INVESTIGATING THE STUDENTS' PERCEPTIONS TOWARD THEIR MOBILE LEARNING EXPERIENCES AT THE FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT: A Descriptive Study

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Article Info	Abstract
	This research aimed to find out the sorts of mobile learning experiences used by the fifth semester students and their perceptions toward mobile learning in learning English. This research was conducted through descriptive quantitative method. The population was the fifth semester students of Muhammadiyah University of Makassar and took 60 students as the sample. The researcher used instrument to find out the sorts of students' mobile learning experiences and their perceptions. Findings in this research are almost all students' mobile learning experiences are from smartphone. It showed 100% students chose smartphone, 18% chose laptop, 17% chose netbook, and 5% chose MP3 Player. Then, the result of students' perceptions showed students are (85%) strongly agree that M-Learning is engaging, (82%) strongly agree M-Learning is convenient, (79%) agree M-Learning is flexible and (79%) agree M-Learning is interactive. Based on the research findings above, it could be concluded that students' has experienced smartphone as their Mobile learning, and mobile learning is effective as a learning tool to learn English.

INTRODUCTION

It should be realized that learning is a system, in which there are a number of components that are interconnected with each other in order to achieve the goal. Some of these components include: (1) objectives, (2) teaching materials, (3) methods, (4) tools / media and, (5) evaluation (Ali, 1992: 30). Because learning is a system then the success of learning is determined by the extent to which the effectiveness of each component interacts. Media as one component in the system has a function as a means of non-verbal communication. As one component of the system, the media must absolutely exist or should be utilized in every learning activity. Teachers are required to provide motivation to learners through the use of media that not only exist in the classroom, but also outside the classroom if it is possible to be utilized. Such things will have a positive impact, especially in helping learners in improving their English learning ability.

One of the best media with this technological era is mobile learning. Mobile learning is the result of the evolution of e-learning. According to Quinn (2000) in Suriansyah (2016: 61), M-learning is defined as a learning that uses mobile devices such as PDAs, mobile

phones, iPods, tablet PCs, Play Station Portable, and others. In essence, m-learning is seen as a learning model that utilizes information and communication technology (ICT) stirring.

In this research, the researcher wanted to know the sorts of mobile learning experiences and the students' perceptions toward mobile learning in learning English.

Significance of the Research

The results of this research are expected to be useful for students and especially for English Education. For students, mobile learning is the new way to develop their English skill just by using their mobile devices to learn English. For the English education department, teachers, and other educators, this research are expected to be developed inside and outside classroom as an effective tool to teach English without thinking the distance of learning place. Mobile learning that also rarely used as learning tool hopefully can be considered for formal and informal learning situation.

The significance of the study also can be considered two, theoretically and practically. Theoretically, this research can be a reference for the next researcher in term of students' perceptions in mobile learning, in conducting a further related research. While, practically, this research can be useful for the teachers in order to develop their teaching method and their classroom management based on the perception given by the students.

Scope of the Research

This research would focus on two things. First, the sorts of students' Mobile Learning experiences which were include students' personal mobile devices and second, the students' perceptions toward mobile learning in learning English.

METHODS

The method of this research was quantitative descriptive method. In which data was collected through questionnaire. It was aimed to describe the students' perceptions toward their mobile learning experiences in learning English.

The indicators of students' perceptions toward mobile learning are interactivity, flexibility, convenience, and engagement. Interactivity mean M-Learning environments utilized the latest technologies to bring an interactive learning environment into learning and teaching activities. Flexibility was the used of videos, mp3 audios, and other popular multimedia assets on one mobile device. Convenience was the advantages of reaching materials anywhere, at any time. Last, engagement was that mobile learning with its variety of application, pleasing content and simplicity make student pleasure in learning English

Instrument of the Research

A questionnaire was used on this research. The questionnaire composes in close-ended question form. It consists of 10 numbers of questions of the students' perceptions in using

mobile learning to increase their ability in learning English and 1 number for sorts of mobile learning experiences.

DISCUSSION

The findings of the research deal with the answer of the problem statement which aimed to find out the students' perceptions toward their mobile learning experiences in learning English. The findings from the sample were organized into two parts, namely (1) the frequency of the sort of mobile learning experiences, and (2) the findings from the questionnaire about the students' perceptions.

The Frequency of Sorts of Mobile Learning Experiences

TABLE 1 SORTS OF MOBILE LEARNING EXPERIENCES

NO.	SORTS OF M-LEARNING EXPERIENCES	FREQUENCY
1.	MP3 Player	3
2.	Smartphone	60
3.	Netbook	10
4.	Laptop	11

The table 1 showed that there were 3 students (5%) chose MP3 Player, 60 students (as much 100 %) chose Smartphone, 10 students' (16.6%) chose Netbook, and 11 students (18.3%) chose Laptop.

Actually there are many other mobile learning experiences that have been studied by the other researchers in the world, but the researcher was selected four (4) of them after considered the mobile devices known in Indonesia.

The Students' Perceptions in Using Mobile Learning to Learn English

The researcher analyzed the students' perceptions below by using this formula:
Index % Formula: Score Total/ Highest Score x 100.

Having counted the percentage of each indicator, the researcher presented her calculation on the table below according to the order of the frequency of students' perceptions.

TABLE 2 THE FREQUENCY OF STUDENTS' PERCEPTIONS

NO.	INDICATOR	(F)	%
1.	Engagement in learning English	256	85
2.	Convenient in learning English	247	82
3.	Flexibility of mobile learning	236	79
4.	Mobile learning interactivity	236	79
5.	Social media for learning	251	84
6.	Increasing students' motivation	217	72
7.	Interest in learn English	250	83
8.	Learn English anywhere and anytime	256	85
9.	Improve students' English skills	240	80
10.	Improve students' English learning ability with songs	268	89

Based on the table 2, it seemed that by 85% scores of students are strongly agrees that learning English is more engaging with mobile device, 82% scores of students are strongly agrees that it is more convenient to learn English with mobile device, 79% scores of students agrees that mobile learning provides students more flexibility, 79% scores of students agrees that the features of mobile device support more interactivity with English learning, 84% of students are strongly agrees that Mobile device facilitate students to use social media more easily, 72% scores of students are agrees that Mobile learning motivates students to learn English more and more, 83% scores of students are strongly agrees that students can learn English in a fun way with mobile learning, 85% scores of students are strongly agrees that with mobile device students can practice English anywhere and anytime, 80% scores of students are agrees that Mobile learning can improve students' English skills, 89% scores of students are agrees that listening to English songs can improve students' ability in learn English.

Considered the indicators above, communication technology has now penetrated into the world of education. Not just for fun anymore, but it is easily used as a learning tool. The reasons of this statement were students learn in a way they are comfortable. More and more students know how to use them and they are becoming the most used tool. The audio and video capabilities of mobile devices can bring learning to life. This could be done through video images, music and voice. In addition, students could even be allowed to connect with other students from around the world, hence expanding their learning world.

Mobile learning in this research, it's used in informal situation, it had positive impact and very acceptable, especially by students as one of the medias that support ease of learning. This was because mobile learning is flexibility to learners, better completion rates and higher retention, collaborative learning, and higher engagement.

DISCUSSION

After identifying and classifying the data based on the questionnaire, the researcher intended to discuss the findings that have been investigated in this section to answer the research questions in the problem statement.

Based on the data of questionnaire number 1 (one), all samples (100%) have smartphone and used it as their mobile learning. Netbook and laptop followed with 17% and 18%, and it was just 5% use mp3 player as their mobile learning. The researcher then concluded that students' mobile learning experiences are mostly with smartphone. According to Litchfield (2010) in Oktaviani (2015) offered the definition of smart phone in 2010 as a phone that runs an open operating system and is permanently connected to the internet. While, Boyd defined smartphones or phones with more advance computing abilities than mobile phones, have been described as the 'Swiss army knives' of the technological world, crucially allowing integration with third-party applications. All students chose smartphone because it was easy to bring, simple, and also has function as communication tool. Netbook and laptop also have their benefits such as systems of Microsoft, editing video, and higher capacity, but their slightly heavier weights make it difficult to carry anywhere. While MP3 Player now became a part (feature) of smartphone make it rarely to use.

Based on the analysis on indicator no.1 showed that the engagement of mobile learning in learning English, 256 (85%) scores of students were strongly agree. So, the researcher could conclude that mobile learning with its variety of application, pleasing content and simplicity make students are pleasure in learning English. Take online discussion boards for example. They could be access via mobile, kept students connected with peers and instructors, sent out notifications of grades and announcements and saved valuable student time. Another benefit was the 'easy access' factor; many universities were integrating test into their mobile systems, meaning that students could complete them in quick and digestible ways whilst on the move.

Based on the analysis on indicator no.2 showed that the convenient of mobile learning in learning English, 247 (82%) scores of students are strongly agrees and indicator no.8 showed that with mobile learning students can learn English anywhere and anytime, 256 (85%) scores of students are also strongly agrees. So, the researcher could conclude that mobile learning have the advantages of reaching materials anywhere, at any time. It is given a convenient tool for self-help.

Based on the analysis on indicator no.3 showed that mobile learning has flexibility, 236 (79%) scores of students are agrees. So, the researcher could conclude that mobile learning is not limited to any one place or time anymore. Flexibility in M-Learning also involves learning using videos, mp3 audios, and other popular multimedia assets on one mobile device. The students did not have to spend many hours going through a detail course; instead they can opt for a five-minute video focusing on the specific area they seek to master.

Based on the analysis on indicator no.4 showed that Mobile learning was interactive, 236 (79%) scores of students agrees. M-Learning environments which were utilized the latest technologies to bring an interactive learning environment into learning and teaching activities (Cavus, Uzunboylu in Osdamli, 2011). Students were not passive; the functions of mobile tools and environments allow varying levels of interactivity.

Based on the analysis on indicator no.5 showed that social media can be used for learning English, 251 (84%) scores of students are strongly agrees. So, the researcher could conclude that almost all of fifth semester students of Muhammadiyah University were using group in social media for sharing information and knowledge. This is proved barker's theory that one of the impacts of using mobile device in learning context is students can be collaborate using social media. With the advent of the internet and its attendant technology, host of options exist for improving students' English skill. These options involve interacting with others online via social networks – communicating in order to learn about other cultures, have fun, and to learn English at the same time. Social networks are a relatively new phenomenon. Geocities was one of the web's began in 1994. Next up was Twitter 2006. Come 2008, Facebook was leading the social networking site.

Based on the analysis on indicator no.6 showed that mobile learning increasing students' motivation, 217 (72%) scores of students are agrees. So, the researcher could conclude that M-Learning can motivate students to learn because of the effect of flexibility and convenient of M-learning. They were motivated because learn with mobile device was easy, fast, efficient, and effective. There was a lot of current interest to find an easy access into learning spaces for those students who have low motivation because of fear of failure and academic withdrawal. Mobile learning offers a readily available chance with a low threshold to view materials and to carry out mobile assignments.

Based on the analysis on indicator no.7 showed that mobile learning increase interest to learn English, 250 (83%) scores of students are strongly agrees. So, the researcher could conclude that students were fun to use m-learning because of its enjoyable features and easiness access to English materials. This was increasing students' interest to learn. There were also many other reasons why mobile learning was fun. First, enjoyable features, gaming tools and finger touch interactions make learning content much more for user. Second, mobile was social. When it came to learning, the sharing of content drove discussion around learning into common place conversations.

Based on the analysis on indicator no.9 showed that mobile learning can improve students' English skills, 240 (80%) scores of students are agrees. So, the researcher could conclude that M-Learning has power to achieve the four basic language skills. With mobile learning, students can listen to music, speaking by join voiced chats, reading articles on web, and writing comments in English blog.

Based on the analysis on indicator no.10 showed that mobile learning can improve students' English learning ability with songs, 268 (89%) scores of students are strongly agrees. So, the researcher could conclude that one of the feature of M-Learning which is here

are capability to provide English songs, improve students' ability to comprehend English. There was considerable scientific evidence that demonstrates how music or songs could help second language learners acquire grammar and vocabulary and improve spelling. Then, there was the so-called 'Mozart Effect', the concept that listening to classic musical boosts the performance of mental tasks like learning. Songs almost always contain a lot of useful vocabulary, phrases and expressions. Listening to songs would also allow students to focus on their pronunciation and understanding of the English language's rhythm, tone, and beat.

CONCLUSION AND SUGGESTIONS

Based on the findings and discussion in the previous chapter in this research about the students' perceptions toward their mobile learning experiences at the English education department of Makassar Muhammadiyah University the researcher made the following conclusions:

1. The sorts of Mobile learning experiences are smartphone, netbook, laptop, and Mp3 player. Almost all students' mobile learning experiences are from smartphone.
2. Mobile learning is effective to improve students' learning ability. It is proved by the percentage of students who agree with every positive statement. They agree that mobile learning is engaging, convenient, flexible, interactive, motivated and interesting.

Based on the conclusion above the researcher makes the following suggestion:

1. Researcher suggest students to not only use smartphone as a communication tool, or just to keep up with technological developments but smartphone can be utilized to learn and improve students' ability in English language learning if used properly.
2. For teachers or lecturers, researcher suggest to motivate students to maximize the use of smartphones in learning English and apply smartphone usage by utilizing the existing applications in classroom in order to improve their ability to learn English in a more innovative way and fun.
3. For the next researcher is to further deepen this research on the use of smartphones in learning English to be more maximized.
4. Should consider the risks that could arise from the use of mobile learning

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