



# PROCEEDING AISELT

(Annual International Seminar on English Language Teaching)

Available online at <https://jurnal.untirta.ac.id/index.php/aiselt>

e-ISSN: 2597-4955 and p-ISSN 2597-4947

---

## DEVELOPING HARMONY OF DIGITAL TRANSFORMATION IN ELT

### Utilizing Mobile Phone in EFL Classroom

Mei Hardiah, Indah Damayanti

*mhardiah@unib.ac.id*

*Universitas Bengkulu, Bengkulu, Indonesia*

*Indah\_78@unib.ac.id*

*Universitas Bengkulu, Bengkulu*

---

#### APA Citation:

Mei, H., & Indah, D. (2023). Utilizing Mobile Phone in EFL Classroom. *PROCEEDING AISELT (Annual International Seminar on English Language Teaching)*, 8(1), 179-185.

---

#### Abstract

This research aims to determine and describe the application of Mobile Phone-based learning in English Phonetics and phonology courses. This course is included in the group of language science (linguistics) courses which aim to provide a conceptual and practical understanding of the sound system in English. This course also directly introduces English pronunciation. Based on previous research on students' pronunciation abilities, it shows that in general students' abilities are still in the weak category, especially in words that contain sounds that are not found in Indonesian. This research tries to apply a teaching method using the MALL approach to improve students' pronunciation skills. The research method used is descriptive qualitative to describe the application of the MALL method in the *English Phonetics and Phonology* course. The population of this study were odd semester students (3<sup>rd</sup> semester) who took English Phonetics and Phonology courses. After implementing the MALL method, students' understanding and ability to pronounce English vocabulary increased. This can be seen from the results of student learning evaluations. These results show that the MALL method can significantly improve students' understanding and ability to pronounce English vocabulary well in the English Phonetics and Phonology course. Apart from that, the pandemic period which does not allow for face-to-face learning makes the application of the MALL method very helpful for both teachers and students.

*Keywords: MALL, pronunciation, Phonetics and Phonology*

---

#### INTRODUCTION

The very rapid development of technology today brings quite fundamental changes to the teaching and learning process. Technology products such as computers and gadgets supported by internet networks enable teaching and learning activities to be carried out anywhere and at any time without the need for conventional face-to-face activities. Apart from that, the features on computers and devices enable teachers and students to get information quickly and massively. So, it becomes a necessity for teachers in this era to utilize technology as a medium in the teaching and learning process (Taj, et al; 2016).

In language teaching, the use of media using technology has begun with the language learning approach using computers or CALL (Computer Assisted Language Learning). Many studies have proven the superiority of computer media in language learning, especially foreign language learning. In previous research, the writer has conducted research regarding CALL in the English Phonetics and

Phonology course. The research results show that CALL is able to motivate students to be more creative and initiative in obtaining information about lecture material in the form of audio and video media regarding the pronunciation of sounds in English from original sources (authentic sources). Apart from that, CALL also enables *collaborated learning* between teachers and students so that learning objectives can be achieved.

Another technology that is also utilized in the language learning process is using gadgets or mobile phones, known as Mobile Assisted Language Learning (MALL). In general, the features offered by gadgets or mobile phones can be the same as the features on computers. However, in terms of efficiency, gadgets or mobile phones have proven to be more effective because they can be used anytime and anywhere so they can be used by students for independent learning and really help teachers in the teaching and learning process. MALL allows the teaching and learning process to occur spontaneously, personally and informally (Mosavi, et al: 2012; Rohandi, et al; 2018).

Compared to computers, gadgets or mobile phones are more widely used by teenagers to access the internet (Maden, Leinhard, Diggan, Cortessi & Gasser; 2012). Based on the writer's observations, it is certain that all students have a gadget/ mobile phone, regardless of the level of sophistication of each device. The availability of internet access in the campus environment also really helps students in applying MALL to the teaching and learning process. Yudhiantara and Nasir (2017) in their research on students' perceptions and experiences in applying MALL showed positive perception and behavior results. In other words, MALL really helps students in the teaching and learning process. Some activities that can be done with MALL include reading e-books, accessing videos and audio, using offline and online dictionaries. Apart from that, Mosavi et al (2012) added that learning vocabulary, listening, grammar, phonetics and reading comprehension is greatly helped by using MALL.

In learning English as a foreign language, authentic language input from native speakers is expected to produce language output or performance (speaking skills) that is at least close to that of native speakers. In other words, English students are expected to be able to use English well, supported by adequate listening skills. But unfortunately, in general this has not met expectations. Several recent studies show that FKIP UNIB English Language Education students still have many difficulties in pronouncing English words correctly. Novianti et al (2017) Andesta et al (2018) Herdiani et al (2019) concluded that students' ability to pronounce English sounds is still weak. One of the courses related to pronunciation are English Phonetics and Phonology. This course is part of the linguistics course which generally explains linguistic concepts, in this case the sound system. The aim of this course is to provide a conceptual understanding of the English sound system and introduce English sounds to students so that students are able to differentiate and produce English sounds precisely and accurately. Learning in this course cannot be separated from listening skills as input and speaking skills as output. Authentic material is very necessary to equip students with the ability to

produce accurate English sounds. In previous research, the author conducted research using the CALL (Computer Assisted Language Learning) method. The research results show that computer media is very helpful in the teaching and learning process, especially in introducing the sounds of English to students using audio-visual media. One of the weaknesses is that the use of computers is not evenly distributed among all students due to its less practical nature so that not all students use computer media in the teaching and learning process. Limited language laboratory facilities are also an obstacle in implementing this method.

The aim of this research is to find out to what extent the implementation of Mobile Phone Based Language Learning (MALL) is able to help students in learning English Phonetics and Phonology. The scope of this research is the effectiveness of using MALL in learning English Phonetics and Phonology. It is hoped that this research will be able to contribute to improving the quality of learning in the English Language Education study program. Specifically, to increase students' ability to master the target language (English) precisely and accurately so as to improve general speaking skills.

## **METHOD**

This research design is descriptive qualitative research. Descriptive research is used to understand a phenomenon by asking questions based on theories or ideas directly to informants or research subjects. This research aims to explain or describe an event, condition, object in the form of a human or other thing related to variables that can be explained using numbers or words ( Setyosari , 2010).

In summary, this research aims to describe the application of Mobile Assisted Language Learning in the English Phonetics and Phonology course for Semester 3 students of the English Language Education Study Program, FKIP, Bengkulu University.

The population of this study were third semester students of the English Education Study Program who took the English Phonetics and Phonology course. There are three classes A, B, and C recorded in semester 3 of the English Language Education Study Program. From these three classes, one class will be taken as a sample where the researcher is the teacher of the English Phonetics and Phonology course in that class. This class is class A which consists of 42 students.

This research data will be collected using observation techniques and direct involvement techniques where researchers are directly involved in the research process. Evaluation of learning outcomes is used to see students' ability to understand the concept of the English sound system and pronounce English sounds correctly.

The instruments used in this research were *observation check lists* and learning evaluations. Apart from that, the researcher himself functions as an instrument to obtain the desired data. Teaching materials and gadget applications are also instruments used in this research. Data in the form of student

learning evaluation results will be analyzed manually and described descriptively to get a detailed and comprehensive picture.

## **RESULT**

In general, the research results show a positive influence from the use of mobile phones or gadgets on students' understanding of the topic being discussed. The results of observations during the learning process show that students are quite enthusiastic about online learning activities. Most students use devices during the online learning process. This pandemic situation requires students to be able to study independently, so Mobile Assisted Language Learning really helps students and lecturers in delivering learning material.

During the online teaching and learning process, several applications used for learning English Phonetics and Phonology include; Zoom meeting, Whatsapp group, Bengkulu University E-learning and Google form. The following will be explained one by one;

### **a. Zoom Meetings**

Zoom meeting is an application that allows face-to-face learning to be carried out virtually. Participants can access this application from anywhere as long as they have an internet network. By using this application, participants can listen to lecture explanations as if they were in the same place. Participants can share documents, power point slides and even audio and video which can be directly viewed by other participants.

In this research, the zoom application on the English Vowels material was used at the first discussion meeting where the lecturer provided an explanation of the material points that would be discussed in the English Vowels chapter. Previously, students had been assigned to make a chapter report or summary of the English Vowels chapter which would be discussed at the zoom meeting. Having an account from FKIP allows meetings via zoom meetings to be held without time limits.

When explaining material about English Vowels using the zoom meeting application, based on the researcher's observations, students were very enthusiastic and increasingly understood the concept or theory about English Vowels. This is because previously they had read and made a summary of the English Vowels material. Student enthusiasm can be seen from the questions asked and discussions held by students about this topic.

Using this application requires a fairly large quota and a strong enough internet network, so this is an obstacle for some students. Some students are in areas where the internet network is not very strong, so during the process of using this application several problems occur, such as not being able to access it and being disconnected in the middle of the road. This is because zoom meetings are synchronous and have a certain time, just like when we meet face to face.

### **b. WhatsApp group**

This application allows participants to conduct discussions/chat using written or voice messages. Apart from that, participants can also share documents in the form of words, PDF, ppt, e-book, audio and even video files.

During the learning activities, from the beginning of the meeting a WhatsApp group was created for the English Phonetics and phonology class. This application is considered very practical because it is very easy to access via a device with a quota load that is not too large. This class WhatsApp group is used as a suggestion for sharing information, sharing files about lectures.

Because it is not synchronous like zoom meetings, information on WhatsApp groups is very efficient and effective. Students can share and obtain information easily. In this research activity, WhatsApp groups are used as an alternative for collecting assignments when students cannot access e-learning to submit assignments. Apart from that, it is also a means of sharing audio files and other learning material files.

### **c. Bengkulu University E-Learning**

Bengkulu University's elearning has been around for several years, but its implementation is really needed during this pandemic. With Bengkulu University's elearning, online learning activities feel very helpful. Lecturers can upload learning materials and design assignments and manage their submissions. Another advantage is that this account can be accessed anytime and anywhere, so it really helps students during the online learning process. Students can view the material they have studied whenever they feel they need it. E learning really supports independent learning for students and is also very helpful for lecturers who teach courses.

In this research, apart from conducting lectures using zoom meetings, all learning materials were uploaded to an elearning account. Apart from that, assignments are also collected using an e-learning account. The deadline for submitting assignments is set for a week so that students have enough time and consider internet network problems.

### **d. Google forms**

The Google Form application is used for learning evaluation. Using this application allows students to carry out evaluations online. In this course, the learning evaluation for the English vowels chapter is carried out using a Google form.

By using this application, students can carry out evaluations anytime and anywhere and can find out the results immediately after answering the questions.

Based on the evaluation results using Google Form, more than 80% of students were able to answer 80% of the questions correctly. This shows that implementing Mobile Assisted Language Learning (MALL) can be applied in the teaching and learning process and is proven to provide positive results.

## DISCUSSION

This research was carried out at three meetings which discussed 1 chapter, namely English Vowels. This chapter was discussed at three meetings because this material requires an understanding of concepts and practical skills in this case the pronunciation of English vowels. *English Phonetics and Phonology book: a practical Course by Peter Roach (2009)* is used as the main book in learning English Phonetics and Phonology. The reason for using this book as a learning resource is because this book not only presents theory but is also accompanied by practical exercises in both written and oral form.

Before the lecture begins, at the first meeting students know that each topic of discussion will be summarized. In other words, students must read the material to be discussed and make a summary of the results of the reading. This aims to provide a general overview for students before discussing it in the learning process. Students are given 1 week to collect a summary by uploading it to the e-learning class.

For the English vowels chapter, the first meeting was held with the lecturer explaining the material using power point slides during a zoom meeting. When students listen to the lecturer's explanation, they are expected to be able to relate it to their understanding when making a chapter report or summary.

The next stage is that students are given a written assignment to find out the extent of their understanding of the material which has been summarized and explained by the lecturer. This assignment is individual and students submit their assignments via an e-learning account.

Next is practice in the form of pronunciation exercises whose audio source is taken from the audio in the handbook. At this stage students practice pronunciation of English vowels and carry out pronunciation exercises by sending audio files via elearning accounts and WhatsApp groups.

The final stage is an evaluation in the form of a written test to determine student understanding and an oral test to see student pronunciation of English vowels. This evaluation was carried out using Google Forms and elearning.

The evaluation results showed significant results in both oral and written form. This can be seen from the percentage of students who were able to answer the written test, which was almost 80% and from the audio analysis of the pronunciation of English vowels, students could be categorized as quite good, although there were still some who were in the poor category.

## CONCLUSION

From the results of research regarding the application of the MALL method in the English Phonetics and Phonology course, it can be concluded that this method really helps students understand linguistic concepts, especially in sound production in English and helps students know the correct pronunciation of English vocabulary. This is more pronounced during the pandemic where the

teaching and learning process is carried out online. By using several online learning features, a blended learning process can occur which is a necessity nowadays. However, several obstacles such as unfriendly signals and networks still really interfere with the learning process by implementing MALL. With this research, it is hoped that there will be development of this learning method so that students and lecturers are expected to truly be able to face this increasingly rapid digital era. In general, it appears that the application of the MALL method is able to increase students' understanding of theoretical and practical concepts in the English Phonetics and Phonology course.

### **ACKNOWLEDGEMENTS (Optional)**

The writers would like to thank the faculty of Education and Teacher Training for supporting and providing fund for the research through PPKP (Penelitian Pengembangan Kualitas Pembelajaran) in the year 2020.

### **REFERENCES**

- Cahyani, de Courcy, and Barnett. (2016). *Teachers' Code-Switching in Bilingual Classroom: Exploring Pedagogical and Sociocultural Functions*. International Journal of Bilingual Education and Bilingualism. Doi: 10.1080/13670050.2016.1189509
- Dardjowidjojo, Soenjono. (2009). *English Phonetics and Phonology for Indonesians*. Indonesian Obor Foundation. Jakarta
- Lamb, M., & Coleman, H. (2008). *Literacy in English and the Transformation of Self and Society in Post-Soeharto Indonesia*. International Journal of Bilingual Education and Bilingualism, 11(2), 189-205. doi: 10.2167/beb493.O
- Olson, D.J. (2014). Benefits of Visual Feed Back on segmental Production in the L2 classroom. *Language learning and Technology*. Vol 189(3) ,173 -192. Retrieved From <http://ilt.msu.edu/issues/October2014/olson.pdf>
- Perwitasari, Arum., Klamer Marian, & Schiller, Niels., O. (2017). *Formant Frequencies and Vowel Space Area in Javanese and Sundanese English Language Learners*. 3L: The Southeast Asian Journal of English Language Studies-Vol 22(3) : 141-152
- Saito, Kazuya. ( 2015). *The Role of Age of Acquisition in Late Second Language Oral Proficiency Attainment*. *Studies in Second Language Acquisition*. 2015,37,713 -743. Doi: 10.1017/S0272263115000248
- Shahidi, AH, Rahim Aman, & ab. Samad Kechot. (2012). Production and Perception of English Word Final stops by Malay Speakers. *GEMA Online Journal of Language Studies*. Vol. 12(4) ,1109 -1125