EFL STUDENTS' PERCEPTION ON USING MOBILE LEARNING APPLICATION FOR LEARNING TO WRITE

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ABSTRACT

One way to aid in English learning is mobile learning. The main features of the mobile learning application are simplicity, engagement, and instant sharing. Mobile learning also has the potential to make learning to spontaneous, anywhere, and adapted to the wishes of the teacher or students (Miangah and Amin Nezarat, 2012). The objective of this study is to find out the EFL Students' Perception on Using Mobile Learning Application for Learning to Write. This study used descriptive quantitative research with survey design. To collect the data of the research, the data were collected through questionnaire. The population were EFL Students and sample of the study were 56 students. From the data analysis, it is concluded that most of the EFL students perceive the use of mobile learning application for learning writing skills positively. The total number of positive perceptions was 77%. Meanwhile, 23% students have negative perceptions. Mobile learning application used by EFL Students include Edmodo (11%), Google Classroom (36%), Google Meet (18%), Twitter (7%), and Quiz (28%). The most dominant Mobile Learning Application is Google Classroom.

Keywords: EFL Students Perceptions, Mobile Learning Application, Teaching Writing

INTRODUCTION

Mobile Learning is one way to support learning English. Using mobile learning has many good impacts for learners. It is a useful feature include the ability to learn independently and to explore a wide range of English-related topics. Besides, it can contribute to supporting learning after COVID 19. Due to the use of mobile learning applications, students are able to accessibility and communicate easily of learning. The contribute the mobile learning application basically for ease of use, interaction, and immediate sharing. (Koole, 2009) state more specifically, we mean the act of accessing and studying educational resources while using a mobile learning application to connect with other students, teachers, or institutions. Furthermore, making progress with English learning on the fly is made easier by using mobile devices and applications. Moreover, both within and outside of the classroom, people can access educational resources, interact with others, and create content using mobile devices (UNESCO, 2017).

Mobile learning also has potential to make learning has to spontaneously, anywhere, and adapted to the wishes of teacher or students (Miangah and Amin Nezarat, 2012). There

have been some previous studies which covers four areas. The first area was described the utilizing mobile learning in the process of undergraduate studies as a tool for instruction how view teaching and learning English (Natalia Mospan, 2021). However, her study has some limitations that students with various degrees, educational backgrounds, and cultural backgrounds represented the participants in this study. The following previous study by Djamdjuri, Retnowati, Herawati (2022) in their study claimed that Promoting Character Values for EFL Students Through Digital Learning Materials. The result was discovered that six aspects such as religion, honesty, self-reliance, curious nature, friendliness, and accountability account for the majority of the students' understandings of integrated character qualities. Next, previous study was written by Ament and Edwards (2018) in their study described The Better Teaching and More Learning in Mobile Learning Courses Agaipts a Model of Personable Learning.

The result is about role of the teacher and provides an innovative model that highlights the necessity of personalized mobile learning. The last area, the effect of mobile phone on students' vocabularies, indicates that mobile phone is effective to support students' increasing their vocabulary number (Shurooq Fakhir Abdul Zahraa ,2020). However, the purpose of this article is created to complete the shortcomings of previous research which was only limited to discussing research similar to this research especially for learning to write by using Mobile Learning Application.

The utilize of mobile learning has goal for English learning process. Pehkonen et al (2003) said that the objectives of mobile education organizing learning objectives and activities, but also defining various usage settings and particular needs, which can involve parents, teachers, and students. In the other hand, the goals of mobile learning are guide users and elaborates the context of use should be taken into account when creating mobile content and applications, and learners should be able to access personalized information that is relevant to their situation (O'Malley et al., 2003, p. 32). The teachers' contribution to the most essential source of educational inspiration needs to be reviewed by the mobile learning community (Schrager and Wang, 2017).

From the perspective of language learners, a study of mobile learning for English learning process is still in its infancy. The majority of studies examining the usefulness of mobile learning in higher education's language instruction focused on the insights from researchers and language experts. The reason why this study is very important for the learners for example students can improve their creativity. Due to instructors' increased involvement with students and ability to foster an active learning environment, mobile learning has provided possibilities for both teachers and students (Hutchison, Beschorner, & Schmidt-Crawford, 2012). It was studied and suggested that EFL students use mobile learning as an instructional tool during their university studies in order to expand their perspectives on how students view English teaching and learning.

The participants who implement mobile learning had very positive views toward mobile learning since it gave them both form and meaning, were instruction-focused, and were technically prepared for bringing mobile learning into practice (Shurooq Fakhir AbdulZahra, 2020). So, this research the researcher interest to investigated on what EFL Students' Perception on Using Mobile Learning Application for Learning to Write?

LITERATURE REVIEW

EFL Student Perceptions

According to Gerhard (2006), EFL students are those who study English while existing in a region where English is not commonly spoken as a first language. Students have little opportunities to use English for communication outside of the classroom in this scenario. EFL is defined similarly by Harmer (2007), who says that it is the teaching of English to students who are either taking short courses in English or learning the language at home. Additionally, EFL students only spend a few hours a week to English study. Therefore, there are few opportunities for EFL students to use their new language skills into practice.

Numerous parties have conducted extensive research on perception itself. One of them is Harisah and Masiming (2008), which argues that generally speaking, experts contend that aspects including experience, background knowledge, physical backdrop, social background, and culture also influence the likelihood of perception. As a result, perception can alternatively be defined as the outcome of one's thinking in a specific circumstance (Tarmiji et al., 2016). Irwanto (2002: 71) states that there are two different types of perception:

Positive Perception

Positive perceptions are those that characterize all knowledge, whether it is known or not, and attitudes that will continue with efforts to put it to use. Positive perception also denotes a favourable reaction toward the viewed target.

Negative Perception

The term "negative perception" refers to any knowledge, whether it be true or not, and any actions that are not consistent with the thing being perceived. Negative perception also denotes a negative attitude toward the viewed target. Additionally, Irwanto (2002:71) claimed that someone's perception, whether good or negative, constantly influences their choice of action. The way a person describes all of their information about an object being observed affects whether those positive or negative perceptions exist. In addition to the two categories of perception mentioned above, there is neutral perception. When both positive and negative affect are reasonable, neutrality results. This event illustrates the impartial condition in which one experiences neither strong positive nor negative emotions (Gasper, 2018). Therefore, neutral perception is when a person does not have a strongly good or negative feeling toward the subject being perceived. Miftah Toha (2003: 154) mentions the following elements as those that affect a person's perception:

1) Internal factors include a person's emotions, attitudes, and personalities, as well as prejudice, desires, and expectations, physical and mental health, learning processes, values and needs, as well as interests and motivation.
2) External factors such as childhood experiences, knowledge of one's surroundings, needs, intensity, dimensions, opposites, regularity of motion, and the presence of both new and familiar objects.

These variables affect how individuals perceive an object and cause their perceptions to differ from one another. Individual differences, personality differences, attitude differences, or motivational differences may be linked to variations in perception.

In this case, focusing on using mobile learning applications in students' collage. The needs and expectations of the learners should be taken consideration and developing a system for mobile learning apps to ensure that it is both acceptable and

practical (O'Malley et al., 2003). Many research investigations have emphasized the benefits of mobile learning, including the degree of engagement of students, its role in improving course content, its accessibility, and how it fosters collaboration and interaction (Lehner & Nösekabel, 2002; Wentzel, van Lammeren, Molendijk, de Bruin, & Wagtendonk, 2005.

Additionally, several of these studies have attempted to look at how students perceive the use of mobile learning tools and applications in higher education (Cruz e Costa, Ojala, & Korhonen, 2008; Jacob & Isaac, 2007). Then, the perception of students about EFL Students' Perception on Using Mobile Learning Application for Learning to Write.

Mobile Learning Application

In the era of technology, to meet the demands of teaching using technology, new and enhanced media are being accepted and deployed. The success and use of distance learning, e-learning, and mobile learning have been demonstrated, especially for those who are unable to attend classes due to financial, physical, or geographic constraints (Al-Fahad, 2009). The implementing mobile learning in an educational setting has many advantages, including its accessibility, motivating characteristics, and social involvement. One of these advantages is related to the portability and accessibility of mobile learning; students can access it whenever and wherever they choose (BenMoussa et al., 2003; Hampe, 2002; Turban, Lee, King, Warkentin, & Chung, 2002). The ability to select the time, location, and learning material makes mobile learning applications even more individualized for learners (Narayanasamy & Mohamed, 2013).

Teaching Writing Skills

Writing is a difficult skill that calls for students not only put their thoughts into words but also use various ways to express those thoughts (Ruhama & Purwaningsih, 2018). According to Brown (2000), writing requires students to have the ability to generate ideas, organize them coherently, use appropriate references and rhetorical devices to put together a cohesive written text, revise text to avoid ambiguity, edit for the use of appropriate grammar, and finally produce the written product. Moreover, according to Richards and

Renandya (2002), there are four key stages of writing such as planning, drafting, rewriting, and editing.

However, teaching writing using mobile learning application as contemporary approaches to education. Additionally, students who feel a desire to learn anywhere and at any time have supported the use of mobile devices (Evans, 2008). Teaching writing using mobile learning application usually conduct use some technology or certain platform. Mobile applications that can enable online learning are available in a wide variety. Each online learning tool has a distinctive structure and method of operation for example google classroom application, google meeting, zoom, whatsApp, you tube, edmodo, and others. The benefit of mobile learning application for teaching writing are the suitability of materials and assignments during online learning, the interest in following the online learning process, the attraction is seen from the appearance of mobile learning itself, the level of understanding in covering the materials can be mastered, being able to complete tasks through mobile learning productivity in completing the given tasks (Jayanti et al, 2019).

METHOD

The design of this study is descriptive quantitative approach with survey design. Concerning with the quantitative approach, this study used survey design. Creswell (2012:376) survey designs describe the views, opinions, behaviors, or features of the population, researchers may use survey designs in quantitative research, in which they administer a survey to a sample of participants or the entire population. Because quantitative research gives numerical data, which is more reliable than just narration and description, the writer chose this approach. Here, the writer investigated the EFL Students' Perceptions in Using Mobile Learning application for Learning to Write.

The instrument of this study is questionnaire. Mayang, et., al (2017) note that, questionnaires are frequently used as a method, because they are very easy to complete. The questionnaire was adopted from Natalia Mospan's (2021) Interest in Using Information Technology and Mobile Apps for the Language Learning. The questionnaire consists of 10 questions with close-ended question because it is easy to answer by the respondents. In addition, it makes the writer easy to code analyze the data. The questionnaire distributing through Google form. Then, the participants fulfil the questionnaire. Therefore, English and Bahasa Indonesia was used in the questionnaire of this study.

According to Larasati (2019) the population is composed of all individuals of interest to the researcher. Thus, population were EFL Students who have study English Using Mobile Learning application for Learning to Write. Arikunto (2002: 112) argues the use a big sample is one of the characteristic features of descriptive research, and it recommends that one choose a sample from 10%-20% or 25%-50% of the accessible population. for the sample if population are more than 100 number. It means this study use 20%-25% of sample and technique of sampling using purposive sampling. This sample of study were 56 students.

Data is the quantity of the fact that the author obtained and utilized as the study's information. Data of this study were EFL Students' perception in Using Mobile Learning application for Learning to Write. Then, the writer analyzed the data with theoretical study

and presents the result with data percentage also drawing conclusion. To analyze the data the writer employed some steps, such as: identification of EFL Students' perception in Using Mobile Learning application for Learning to Write, classification of EFL Students' perception, calculating the percentage each type of EFL Students' perception, then makes a conclusion about EFL Students' perception in Using Mobile Learning application for Learning to Write.

FINDINGS

The writer addressed a set of questions in the form of questionnaire to which the students had to respond EFL Students' Perception on Using Mobile Learning Application for Learning to Write. The Results from data analyses were given in tables with conclusions after completion. The information is given in percentage. To answer the research question, the writer described the results of the questionnaire's response are subdivided into the following sections:

Table 1. Responses of Questionnaire

NO	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Use of educational technology and mobile apps in our language classrooms increases my motivation	44,6%	55,4%	-	-
2	Computer based teaching activities make the lesson more enjoyable.	41,1%	58,9%	-	-
3	Technology can be boring and unnecessary	1,7%	17,9%	41,1%	39,9%
4	I can understand language better when my teacher uses technology in the class	25%	66,1%	7,1%	1,8%
5	Using mobile apps and educational technology tools distract me	8,9%	55,4%	28,6%	7,1%
6	Different technological devices and/or mobile apps should be used in class to increase my motivation for learning English	41,1%	48,2%	8,9%	1,9%
7	When we use technology all the time, it makes the lesson long and boring	1,8%	14,3%	48,2%	35,7%
8	Computer-and mobile-based lessons are more enjoyable and effective than traditional lessons	42,9%	46,4%	10,7%	-
9	Web-surfing I do when preparing for my English classes makes me more active in the learning process (writing).	32,1%	66,1%	1,8%	-
10	Using educational technology and mobile apps improves my English skills of writing.	35,7%	64,3%	-	-

Based on table above, the writer concluded that majority of students strongly agree and agree with the statement of questionnaire. In contrast with statement of disagree and strongly disagree. This article analyzed based on the theoretical stated by Irwanto (2002: 71) about Perceptions of learners.

Table 2. The Classification of EFL Students Perceptions

No	Classification	Score	Percentage	Category Perception	Total
1	Strongly Agree	155	28%	Positive Perceptions	77%
2	Agree	275	49%	Positive Perceptions	
3	Disagree	82	15%	Negative Perceptions	23%
4	Strongly Disagree	48	8%	Negative Perceptions	
	560		100%		100%

Based on data above, the diagram pie drawn 77% students have positive perceptions. It calculated score 155 (28%) strongly agree and 275 (49%) agree. Meanwhile, 23% students have negative perceptions. It calculated score 82 (15%) disagree and 48 (8%) strongly disagree. The dominant perception is positive perceptions. From Figure 1 diagram EFL Students' Perceptions the dominant perception is Agree (49%). In addition, the EFL Students' Perceptions strongly agree and agree in several condition as follow: mobile apps can increase motivation, lessons are more interesting when they are computer-based, using technology make easy understand, using mobile apps can distract the students, using combination of mobile apps to increase motivation for learning English, mobile learning application. Effective for learning English, using web-surfing for learning process (writing), and using educational technology and mobile apps can improve English skills of writing. To develop the questionnaire, the writer gives open ended questionnaire for the respondents. The questionnaire is about kinds of Mobile learning application are used by the learners to write. It shows in table below:

Table 3. Mobile Learning Application Using by the Learners

NO	Application	Score	Percentage
1	Edmodo	6	11%
2	Google Classroom	20	36%
3	Google Meet	10	18%
4	Twitter	4	7%
5	Quiz	16	28%
	Total	56	100%

According to table above, there are several kinds of Mobile learning application to support the students in learning to write. There are include Edmodo, google classroom, google meet, twitter, and quiz. Start from dominant application or the highest that using by the students is google classroom with score 20 (36%). Next, quiz is second dominant with

score 16 (28%). Then google meet with score 10 (18%). Edmodo with score 6 (11%). And the lowest application is twitter with score 4 (7%).

DISCUSSION

After got a result of finding data, the writer shows the discussion based on the theory by expert. In case, based on the finding there are two classifications type of perceptions including positive perceptions and negative perceptions.

Positive Perceptions

Positive perceptions called good response toward the target being received. It has broad section. It also familiar and dominant perception. In positive perceptions, the students full agree with any response or perspective. It is in line with theory stated by Irwanto (2002: 71) Positive perceptions are those that characterize all knowledge, while people are aware of it or not, and responses that support efforts to put it to use.

The situation of positive perception likely students felt agree when they use of educational technology and mobile apps in their language classrooms can increases the motivation, lessons are more interesting when they are computer-based, using mobile application and educational technology in teaching learning, variation of technological devices or mobile application, use technology all the time can makes the lesson enjoy and kindly. Preparing English classes can more active in the learning process of writing, Computer-and mobile-based lessons are effective more than traditional lessons and using educational technology and mobile apps improve English skills of writing.

Negative perception

The term "negative perception" refers to any knowledge, whether it be true or not, and any actions that are not consistent with the thing being perceived. Negative perception also denotes a negative attitude toward the viewed target. In this article show the negative perception in some term it causes by technology can be boring and unnecessary. In this study, the students have almost little of negative perceptions. It containing the result of disagree and totally disagree responses about 23%. Based on Irwanto (2002:71) state the statement of negative perception is the response can't be received by the people. So, it can be concluded that the negative perception like as an expressing of disagreement. The negative perceptions are, technology can be boring and unnecessary, using mobile apps and educational technology tools distract the learning process, any variation of mobile apps should be used in classroom to increase the motivation for learning English, and using technology all the time it makes the lesson long and boring.

Mobile learning application

Mobile learning application as the media technology to support and enhance the successful of learning process. From the result of study, students have several mobile learning applications for example Edmodo, Google Classroom, Google Meet, Twitter, and quiz. Furthermore, the advantages of using mobile learning application are students easy to access material for learning, make students simple doing English learning process, and

become one way to social interaction. It is in line with statement by (Ben Moussa et. al, 2003, and Hampe, 2002; Turban, Lee, King, Warkentin, & Chung, 2002) The implementing mobile learning in an educational setting has many advantages, including simplicity, motivating characteristics, and social involvement. One of these advantages is connected to the portability and accessibility of mobile learning; students can access it whenever and wherever it is easy for them.

CONCLUSION

The result of this study mentioned that the EFL Students' Perception on Using Mobile Learning Application for Learning to Write is positive perception. The total 77% students have positive perceptions. It calculated score 155 (28%) strongly agree and 275 (49%) agree. It means that strongly agree and agree response are categories of positive perception. Meanwhile, 23% students have negative perceptions. It calculated score 82 (15%) disagree and 48 (8%) strongly disagree. The dominant perception is positive perceptions. It means that strongly disagree and disagree response are categories of negative perception.

Mobile learning application using by students to support learning to write. There are including Edmodo, Google Classroom, Google Meet, Twitter, and Quiz. Start from dominant application or the highest that using by the students is google classroom with score 20 (36%). Next, quiz is second dominant with score 16 (28%). Then google meet with score 10 (18%). Edmodo with score 6 (11%). And the lowest application is twitter with score 4 (7%). Furthermore, the writer suggests for future researchers when conduct same topic it can be used large sample and different level of institutions.

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