

The Use of Mobile Assisted Language Learning (MALL) In English Teaching for Hospitality Vocational Students

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ARTICLE INFO	ABSTRACT
Article history	The purpose of this study is to analyze the perception of vocational students about the perception of use (PU) of Mobile Assisted Language Learning (MALL), the second goal is to analyze the perception of ease of use (PEoU) regarding Mobile Assisted Language Learning (MALL). This study uses a quantitative approach. The purpose of this study was to determine the perception of the use of Mobile Assisted Language Learning (MALL) in learning English for vocational students at the Mataram Tourism College. 100 respondents were involved in this study. Respondents answered statements about perceived usefulness and ease of use of MALL. Responses to the questionnaire were measured on a 5-point Likert scale, from 5 ("strongly agree") to 1 ("strongly disagree"). The results of this study indicate that respondents as learners of English as a second language show a positive attitude in terms of usability and ease of use in MALL. In addition, the role of MALL is believed to be able to improve the results and teaching and learning process of foreign language learning.
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1. Introduction

Rapid developments in information and communication technology and the use of technology in teaching and learning in particular have an impact on educators. This is because the number of educational institutions or universities that use information technology and technology is starting to increase. Learning using mobile technology (smartphones), namely all forms of learning that occur when students are not in a fixed, predetermined location, or learning that occurs when students take advantage of learning opportunities offered by mobile technology (Shield & Kukulska, 2008). , is recognized as a type of technology-based interactive learning in which students are actively involved in interesting and useful learning activities by interacting and collaborating through devices such as smartphones.

One of the main reasons behind the increase in *Mobile Assisted Language Learning* (MALL) applications, i.e., assisted or enhanced language learning approaches through the use of smartphone devices (Shield & Kukulsca, 2008) is that smartphones are recognized as useful mini computers that learners store and carry, and is a portable technology device that is used almost all the time (Prensky, 2005). In addition, the existence of fourth generation (4G) and fifth (5G) cellular services supports the use of technology as an effective and widely used learning tool and makes mobile learning a new medium for learning (Hsu et al., 2006).

The problem faced by vocational students at STP Mataram is that students are expected to have adequate English skills. However, preliminary research involving learners revealed that most of the students still faced basic problems in using English. One effort to manage this problem is to use technology or tools that have been shown to be effective elsewhere in improving language learning (Librero et al., 2007), especially if these tools can provide learners with greater opportunities to learn English off campus.

Many studies have been conducted where most of the findings highlight the positive results of smartphones or mobile devices for language learning environments (Stockwell, 2008; Steel, 2012). However, research on the use of *Mobile Assisted Language Learning* (MALL) for students in vocational colleges is still little done. Therefore, this study aims to determine the perception of the use of *Mobile Assisted Language Learning* (MALL) in learning English to vocational students in the hospitality program at the Mataram Tourism College.

The Technology Acceptance Model (TAM)

This model was introduced by Davis (1989) which was derived from Theory of Reasoned Action (TRA) (Fishbein & Ajzen, 1975). According to Davis, TAM offers a strong explanation for user acceptance and behavior of using information technology. TAM is designed to assist in the prediction of technology acceptance based on constructs of perceived usefulness, perceived ease of use, attitudes, and behavioral intentions. The Technology Acceptance Model (TAM) originated from Theory of Reasoned Action (TRA) (Davis 1989), which is based on individual beliefs, attitudes, intentions, and behaviors. (Sandberg & Wahlberg. 2007). A person's performance on a particular task is determined by the behavior intention (BI) to perform the behavior, and BI is jointly determined by the person's attitude (Affective) (Moss et al., 2010). Johnson (2005) describes the relationship between these constructs and user attitudes as follows: external variables such as age, gender, education, experience using technology, etc. can influence a person's perceived ease of use (PEoU) and perceived usefulness (PU); and the person's PEoU and PU predict his attitude towards technology

use; attitude predicts behavior intention to use technology; and finally, behavior intention predicts the actual use of the technology.

TAM has been adopted and researched by many researchers in various applications including web-based information (van der Heijden, 2003), internet banking (Wang et al., 2003) and electronic commerce (Henderson and Divett, 2003). Previous research has shown that the integration of TAM in technology-based research is widely accepted as an effective and useful model. In the field of education, Teo et al. (2008) show that the application of TAM is still limited. Lu et al. (2003) investigated the application of e-learning, the web, and other Computer Assisted Language Learning (CALL) programs in ESL learning and teaching with the aim of better understanding teachers and learners, acceptance of and attitudes toward specific CALL applications. However, M-learning technology is considered a new research area, and needs to be tested using the TAM model.

TAM consists of six constructs, namely the external variable, PU. PEoU, Attitude, BI and actual usage of the system. PU, refers to a person's perception that adopting a new technology will result in an increase in his or her performance (Davis, 1993), whereas PEoU refers to how students perceive M-learning as easy and free from difficulties. students in using M-learning to improve their English learning.

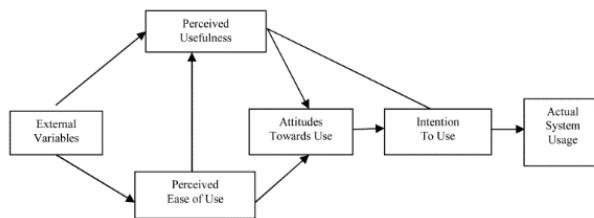


Figure 1. The Technology Acceptance Model (Davis, 1989)

Based on the TAM model, a person's behavior in adopting a system is determined by two beliefs, namely perceived usefulness and perceived ease of use. Davis (1989: p. 320), further defines perceived usefulness as "the degree to which an individual believes that using a particular system will increase his productivity" while ease of use is defined as "the degree to which an individual believes that using a particular system will be free of effort". has a direct effect on perceived usefulness and use of technology (Davis, 1989; Adams et al., 1992). Perceived ease of use can help improve one's performance. In this study, perceived usefulness and perceived ease of use were used to analyze students' perceptions of the use of MALL in English learning.

Mobile Assisted Language Learning (MALL)

Nail Iska-Hulme & Shield (2007) conducted a research on MALL by focusing on speaking and listening skills. Their research on types of mobile devices namely mobile phones, tablet

PCs, and MP3 players. It was found that MALL differs from computer-assisted language learning in terms of the use of personal, portable devices that enable new ways of learning, easy access and interaction across multiple contexts of use. MALL is more focused on learner-centered learning than traditional learning processes.

Levy & Kennedy (2005) in Dias (2002) conducted a survey to investigate whether students practice English using their cell phones, if they are trained to do so. The survey findings found that 57.9% of female students responded positively and 47.4% of male students responded in a favorable manner. Thus it is generally evident that mobile-assisted language learning has gained wide acceptance as research has resulted in positive attitudes between students and teachers.

On the other hand, although mobile devices have been shown to be successful for educational purposes, their application requires researchers to investigate student attitudes, whether they “can, will, and want to use them for education” (Pollara, 2011: p 28). Pollara (2011) suggests that there are differences of opinion about mobile devices. In addition, Lawrence (2015) conducted a study to examine student acceptance of smartphone use to enhance EFL learning at Korean universities in various ways and contexts, exploring predictors of student attitudes towards mobile devices. The results showed that half of the participants displayed a positive attitude towards integration, while the others were ambivalent, with only a minority actively opposing integration.

2. Research Method

This study used a quantitative approach. The purpose of this study was to determine the perception of the use of Mobile Assisted Language Learning (MALL) in learning English for vocational students in the hospitality diploma program. 100 students of the Mataram Tourism College were involved. The main criterion for sampling was that participants should have almost the same level of English proficiency. Thus, the selection is based on their final English test scores.

Participants' attitudes towards the use of Mobile Assisted Language Learning in learning English were explored through a questionnaire adapted from Clark et al. (2007), who used it to investigate the level of acceptance and attitudes of learners towards Mobile Assisted Language Learning. Validity test ensures the validity of each measurement. Respondents answered questions about the perceived usefulness and convenience of MALL. Responses

were measured on a 5-point Likert scale, from 5 (“strongly agree”) to 1 (“strongly disagree”). Data were analyzed using SPSS version 25.

3. Research Findings and Discussion

Research Findings

Respondents in this study were 100 students of the Diploma Three Program in Hospitality Department and Diploma 3 in Travel Business at the Mataram Tourism College. From all respondents, it can be explained that 68 respondents are female students and 32 are male students. Most of the respondents' ages ranged from 20 to 25 years. The following table 1 displays the demographic information of the participants.

Table 1 Demographics of Respondents

No	Variables		Total	Percentage
1	Gender	Male	32	32%
		Female	68	68%
2	Age	20	24	24%
		21	32	32%
		22	16	16%
		23	14	14%
		24	12	12%
		25	2	2%
3	Study Program	Diploma 3 Hospitality	75	75%
		Diploma 3 UPW	25	25%

In this study, respondents' perceptions of the perceived usefulness (PU) of *Mobile Assisted Language Learning* (MALL) for the 10 statement items were analyzed. Respondents' perceptions of perceived benefits were obtained using a five-point Likert scale with 1 “strongly disagree”, 2 “disagree”, 3 “neutral”, 4 “agree”, 5 “strongly agree”.

Table 2 shows the frequency distribution of items that are perceived to be useful or useful (PU). First for statement 1, the majority of respondents 61% agree that the use of MALL improves task quality and 32% of respondents show a neutral attitude. However, only 7% disagreed that using MALL improved the quality of their assignments. In addition, most of the respondents 64% answered to statement 2 that they agreed that using MALL provided greater control over the task and 5% of respondents stated strongly agree that using MALL provided greater control over the task and 31% showed a neutral attitude.

On the other hand, other responses to statement 3 indicate that (69%) agree that MALL allows them to complete tasks quickly and 5% strongly agree. In addition, for

statement 4, the majority of respondents amounting to 68% of respondents agree that MALL supports important aspects of the task.

In addition, for statement 5 the majority of respondents 87% agree that using MALL increases their productivity and for Statement 6 the majority of respondents 82% of them have the same view that using MALL improves performance in completing their tasks.

In addition to statement 7, the majority of respondents 69% agree that MALL allows them to complete more tasks and 20% strongly agree. Statement 8 the majority of respondents 50% agree and 42% strongly agree that MALL increases their effectiveness in completing tasks. Furthermore, for statement 9 49% agree and 42% strongly agree that the use of MALL in language learning makes it easier for them to complete their tasks. For statement 10 the majority of respondents 46% strongly agree that MALL is useful in completing tasks and 30% strongly agree.

Table 2 Distribution of Perceived Usefulness Frequency

No	Statement	1	2	3	4	5	Total
1	Using MALL improves the quality of my assignments	0%	7 %	32 %	61 %	0%	100%
2	Using MALL gives me more control	0%	0%	31 %	64 %	5 %	100%
3	MALL allows me to complete tasks faster	0%	0%	26 %	69 %	5 %	100%
4	MALL supports important aspects of my tasks	0%	0%	30 %	68 %	2 %	100%
5	Using MALL improves my productivity	0%	0%	7 %	87 %	6 %	100%
6	Using MALL improves my task performance	0%	0%	4 %	82 %	14 %	100%
7	Using MALL allows me to complete more tasks	0%	0%	11 %	69 %	20 %	100%
8	Using MALL increased my effectiveness	0%	0%	14 %	50 %	42 %	100%
9	Using MALL made my tasks easier	0%	0%	9 %	49 %	42 %	100%
10	Overall, I found MALL useful in my assignment	0%	0%	24 %	46 %	30 %	100%

The average score for each aspect of perceived usefulness (PU) is shown in table 3 below i. Table 3 shows that the respondents consider the use of smart phones or smartphones useful for learning English, especially when they are doing their assignments or assignments. The

highest average value with a score of 4.35 where respondents consider MALL to be very useful and make it easier for them to do their work. Furthermore, the second highest score was those who stated that Using MALL increased their task effectiveness with a score of 4.31. In addition, respondents strongly agree with other statements with an average score of 4.10 and 4.09. They believe that using MALL Using MALL improves my task performance and using MALL allows respondents to complete more tasks. Meanwhile, respondents showed a neutral attitude that using MALL improved the quality of my assignments with an average score of 3.54. Based on these findings, it shows that respondents have positive perceptions about the usefulness of Mobile Assisted for them. It can be concluded that overall in terms of usefulness or usability, the use of Mobile Assisted Language Learning is very useful for respondents in learning English.

Table 3 Average Score Value of the *Perceived of Usefulness* (PU)

NO	Statement	Mean	Standard Deviation
1	Using MALL improves the quality of my assignments	3.54	0.626
2	Using MALL gives me more control	3.74	0.543
3	MALL allows me to complete tasks faster	3.79	0.518
4	MALL supports important aspects of my tasks	3.72	0.494
5	Using MALL increases my productivity	3.99	0.362
6	Using MALL improves my task performance	4.10	0.414
7	Using MALL allows me to complete more tasks	4.09	0.552
8	Using MALL increases my effectiveness	4.31	0.662
9	Using MALL make my task easier	4.35	0.662
10	Overall, I found MALL useful in my task	4.06	0.736

Respondents' perception of the perceived ease of use (PEoU) of *mobile assisted* (MALL) for the 10 statements that have been analyzed in this research me using a Likert scale with 1 "strongly disagree", 2 "disagree", 3 "neutral", 4 "agree", and 5 "strongly agree". Questionnaire statements number 2, 4, 6, 8 and 10 are positive while statements number 1, 3, 5, 7 and 9 are negative.

Table 4 below shows the frequency distribution of *Perceived Ease of Use* (PEoU) which shows the distribution of respondents' perception responses that are different from each statement. In statement 1 where most of the respondents disagreed 38% and strongly disagreed 16% that *Mobile Assisted Language Learning* was complicated to use. However, 33% of respondents showed a neutral response and 2% agreed with the statement that MALL is complicated to use. The results of Statement 2, most of the respondents 61% agree and

21% strongly agree that operating MALL is easy for them. On the other hand, the remaining 18% of the respondents showed a neutral attitude.

In statement 3 in the questionnaire, 46% of respondents disagree that interacting through MALL often makes respondents feel frustrated, 22% strongly disagree, 19% show a neutral attitude, 11% agree and 2% respond strongly agree. Statement 4 shows that the majority of respondents 74% agree that it is easy to use *Mobile Assisted Language Learning* in doing assignments and 15% of those who state strongly agree with this statement.

Respondents showed various responses to statement 5 where 44% of respondents disagreed and 17% strongly disagreed with this statement. While 29% gave a neutral response, 8% indicated agree and 2% strongly agree that using MALL is not flexible. As for statement 6 which shows that using MALL is easy to use for remembering in doing tasks, 78% of respondents answered agree and 22% of respondents strongly agree that they are easy to remember how to do tasks using MALL.

For statement 7, it shows that most of the respondents 64% give a neutral attitude that interacting with MALL requires a lot of effort. In addition, the findings for statement 8 show that respondents who are neutral and agree have the same number of 39% and 22% of respondents stated strongly agree that the interaction through MALL is clear and understandable.

In statement 9, most of the respondents 55% showed a disapproval attitude that it took a lot of effort to become an expert in using MALL and 20% strongly disagreed with the statement. However, 23% were neutral and 2% gave an agreeable answer. For the last statement of the statement related to *Perceived Ease of Use*, it shows that most of the respondents 68% agree and 27% strongly agree that overall they feel MALL is easy to use. Then, other respondents (33%) also indicated their agreement with this statement.

Table 4 Frequency Distribution *Perceived Ease of Use* (PEoU)

	Statement	1	2	3	4	5	Total
1	MALL is difficult/complicated to use	16 %	38 %	33 %	11 %	2 %	100%
2	Learning to operate MALL is easy	0%	0%	18 %	61 %	21 %	100 %
3	Interacting with MALL frustrates me	22 %	46 %	19 %	11 %	2 %	100%
4	I find it easy to use MALL	0%	0%	11 %	74.0	15 %	100%
5	Using MALL is not flexible	17 %	44 %	29 %	8.0	2 %	100%
6	It is easy for me to remember how to do my tasks using MALL	0%	0%	0%	78.0	22 %	100%
7	Interacting through MALL takes a lot of effort	0%	0%	64 %	26 %	10 %	100%

8	My interactions via MALL is understandable	0%	0%	39 %	39 %	22 %	100%
9	I feel it takes a lot of effort to use MALL	20 %	55 %	23 %	2 %	0%	100%
10	Overall MALL is easy to use	0%	0%	5 %	68 %	27%	100%

In Table 5 below the results show the average score for each aspect of this construct, perceived ease of use (PEoU). In general, the assumptions that may be derived based on different mean values are two types of statements for each statement. Some statements have positive statements while the rest have negative statements.

Table 5 Average Score Value of the *Perceived of Usefulness* (PU)

NO	Statement	Mean	Standard Deviation
1	MALL is troublesome to use	2.45	0.957
2	Learning to operate MALL is easy	4.03	0.627
3	Interacting with MALL makes me frustrated	2.25	0.989
4	I find it easy to use MALL	4.04	0.511
5	Using MALL is not flexible	2.34	0.924
6	It is easy for me to remember how to do my tasks using MALL	4.22	0.416
7	Interacting through MALL takes a lot of effort	3.46	0.673
8	My interactions through MALL are understandable	3.83	0.766
9	I feel it takes a lot of effort to use MALL	2.07	0.714
10	Overall MALL is easy to use	4.22	0.524

The highest average score obtained is 4.22 in two statements where respondents agree that it is easy for me to remember how to do tasks using MALL and overall MALL is easy to use. The second highest average value with a score of 4.04 on the statement that respondents find it easy to use MALL. This shows that the respondents are easy for them to use and do their tasks using MALL.

The lowest average score is in the ninth, third and fifth statements with a score of 2.07, 2.25, and 2.34. All these statements are negative statements about MALL. In the ninth statement, it shows that respondents do not agree that it takes a lot of effort to use MALL. In the third statement, the average results show that respondents do not agree that interacting with MALL makes them frustrated and disagree that using MALL is not flexible.

Discussion

The findings of this study indicate that most respondents have a positive perception of the use of smartphone-assisted language learning (MALL) both in terms of perceived usefulness (PU) and perceived ease of use (PEoU). Respondents show attitudes that can be

drawn in a general conclusion about the use of *Mobile Assisted Language Learning* as a convincing approach to teaching English to vocational students at the Mataram Tourism College. These results are also in line with the findings of Itayem (2014) that the perceptions of usefulness and ease of use felt by students show a positive attitude towards the use of learning using smartphones.

Respondents have a positive perception of the usefulness of MALL for them. The majority of respondents agreed with all statements of perceived usefulness with the highest percentage for each statement. Therefore, the findings explain that the respondents believe that using MALL brings many benefits to them while performing their tasks. Lawrence (2015) in his research had similar results where the participants showed positive perceptions of smartphone integration for language learning.

The questionnaire statement regarding the perceived ease of use on the questionnaire also shows that respondents have positive perceptions about the use of MALL regardless of whether the statement is positive or negative. However, a small proportion of respondents indicated their disagreement on certain statements. The diversity of responses given by these respondents could be due to different levels of skills, knowledge and experience in *Mobile Assisted Language Learning*. According to Koole (2009), students' skills and their prior knowledge and experience with mobile devices for learning affect their perception of the use of *Mobile Assisted Language Learning*. In addition, the use of technology or devices that have been shown to be effective elsewhere in improving language learning (Librero et al., 2007, Wahyuningsih & Putra, 2020; Putra, 2020).

The most important finding in this study is that overall most of the respondents strongly agree with the statement about the ease of using MALL. This is an indication of a positive perception of the role of *Mobile Assisted Language Learning* in improving English language skills. In addition, Traxler (2009) states that mobile devices or smart phones are a promising future language learning device because these devices change the language learning process to be more authentic. In addition, Kukulska-Hulme (2013) states that in the future students will use more flexible learning tools such as smartphones. Therefore, it is recommended to use MALL as a learning tool and media that is used as a new way of learning foreign languages. Learning using mobile technology (smartphone) is recognized as a type of technology-based interactive learning in which students are actively involved in interesting and useful learning activities (Shield & Kukulsca, 2008).

4. Conclusion

The results of this study indicate that respondents as learners of English as a second language show a positive attitude in terms of usability and ease of use in MALL. In addition, the role of MALL is believed to be able to improve the results and teaching and learning process of foreign language learning. The integration of MALL in foreign language learning will provide opportunities for students to access various useful materials, carry out various activities in English, as well as to communicate and interact with friends using English. The implications of this research will be to help teachers and students to get a more conducive learning environment and adapt to learning styles. The learning process becomes more interesting and easier to attract students' attention and have a better understanding of the lesson. The results of this study support the research by Levy & Kennedy (2005) in Dias (2002) which found that 57.9% of students responded positively to the use of smartphones.

In addition, language teachers need to rethink and redesign learning materials to integrate language learning opportunities using smartphones. The use of MALL will help students to participate in learning activities regardless of time and place. In addition, teaching lecturers should consider the use of mobile phones in improving their teaching because conventional methods are no longer effective for millennials (Surina & Kamaruzaman, 2009). This makes it possible to discuss lessons without a face-to-face learning process. However, there are some limitations of this research. Where this research only uses 100 respondents from vocational study program students at STP Mataram. Therefore, it is recommended that a larger sample be included for further research so that the results can be generalized to a more comprehensive conclusion..

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