

Mobile Assisted Language Learning: A Close Look of Students' Practices

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ABSTRACT

This research investigates the learning behaviors and views of eleventh-grade students using Mobile Assisted Language Learning (MALL) in a Senior High School in Cilacap, Indonesia. The findings reveal that mobile cellular technology has positively impacted English language learning, offering flexibility, access to unlimited knowledge, and interactive experiences. Students engage in various applications like Duolingo, Cake, EF Blog, and others. However, challenges include dependence on mobile devices, lack of in-depth understanding, and potential impacts on eye health. Despite obstacles such as internet instability and quotas, students exhibit a willingness to improve their English proficiency through mobile learning. The study suggests significant pedagogical implications, emphasizing the need for curriculum design that incorporates captivating and concise language activities aligned with learners' expectations. Additionally, it advocates for students to maintain consistency in their studies while using mobile technology prudently for English language enhancement.

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1. INTRODUCTION

The ownership of mobile devices like smartphones and tablet PCs has become pervasive. The pervasiveness of mobile technology enables learners to access resources, which offers tremendous opportunities to support learning and teaching both inside and outside the classroom. As a result, mobile technologies have rapidly made their way into English as a Foreign Language (EFL) classrooms, offering advantages through the

flexibility of time, space, and mode of communication, as evidenced by the growing number of studies on mobile-assisted language learning (MALL). Mobile Assisted Language Learning (MALL) is a branch of technology-amplified learning that can be applied in many forms of education, such as online or distance and face-to-face (Amouzegar & Khodashenas, 2013). Mobile devices have become the personal digital assistants of language learners (Goldwin-Jones, 2011). The variety of mobile applications for language learning encourages students to be more student-centered (Burston, 2014).

Consequently, the practices and learning habits of language learners are changing. Demouy, Jones, Kan, Kukulska-Hulme, & Eardley (2016) revealed that students could explore more resources in language learning. There are 72 % of high schoolers in Indonesia are mobile phone users (Adisty, 2022). With the increasing ownership of mobile devices among students in Indonesia, Senior High Schools in Cilacap also actively encourages the use of technology in promoting instructional efficiency. Thus it is important to examine how students at one of the Senior High Schools in Cilacap in the eleventh grade use mobile devices to support their English language learning. This research aims to identify students' learning behaviors and views in MALL. It is hoped that the results of this study will have significant pedagogical implications for the utilization of MALL in English language teaching practice. In addition, teachers can provide guidance and intervention on students' learning in the MALL context. The results of this study can also be used to be references for other researchers who research similar topics.

2. METHODOLOGY

This research employed a mixed-method design. The mixed-method design collects, analyses, and combines quantitative and qualitative methods in a singular investigation (Creswell, 2012). The quantitative section entails the survey distribution, whereas the qualitative portion entails collecting enriched data through an interview. A mixed-method design was chosen to assist the researchers in addressing the research issues and minimizing the limitations of both quantitative and qualitative data (Creswell, 2009). This research was conducted at one of the Senior High Schools in Cilacap. The subject of the research is eleven grade students in one of the Senior High Schools in Cilacap who integrate MALL into their learning process. The instruments used by the researcher are a survey and a semi-structured interview, which is a mixed-method. A mixed-methods approach involves integrating both quantitative and qualitative methods. Surveys can be conducted through online platforms, mail delivery or in-person interactions (Creswell & Creswell 2018).

The researcher implemented a survey through a questionnaire and used close-ended questionnaires to gather the necessary data. The number of 6 questions in the questionnaire is based on previous studies with similar topics. The questionnaire is divided into two parts. The first session was to discover how and why the students used mobile devices (frequency, favorite times, places, and motivation). The second session contained students' views on MALL. The online survey tools were utilized to analyze the data, specifically employing the percentage of frequency distribution to interpret the information. According to Sugiyono (2010), there are three types of interviews, namely structured interview, semi-structured interview and unstructured interview. In this research, the researcher used semi-structured interview. The interviewer asked the same set of questions from 5 selected participants. It is an open-ended question, then there can be multiple answers for a single question. In this type of interview, the interviewer may compare candidates based on their responses to these questions.

The data from the survey and interviews were analyzed using a mixed-methods technique. The researcher conducted a quantitative descriptive analysis to analyze the closed-ended objective survey questions and provide a preliminary, general picture of the research questions. The descriptive statistics were generated by the online survey tool. After that, these descriptive statistics were contextualized and thoroughly investigated by employing qualitative analysis to ascertain the attitudes and views of the students. Qualitative data from the interviews

combined with students' answers to the survey's open-ended questions. The researcher manually analyzed the qualitative data from the interviews and the students' answers to the open-ended survey questions, coding them into major themes using the thematic analysis method.

3. RESULTS AND DISCUSSIONS

a. Results

The results of the questionnaire showed that from the 141 respondents that came from class 11 of the 4 classes of one of the high schools in Cilacap, there were 83 female and 58 male respondents.

Table 1. Mobile English Learning: How often?

	Frequency	Percentage
A. Several times a day	28	20%
B. Several times a week	37	26%
C. Once a day	11	7,9%
D. Less often	62	44,3%
E. Once a week	3	1,8%

Questionnaire data shows that most students less often use mobile cellular for English language learning (44,3%), followed by several times a week usage (26%), several times a day (20%), and once a day (7,9%). A few students use mobile cellular once a week for English language learning (1,8%). Briefly, students are still less often learning the English language using mobile cellular.

Table 2. Impact on learning: favorite times

	Frequency	Percentage
A. At night	90	63,8%
B. Commuting to school	5	3,5%
C. At lunch break	7	5%
D. Weekends	23	16,3%
E. Daily walks	16	11,3%
F. At breakfast	-	-

As demonstrated in Table 2, mobile cellular for English language learning is most often used at night (63,8%), on the weekends (16,3%), in their daily walks (11,3%), at lunch break (5%), and on their way to school (3,5%). There are no students who do language learning at breakfast (0%). The night is students' favorite time to learn the English language.

Table 3. Impact on learning: favorite places

	Frequency	Percentage
A. In quite private place (e.g. Home)	112	79,4%
B. Whenever there is need or the opportunity arises	87	61,7%
C. On the move (traveling on train/bus/car)	26	18,4%
D. In place where free wifi is available	30	21,3%
E. Public places	20	14,2%

As illustrated in diagram 3, most students chose a quiet private place like home as their favorite place to learn English language (79,4%). Whenever there is a need or the opportunity arises (61,7%) was second, followed

by a place where free wifi is available (21,3%). Furthermore, on the move (traveling by train/bus/car) have a percentage of 18,4 % and public places (14,2%).

Among the five favorite places presented, a quiet private place like home was the most chosen by students (79,4%) to help them learn English language.

Table 4. Situations to engage in mobile English language learning

	Frequency	Percentage
A. More informally, in short bursts of time, as when and where opportunity arises	96	68,1%
B. In planned learning sessions	24	17%
C. Both of the above	21	14,9%

Table 4 shows that the most appropriate situation to engage in mobile English learning is more informally, in short bursts of time as when and where the opportunity arises (68,1%). Next was in planned learning sessions (17%), and students chose both options (14,9%).

Table 5. Main motivation for mobile English language learning

	Frequency	Percentage
A. I want to practice my English language skills	67	47,9%
B. I use it to to practice my English language skills	32	22,9%
C. I want to achieve high scores in the exam	10	6,4%
D. I use it to complete homework set up by my teacher	18	12,9%
E. I use it to play language games	14	10%

The main motivation for students to learn the English language through mobile cellular, as illustrated above, is to practice their English language skills (47,9%), to practice my English language skills (22,9%), use it to complete homework set up by my teacher (12,9%), use it to play language games (10%), and to achieve high scores in the exam (6,4%) is the least chosen motivation.

Table 6. Impact on mobile English language learning

	Frequency	Percentage
A. Makes it easier for me to learn English	106	75,2%
B. Increase my motivation in learning English	26	18,4%
C Disrupts my concentration in the learning process	3	2,1%
D. The use of mobile celular in learning English is not a wise choice	6	4,3%

As demonstrated in Table 6, the biggest impact that students get from using mobile cellular in learning English is that it makes learning easier for them (75,2%), and increases their motivation to learn English second rank (18,4%). Besides, some students think that the use of mobile cellular in learning English is not a wise choice (4,3%) and disrupt their concentration in the learning process (2,1%).

The results of the interviews that were conducted consisted of 5 eleventh-grade students. The researcher used semi-structured interviews via Zoom.

Students were asked to explain why they chose to use mobile cellular as their media for learning English. It was found that all five students answered a similar explanation. These are their responses.

S1: *Mobile cellular is practical, it's different from books which have monotonous content, with mobile celular I can explore more about what I want to learn.*

S2: *Mobile cellular is more practical than books because you can directly search for the chapter/material you want to study.*

S3: *With mobile cellular, we can get to know the material more deeply through web searches.*

S4: *Mobile cellular have unlimited access and have many benefits for improving English language skills.*

S5: *Mobile cellular in English learning can make it easier for students to search for information, knowledge that may not be obtained from direct learning.*

Regarding devices supporting English learning, four students agreed that mobile devices support the learning process, while student 2 answered the opposite. These are their responses:

S1: *The use of mobile cellular supports the English language learning that I study at school because it is more interactive and students can combine technology with existing learning.*

S2 : *Using a mobile cellular to achieve grades is still not very helpful, but if only to improve my English skills, it is very helpful. Because the most effective way to learn at school is through books because the curriculum and what will come out in the exam are in books, not on the Internet.*

S3: *The use of mobile cellular to learn English is very supportive because what is available on mobile devices is not available in books, for example how to pronounce and know grammar.*

S4: *The use of mobile cellular to learn English is very supportive, such as searching for new vocabulary, and assistance in composing words in English.*

S5: *The use of mobile cellular for language learning is very supportive, especially as things displayed on mobile cellars are sometimes more interesting and more complete.*

Students were asked about their favorite apps or learning resources and why they liked them. It was found that each student has their own preferences. These are their responses:

S1: *I prefer using the Duolingo and Cake applications. For Duolingo, teaching starts from the very basics, is fun for independent learning, and is not boring. For Cake, it is very helpful in listening and speaking because it provides film clips or footage from YouTube that support it and every sentence will be interpreted and there is lots of new slang words.*

S2: *I like using the Duolingo app because everything is detailed even if small errors are detected. For websites, I like to use EF Blog.*

S3: *I like to use the web, namely DGL and Grammar Web, to easily correct grammar in the English sentences I make.*

S4: *I prefer using Grammarly and U-Dictionary because it is easy to correct the grammar.*

S5: *I personally often use Google Forms, Quizizz, and YouTube video links in language learning using mobile cellular at school but what I like the most is Quizizz because there are questions and answer choices, and you can immediately find out the right/wrong answer, and you can also see what the correct answer is.*

The student was asked students were asked about English learning activities and when, and where they do. It is known that apart from learning the English language directly at school, each of the five students also did it indirectly. These are their responses:

S1: *I took an English course. I also learned from watching films using subtitles set to English so that I could learn new vocabulary, and from watching films I could improve my listening skills.*

S2: *I learn English directly and indirectly. Directly, I learn English at school through books, while indirectly through games. Because in the game there are English terms that need to be translated so that I understand.*

S3: *I learn English from school, and apart from that I also like reading AUs where the author inserts English into his writing.*

S4: *I learn via Twitter because most of its users use English degrees, and there I also sometimes read stories or novels in English and translate words that I don't understand.*

S5: *Examples of English learning activities that I usually do are watching films with English subtitles and listening to podcasts and YouTube. There I learned English such as increasing my vocabulary and many other things.*

Students were asked to give their views on obstacles that prevent the process of English language learning on mobile cellular. There are many obstacles faced by the students. These are their responses:

S1: *The obstacle that is often encountered in learning using mobile cellular, we cannot immediately know the reason for the correct answer (lack of explanation) and lack of understanding.*

S2: *The obstacle that I experience in learning English using a mobile cellular is myself because if I hold a mobile cellular it is for playing, entertainment, and communication, not for learning.*

S3: *The obstacle I face in learning English using a mobile cellular is my mood, if I'm not in the mood then I don't want to learn.*

S4: *The obstacles I face in learning English via mobile cellular are unstable internet connections and lack of facilities, as well as being lazy myself.*

S5: *The obstacles faced in using mobile cellular in learning English are usually internet signals and quotas.*

Students were asked to give their views on impact they have using mobile cellular for English language learning. It was found that from five students, only 3 of them mentioned negative impacts. These are their responses:

S1: *For the positive impact of learning English on mobile cellular, we have the potential to gain more knowledge because the scope is worldwide and more flexible. As for the negative impact, we really don't understand what teachers convey via mobile cellular.*

S2: *In my opinion, the positive impact is that when I open a mobile cellular that has games, social media, films, etc. I will indirectly be faced with English, and over time I will find out what it means. In the end, I will understand, and my literacy regarding English will increase.*

S3: *The impact is that distance learning becomes easier, for example, zoom meetings, so that learning becomes more interactive.*

S4: *The positive impact is that our knowledge can help us find out the truth, and learning media makes it easier for us and teachers out there to learn more about English. The negative impact is that we have become dependent on mobile cellular phones, and this has an impact on eye health.*

S5: *The positive impact we get is that we can do learning outside and anywhere related to English. For negative impacts, we have become dependent on our mobile cellular.*

b. Discussions

In essence, while a substantial number of students utilize mobile cellular devices for English language learning, the data indicates that the majority of students rarely use their mobile cellular to learn English. The night was their favorite time to learn language, and a quiet private place on their own was their favorite place. These findings reinforce the assertion made by Chwo et al. (2018), challenging the prevailing belief that MALL occurs indiscriminately at any time and location. The data clearly shows that certain students have particular locations and favored timeframes for mobile language usage. This also aligns with other findings, indicating that the majority of the students in this research engaged in mobile language learning to spontaneously support their informal learning in situations where the chance presented itself. Regarding motivation for participating in mobile English learning, it mirrors the findings in Arianti's research (Arianti, 2021), where students express a desire to enhance their English proficiency through practice.

This research also reveals the impact of implementing MALL experienced by students. It facilitates language learning for students by making it more accessible through mobile calendars. The interview of this research concluded that students use mobile cellulators to learn languages because of their practicality, besides having unlimited access. This supports O'Malley's argument (O'Malley, 2003) that any form of learning occurring outside a set, predetermined location or learning that occurs when the learner utilizes the learning opportunities provided by mobile technologies. The utilization of mobile cellulators enhances language learning by fostering a more interactive learning process. This form of input aligns with the findings of Farhana (2018), indicating that MALL as a supportive tool for accessing English learning via mobile devices and creating an enjoyable learning experience significantly boosts motivation.

In turn, assists students in enhancing their English skills through the use of diverse apps and web-based support, such as Duolingo, Cake, EF Blog, DGL, Grammar Web, Grammarly, U-Dictionary, Google Form, Quizizz, and YouTube. Students in this study appeared to learn English through both direct and indirect means. Direct learning occurred in formal settings such as schools or courses, while indirect learning took place through activities like playing games, watching films, reading novels, and engaging with social media. The most challenging obstacle encountered by students in language learning through mobile cellular is their own selves, aside from the lack of connectivity and insufficient facilities. The results indicate that students hold highly favorable perceptions regarding the utilization of MALL in learning English, highlighting numerous benefits. This aligns with the viewpoint expressed by Hwang et al., asserting that language students exhibit positive impressions and intentions toward learning activities involving mobile learning cellulators.

Consequently, students demonstrate increased motivation to practice foreign language skills when utilizing such devices (Hwang et al., 2014). Additionally, issues with mobile cellular addiction and eye health problems.

4. CONCLUSIONS

This research aims to identify students' learning behaviors and views in MALL. Based on the analysis of the result and discussion, The use of mobile cellular technology has improved the process of learning English by providing greater flexibility, access to unlimited knowledge, and interactive and enjoyable learning experiences for the students. It is uncommon for students to learn English outside the classroom. However, it does not rule out the possibility that numerous students are taking courses or studying to improve their English proficiency through English learning applications, movies, games, social media, and online novels or stories on mobile cellular at home. The types of applications that students use are Duolingo, Cake, EF Blog, DGL, Grammar Web, Grammarly, U-Dictionary, Google Form, Quizizz, and YouTube.

Apart from the many positive impacts obtained from implementing MALL, the negative impacts students face are dependence on mobile cellular, lack of in-depth understanding of the material, and potential impact on eye health. Students also face several obstacles in learning English via mobile cellular, including unstable internet connections, quotas, inadequate facilities, laziness, lack of understanding, and bad mood.

Based on the conclusion, the researcher suggests that the two findings of this research have significant potential pedagogical implications for MALL use for English at the tertiary level, both in indirect and direct learning. This implication is significant in the main area: English language learning behaviors from students' views. In the context of language learning pedagogy, research indicates that incorporating mobile applications into the curriculum design is essential. These applications can serve as both learning and revision tools. Educators should focus on creating more captivating and concise language activities that align with the expectations of learners. Additionally, it is essential for students to enhance their English language proficiency by maintaining consistency in their studies and exercising prudence in the usage of mobile cellular.

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APPENDIX**"MOBILE ASSISTED LANGUAGE LEARNING: A CLOSE LOOK OF STUDENTS' PRACTICES"****Table of Question Sheets**

Berikut ini adalah kuesioner yang disusun sebagai instrumen penelitian yang bertujuan untuk mengidentifikasi perilaku belajar siswa. Kuesioner ini tidak akan mempengaruhi penilaian apapun dalam mata pelajaran. Durasi untuk mengisi kuesioner ini adalah 3 hari, setelah 3 hari kuesioner ini akan ditutup.

Nama:

Jenis Kelamin:

1. Bacalah pernyataan yang tersedia dalam kuesioner ini dengan teliti.
2. Setiap pernyataan memiliki pilihan yang berbeda-beda. Maka dari itu, bacalah setiap pernyataan dan pilihannya dengan seksama.
3. Berilah tanda (V) pada salah satu jawaban yang paling sesuai menurut anda.

No.	Indikator	Pertanyaan
1.	Kebiasaan Pembelajaran Mobile Siswa: Frekuensi, Waktu Favorit, Situasi Tempat, dan Motivasi	<ol style="list-style-type: none"> 1. Seberapa seringkah Anda menggunakan smartphone untuk belajar Bahasa Inggris <ol style="list-style-type: none"> . Beberapa kali dalam sehari a. Beberapa kali dalam seminggu b. Sekali dalam sehari c. Jarang d. Seminggu sekali 2. Kapan waktu yang paling Anda sukai menggunakan smartphone untuk belajar bahasa Inggris? <ol style="list-style-type: none"> . Malam hari a. Perjalanan ke sekolah b. Istirahat makan siang c. Akhir pekan d. Saat jalan-jalan harian e. Saat sarapan 3. Dimana Anda biasanya melakukan pembelajaran bahasa Inggris melalui smartphone Anda? (Silakan pilih maksimal tiga) <ol style="list-style-type: none"> a. Di tempat pribadi yang tenang (misalnya: rumah) b. Kapanpun ada keperluan dan kesempatan yang muncul c. Dalam perjalanan (misal: berpergian dalam kereta/bus/mobil) d. Tempat dimana ada wifi gratis e. Ditempat umum f. Selama kelas atau ketika guru memberi tugas 4. Bagaimana Anda menggunakan smartphone Anda untuk melakukan aktivitas pembelajaran bahasa Inggris? (Silakan pilih satu saja)

		<p>a. Lebih secara tidak formal, dalam waktu singkat, kapanpun dan dimanapun peluang itu muncul</p> <p>b. Sesi pembelajaranyang terencana</p> <p>c. Keduanya diatas</p> <p>5. Apa motivasi utama Anda saat ini menggunakan smartphone untuk belajar bahasa Inggris? (Silakan pilih satu jawaban)</p> <p>a. Saya ingin melatih kemampuan bahasa Inggris saya.</p> <p>b. Saya menggunakannya untuk memperkaya pengetahuan budaya bahasa Inggris saya.</p> <p>c. Saya ingin meraih nilai tinggi dalam ujian.</p> <p>d. Saya menggunakannya untuk menyelesaikan pekerjaan rumah yang diberikan oleh guru saya.</p> <p>e. Saya menggunakannya untuk memainkan permainan bahasa.</p>
2.	Pandangan siswa tentang kebiasaan pembelajaran Mobile	<p>1. Menurut Anda apakah dampak yang didapatkan dalam pembelajaran bahasa Inggris menggunakan perangkat seluler?</p> <p>(silahkan pilih salah satu jawaban)</p> <p>a. Mempermudah saya dalam belajar bahasa Inggris</p> <p>b. Meningkatkan motivasi saya dalam belajar bahasa Inggris</p> <p>c. Mengganggu konsentrasi saya dalam proses pembelajaran</p> <p>d. Penggunaan perangkat seluler dalam pembelajaran bahasa Inggris bukan merupakan keputusan yang bijak.</p>

Research Instrument Interview

Interview Guideline Dalam Bahasa Indonesia

1. Mengapa Anda lebih memilih menggunakan perangkat seluler untuk pembelajaran bahasa Inggris?
2. Apakah penggunaan perangkat seluler mendukung topik/mater pembelajaran bahasa Inggris yang Anda pelajari di sekolah?
3. Aplikasi, situs web, atau sumber apa yang paling favorit yang Anda akses melalui perangkat seluler untuk pembelajaran bahasa Inggris? Jelaskan mengapa Anda menyukainya.
4. Berikan contoh aktivitas pembelajaran bahasa Inggris yang biasa Anda lakukan dan sebutkan di mana dan kapan Anda melakukannya!
5. Apa saja faktor utama yang terkadang menghalangi Anda untuk terlibat dalam pembelajaran bahasa Inggris melalui perangkat seluler?
6. Berikan contoh dampak yang Anda dapatkan dalam pembelajaran bahasa Inggris menggunakan perangkat seluler!