomous learners because they can easily access teaching material anytime and they can independently access and learn it.

Based on the data description above, it can be analyzed that pre service English teachers feel and get the benefit of using MALL in their virtual teaching. They can access and upload material easily and they also can lead their students using current features and technology in virtual teaching. MALL can save the time effectively in teaching and learning. In short, MALL offers numerous advantages for pre service teachers and students to keep in touch and learning during pandemic covid 19. Virtual teaching is an alternative way to keep teaching and learning activities going. In other word, pre service teachers have positive perception and experience in accessing and using MALL integrated in virtual teaching and learning.

The next indicator is about the implementation of MALL in virtual teaching. The data shows that there are some sub indicators. The first sub indicator is the participants are able to use and apply some applications to teach their students. It shows that 20% participants said strongly agree and 80% said agree. It can be inferred that most of EFL pre service teachers use some relevant applications for teaching and learning and it commonly is integrated with mobile learning and devices. The next sub indicator is selecting and using approach to guide students in virtual learning. The data shows that 100% participants said agree. It can be understood that EFL pre service teachers understand effective approaches in teaching and learning. The next sub indicator is teacher's ways in managing students. The data shows that 100% participants said agree.

It means that EFL pre service teachers are able to manage students during virtual teaching and learning. The next sub indicator is combining technology and material in teaching process. The data shows that 20% participants said strongly agree and 80% participants said agree. It can be understood that almost EFL pre service teachers commonly integrated their material and technology. It is also supported by the data from the interview. It shows that pre service teachers integrated their teaching material and technology. They commonly use quizzed and YouTube video to share their teaching materials. The next sub indicator is some obstacles in using MALL. The result shows that 20% participants strongly agree and 80% participants said agree. It shows that pre service teachers use obstacles in accessing and using MALL. The next sub indicator is evaluation. The data shows that 20% participants said strongly agree and 80% participants said agree. It means that EFL pre service teachers are able to evaluate their students during virtual teaching and learning by applying some applications in MALL. The last sub indicator is understanding students' mastery in learning. The data shows that 60% participants said agree, 20% participants said neutral and 20% participants said strongly disagree. It can be analyzed that dealing with students' understanding in virtual teaching and learning EFL pre service teachers understand whether their students understand the material or not the material and some pre service teachers are confused about students' understanding material in teaching and learning. In short, EFL pre service teachers sometimes get difficult to access and understand whether the students understand the whole material or not during virtual teaching and learning.

From the data description above, it can be analyzed that pre-service English teachers' perceptions can be investigated and analyzed from several aspects such as the concept of MALL, the benefit of MALL and the implication of MALL in teaching and learning. The result shows that most of EFL pre service teachers have positive perception dealing with the use of MALL and integration with virtual teaching and learning during pandemic covid 19. The use of MALL in virtual teaching and learning has numerous advantages. It also related with the implication of MALL during virtual internship. EFL pre service teachers commonly implement technology and teaching material in virtual internship. In short, EFL pre service teachers have positive perception on implanting MALL in virtual internship during pandemic covid 19. In other word, pre-service English teachers ideally should know and understand how to use technology and integrate it with teaching and learning activities. Nowadays pre service English teachers should be able to justify method of teaching and technology. It is in line with previous research that conducted by Syafriadin et al. The research shows that pre service English teachers employed some various application during teaching and learning activities such as Kahoot, Edlink and other apps to activate students' English skills. They found problems during employing those apps such as internet connection, cost, learning style and disciplines (Syafriadin et al, 2021). In other word, pre service English teachers truly have to aware of technology and its development.

Regarding to obstacles pre service teachers found in virtual teaching internship, the data shows that there are some points namely lack of internet access, difficult to operate new feature of application and classroom management. Those obstacles were got from interview. Dealing with internet connection, all pre service English teachers have common answer "*internet access was the obstacles that I find during virtual teaching internship and also the new features in the*

application (Participant 1). Unstable internet connection cause students lost their focus and mood to take part in learning process. As a result, the pre service English teacher cannot control and lost connection.

Another obstacle is difficult to operate new feature. Dealing with technology and new feature, commonly some pre service English teachers faced problem and they need to learn and prepare it before employing it on virtual teaching. “ *internet access and new application was the obstacles, because the geographical location of students’ houses is different and for the new application we must learn it first and the we can directly use it in teaching process* (participant 3). From the data, it shows that pre service English teachers got problem when they have to meet new features on the app. So they have to learn it before practice it on virtual teaching.

Dealing with classroom management during virtual teaching internship, pre service English teachers also found that manage and control students in virtual teaching were not easy. “*Based on my experience, controlling the students was my challenge, some were fill the attendance list but they didn’t join the learning. Made the interest in teaching which the teachers had to creative make a fun learning* (Participant 5). It can be understood that pre service English teachers found that controlling and managing students during virtual learning truly need extra effort. It was a challenge for pre service English teachers during virtual teaching internship.

DISCUSSION

Dealing with the research, the result shows that EFL pre service teachers have positive perception on implementation of MALL in virtual internship. Dealing with MALL, some researchers have conducted and investigated about MALL and its implementation in teaching and learning. A. Habibie conducted research about MALL in University Students context. the result shows that how smartphones are tools that enable better language competency in students and of course with proper and wise supervision use. (Habibie, 2021). It is in line with this research; it can be implied that MALL with smartphone integration can be very helpful in guiding and mediating language learning. Especially by maximizing the use of smartphone as their media to learn English wherever and whenever they are. They can easily access materials and then they can effectively learn and practice English. In short, MALL have positive respond in university students as media to learn English.

Related to perception, another study also had been conducted by Fuad Saifuddin about students’ perception on *E-Learning*. The result shows that students have positive perception on e-learning. In addition, students’ perception can be seen from several points. The participants express that e-learning is beneficial and it can be used to improve students’ motivation. It can be stated that e-learning have positive perception and it leads to positive respond on implementing blended learning. In short, this research has similar result that positive perception on the use of MALL in teaching and learning process. But the difference is the participants. (Saifuddin, 2018). In other word, MALL is truly beneficial for teaching and learning. During pandemic covid 29, EFL pre service teachers maximally used MALL as their tool to keep virtual teaching and learning alive.

Dealing with perception and MALL, Widiana et al also conducted research about 10th grade students’ perception on MALL in learning English in Buleleng. The result reveals that students

have positive perception on using MALL especially smartphone. MALL should be integrated in English teaching and learning. (Widiana et al., 2018). It seems that the previous research has the same result that students have positive perception on integration with other gadget and so on. It can be concluded that positive perception in using and applying in technology.

Based on the explanation above, it can be concluded that EFL preservice teachers have positive feedback and respond on the use of MALL (Mobile Assisted Language Learning) in virtual internship because some aspects namely the implementation of MALL, the benefit of MALL and the concept of MALL. MALL provides practicality in accessing and learning language everywhere and every time. MALL also can be integrated with some devices such as laptop, smartphone and PC. As a result, MALL provides beneficial aspects both for students and EFL pre service teachers in virtual internship. Technology is extremely useful in assessing students and doing the exercise everywhere. The uniqueness from this study was in the result that examine preservice English language teachers had good perception on the integration of Mobile Assisted Language Learning (MALL) during virtual teaching internship. In here they also found some obstacles like were lacking of internet connection, difficult operating new features, difficult in controlling the student (lack of students' interest, and lack of motivation).

CONCLUSION

It can be concluded that pre-service teachers of English Language Education in UNUGIRI BOJONEGORO are familiar with Mobile Assisted Language Learning. It is proved by the qualification from each dimension of the questionnaires which show that pre-service teachers' perceptions were very high. The study also reveals that preservice English teachers found were lacking of internet connection, difficult operating new features, and difficult in controlling the student (lack of students' interest, and lack of motivation). It is suggested for other pre-service teachers to prepare themselves to teach in digital era. They are also suggested to improve their knowledge and skill in operating mobile technology. Further research is also suggested to conduct and develop this study by expanding the research problems and the participants for those who are interested to conduct study about Mobile Assisted Language Learning.

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