

DEVELOPING MOBILE-ASSISTED LANGUAGE LEARNING (MALL) MATERIALS TO LEARN DESCRIPTIVE TEXTS

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Abstract: The current study aimed to develop MALL materials for descriptive texts to support students' learning outside classroom hours as supplementary materials. The researcher applied the ADDIE model to carry out the research. The study participants were 17 students of SMPN 4 Satu Atap Sejangkung. Students used the developed product outside school hours as supplementary materials to support what they have learned at school. Interviews for students' needs and opinions and experts' judgments were used to collect the research data. The study revealed the students' needs for MALL materials, the MALL materials were applicable according to the experts, and students had positive opinions towards the MALL materials. Overall, the study was successful in developing MALL materials as supplementary materials to support 7th-grade students of SMPN 4 Satu Atap Sejangkung in learning descriptive texts.

Keywords: MALL Materials, Material Development, Descriptive Texts

INTRODUCTION

With the advancement of mobile devices, the accessibility of the internet, and telecommunications technologies, there is an increase in interest in flexible language learning. This learning is called Mobile-assisted Language Learning (MALL). MALL emerged from Computer-Assisted Language Learning (CALL) and m-learning (Çakmak, 2019). What makes MALL and CALL different are their personal use and mobility across contexts. Based on the features, MALL and m-learning are similar. Both provide learners flexibility, contextualized learning, and active engagement in the community. Mobile-Assisted Language Learning (MALL) refers to the language learning process that is aided by mobile device usage. Khubyari and Narafshan (2016) mention MALL as a teaching and learning activity that equips mobile phones or other mobile devices with wireless connectivity. This includes such as phones, personal digital assistants, and tablets.

The definition may differ among experts and practitioners according to the context. Stockwell (2022) in his book refers to MALL as “learning a second or foreign language through the use of one or more of various mobile devices including, but not restricted to, mobile phones (including smartphones), tablets, personal digital assistants (PDAs), MP3/MP4 players, electronic dictionaries, and gaming consoles”. Loewen et al., (2019) summarize the key components including flexibility in study time and location, continuity across various devices (e.g. mobile phones, tablets, and laptop/desktop computers, ease of access to materials, and adaptability to the study habits of individuals. Among these devices, mobile phones are the most used ones by students. Yudhiantara and Saehu (2017) stated that mobile phones have begun to earn popularity, competing with personal computers to fulfil their users' needs. Because of the

flexibility and accessibility of mobile phones, learners can make use of MALL to help them learn and improve their English skills.

Mobile-Assisted Language Learning (MALL) is facilitated by handheld devices that are available for use with the flexibility of place and time. In contrast to computer-assisted language learning, MALL emphasizes continuity or spontaneity of access and interaction across many contexts of use through the use of personal, portable devices that facilitate a new way of learning (Kukulka-Hulme & Shield, 2008). Examples of devices equipped are smartphones and tablets. MALL may take place inside or outside the classroom. Teachers are in charge of the learning when conducted in the classroom. Mobile devices are used by students led by the teacher to enhance learning. For instance, students are asked to read the materials on specific websites using their smartphones. Teachers may also request that students to complete tasks on their phones. On the other hand, students utilize their mobile phones to learn on their own when conducted outside of the classroom. They are using this to assist them solve learning challenges or improve their skills.

Recent studies have discussed the development of MALL materials. Two studies showed positive outcomes. Bayyurt et al., (2014) developed and uploaded MALL materials in the learning management system called Moodle. They designed courseware which consisted of two kinds of activities. In order to engage a group of students, the units included recognition-type reading and listening activities (such as filling in the blanks, matching, multiple-choice, and true/false) and collaborative writing tasks based on online resources like blogs, wikis, and discussion forums. The study showed that MALL materials can be a facilitating tool for English language learning. Secondly, a development of MALL materials was conducted by Zhang (2021). He created MALL materials to support the English oral communicative learning of Thai airport immigration police officers. Materials were developed through the ADDIE process and resulted in two units of lessons loaded on the WeChat public platform. The study revealed that the self-instructional materials were following the learners' needs. It showed that the materials had a high quality of content, rational organization, pleasant presentation, and convenient functions of the platform.

At the current time, learning materials are still limited to textbooks and handouts in many schools in the rural area. Based on the preliminary observation, the seventh-grade students in SMPN 4 Satu Atap Sejangkung relied only on the textbook when learning English. They did not have extra learning materials that they could use to support their study outside school hours. Learning at home was still important to some students because they needed more practice to master the learning topics. The seventh-grade students were still new to English because they did not have English subjects in elementary schools. Because of this, the teacher usually needed to spend more time in the classroom to familiarise students with English words and only used the textbooks as the learning sources. This led to students' lack of understanding of the English learning materials. One of the strategies that the teacher can use is to make use of mobile phones as supplementary sources of learning. In this case, developing materials in the setting of Mobile-assisted Language Learning (MALL) can be one of the ways to help students support their learning outside school hours.

One of the learning topics that lack learning materials is descriptive texts. Descriptive texts are the first genre learned at the junior high school level. In the learning coverage, students are required to comprehend descriptive texts in terms of social function, generic structure, and

language features and finally to be able to produce a text. To achieve that, students need to master the vocabulary and structure and use them in other skills. Thus, this learning coverage is not easy for students and they need sufficient materials. Therefore, supplying students with supplementary materials is necessary to support them in understanding the learning coverage faster. MALL could provide many interactive activities, multimedia, and learning settings that support learning descriptive texts. By having MALL materials, students can improve their understanding of the descriptive text in which they enhance their ability to practice the language skills.

Many of the research on MALL implementation focuses on using a particular learning application or medium. This study intends to use multiple online learning media to support students' learning outside classroom hours as supplementary materials. The use of multiple applications can provide various kinds of learning activities or materials to make learning more effective. Besides, it is also found that, based on the current search on the Play Store or web search, there is still no specific application or platform designed for descriptive text learning. Therefore, the purpose of this study is to provide learning materials to support students in learning the topic. Its goal is to develop engaging and attractive materials that take advantage of the mobile phone's capability.

There were three research questions raised in this study: 1) What are the students' needs for Mobile-Assisted Language Learning (MALL) materials for learning descriptive texts? 2) What is the applicability of Mobile-Assisted Language Learning (MALL) materials for students to learn descriptive texts? and 3) What are the students' opinions about the developed Mobile-Assisted Language Learning (MALL) materials for learning descriptive texts? This study is important as it will try to present an effective material design for EFL learners that makes use of the digital features of today's mobile technologies. Kim and Kwon, (2012), in their study, suggested that it is important to keep researching the best practices for designing and using mobile applications effectively for language learners in order to lead towards successful MALL. Therefore, this current study is expected to contribute to the development of MALL materials to provide more attractive and effective English learning.

METHOD

The research design for this study was based on the research and development approach. The ADDIE model (Branch, 2009) was used during the development of the materials to ensure proper research procedures. Ghani and Daud (2018) stated that ADDIE (Analysis, Design, Development, Implementation, and Evaluation) is one of the most widely used approaches for designing and developing educational materials that is still updated and utilized in many large organizations. The model covers five stages that provide dynamic and adaptable guidelines for creating efficient and successful materials for learning. The participants of the study were the 7th-grade students of SMPN 4 Satu Atap Sejangkung, Sambas. There were 17 students involved in the implementation of the designed MALL materials. They are consisted of 9 male and 8 female students.

To gather the data, the researcher used two techniques according to the research questions. They were interviews and expert judgment. The researcher conducted the interviews twice with the students to answer the first and third research questions. Firstly, in the analysis phase, an interview was taken to find the students' needs. Secondly, the researcher sought the students'

opinions by having a second interview with students after they used the materials. The interviews were conducted face-to-face and took around five to ten minutes with ten questions for each interview. Before conducting the interviews, the researcher asked for permission from the students to do the interview. The data which was collected from the interviews was then analyzed. For the student's answers to the interviews, the researcher provided descriptions based on the transcriptions and drew a conclusion. According to Creswell (2014), data analysis involves transcribing the interviews, reading through all the data, coding or organizing data into categories, using the coding to generate descriptions, preparing to present the descriptions and creating the interpretation.

The expert's judgment was conducted in order to know the experts' points of view toward MALL materials developed and to know the applicability of the product. It was important to ask for experts' judgement in order to know the result of the product developed. In this research, the researcher requested two lecturers as the experts to assess the product. One was an English lecturer who assessed the product in terms of the media quality. The other one was a computer lecturer who assessed the product in terms of the technology used. Both of the lecturers were from Politeknik Negeri Sambas.

FINDINGS AND DISCUSSION

The interview in the analysis phase consisted of ten questions which were intended to know the necessity of the planned materials. In addition, it was also to provide data on students' lacks and wants for the product. There are three main focuses in the interview questions. The first four questions asked about how students learn English in their current situation. The next three questions asked about their understanding of descriptive texts. The last three questions asked about the necessity to have additional materials provided in mobile phones which is referred to as MALL materials.

All students confirmed that they began learning English when they joined junior high school. This means they may have little experience learning basic English. It could also indicate that students need more materials to help them learn English and gain greater exposure to the language. According to the students' responses, they relied primarily on traditional learning resources such as books and dictionaries. Some students stated that they occasionally use mobile phones. However, rather than using mobile phones to explore learning resources, students only utilize them as a substitute for dictionaries. When asked how they use mobile phones for learning, the majority of students said they use Google Translate to help them with their assignments or to relearn material from the textbook.

Students responded that they had known descriptive texts, implying that they had been learning about this topic. Students report varied obstacles in learning descriptive texts. Half of the students said they struggled with the words or vocabulary. They couldn't master the vocabulary because they believed they couldn't memorize it. One of the students also stated that the vocabulary is too extensive and challenging for them. Second, because they could not master vocabulary, they were unable to completely comprehend the text. Some of them stated that they couldn't understand the words. This caused a problem with their reading abilities. Third, some students were unable to compose the text. A student stated that he or she struggled with word construction. Fourth, one student was concerned about pronunciation. Finally, students struggled with the translation. The students continued to think about the translation, and anytime they

wrote or read, they had to translate from Indonesian to English or the other way around. This could lead to the conclusion students continue to have difficulty studying descriptive texts.

When asked if they felt they had sufficient time in class to master the content, students gave their opinions. Not many students said it was sufficient. On the other hand, the majority of students claimed that they lacked the hours necessary to fully grasp the material. All students who were asked if they required any additional materials to help them learn descriptive texts answered in the affirmative. They primarily desired the supplemental materials in order to become proficient with the subject matter. A few said that they didn't fully comprehend the topic at hand. Others expressed a desire to comprehend the descriptive texts in greater depth. Secondly, a few students mentioned that it might help accelerate their learning. Others pointed out the translations and insufficient resources provided in schools. This suggested that students needed to have access to more materials about descriptive texts outside of the classroom.

The researcher also wanted to know if they preferred when the upcoming materials would be provided digitally to mobile phones. All of the students agreed that they would clearly like it. Students were also questioned regarding the kinds of learning they would want to see included in the upcoming set of supplementary materials. Most students brought up quizzes. Secondly, they requested that the materials include images and videos. A few students brought up puzzles. A few students additionally mentioned music and games. These preferences should be considered in the product of the upcoming materials. Therefore, the activities for the upcoming material product should take these learning media choices into account.

The researcher then selected and designed the activity forms for the materials throughout the design phase. The types of learning activities should accommodate the learning needs and scope. Since the materials were expected to cover all language skills, the product included them all in the activity plan. The learning materials were presented from the easiest to the most difficult activities. The product was planned to get students started with vocabulary exposure. Then continue with reading, listening, grammar, speaking and writing. The activities should also accommodate students' preferences. Since they want activities like quizzes or puzzles, interactive activities must be considered in the plan. The activities include quizzes, puzzles, reading activities, question answers, and the usage of pictures, and videos to get students' interests. The various activities could be accommodated with multiple online learning media or platforms. The variety of the learning media or platform could also attract students' attention so that they would not feel bored during the period of learning. Since descriptive text materials cover describing things/places, people, and animals, the materials were divided into three sections. Each section had similar structured kinds of activities.

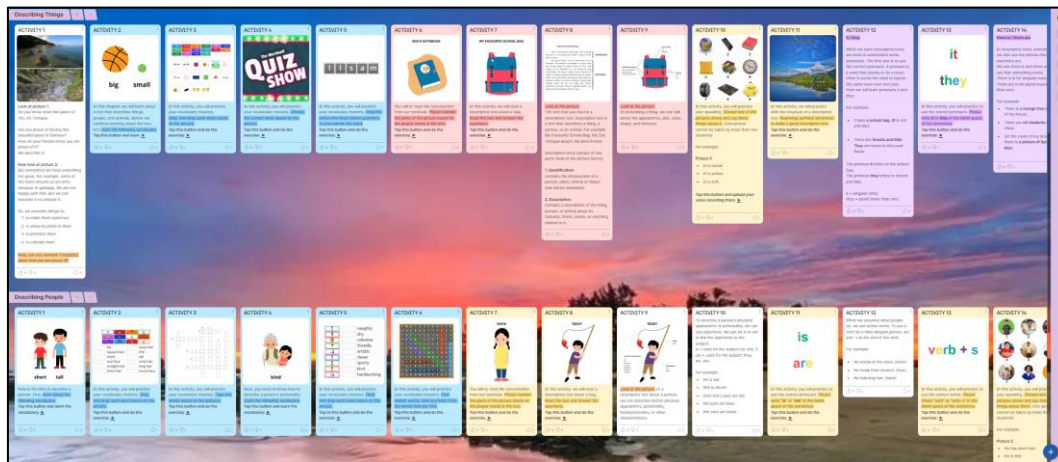
To accommodate the learning activities, the product should use one online media as the main home page. After searching and considering multiple online media, the researchers chose Padlet as the main page for the materials. Padlet is a platform in which you can create single or multiple walls that can house all the posts you want to share. All data or information about activities were placed on a Padlet wall. For the vocabulary practice, *visme.com* was selected to provide flashcards of the words. The drills then used *wordwall.com*. For reading exercises, the researcher chose *edform.com* as the worksheet provider. *Quizizz* was used for grammar practice while *Youtube and Kahoot!* were used for listening exercises. For speaking and writing, the researcher made use of the Padlet feature for students to create their posts on their speaking practice and writing.

Table 1. The Layout of the Materials

Section 1	Describing Things/Places					
	Vocabulary Activities	Reading Activities	Speaking Activities	Grammar Activities	Listening Activity	Writing Activity
Section 2	Describing People					
	Vocabulary Activities	Reading Activities	Speaking Activities	Grammar Activities	Listening Activity	Writing Activity
Section 3	Describing Animals (Pets)					
	Vocabulary Activities	Reading Activities	Speaking Activities	Grammar Activities	Listening Activity	Writing Activity

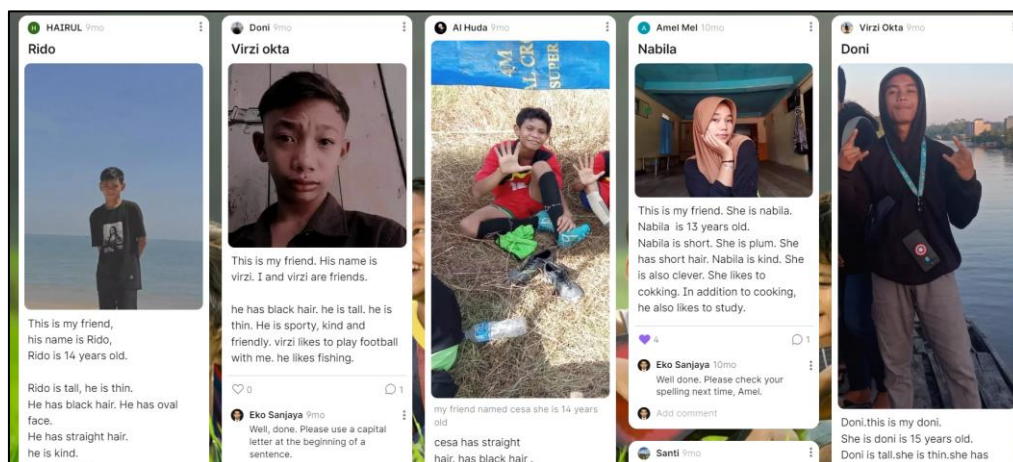
The development phase comprised several important tasks, including creating or developing the learning content, preparing illustrations, uploading content to online media, and testing the product. The researcher drafted the material in documents according to the blueprint of the product. To make the materials attractive and easy to use, the content needed to be aided with good visual illustrations. In the next process, the researcher uploaded all the content into the learning media that can be accessed on mobile phones online. The first thing to do was to set up a Padlet page. The contents were then started to be changed into online digital form. Every activity detail was informed on Padlet posts. For activities that required students to read or comment, the researcher just needed to put texts or pictures directly into the posts. Meanwhile, for activities that use other online interactive learning platforms, the researchers needed to first create the activities or worksheets on those platforms.

Figure 1: MALL Materials for Descriptive Texts



The implementation phase was done for students of the 7th grade of SMPN 4 Satu Atap Sejangkung. Before using the product, students were given a trial or training on how to use the material. In this process, the teacher gives access to the materials and explains items presented in the Padlet. This trial was done in one meeting. In the implementation, the students used the Padlet-based materials outside the classroom hours as supplementary materials. The implementation was done when students had descriptive text learning in the class that was ongoing. During this period, the teacher instructed the students to do certain activities after having the regular teaching and learning process at school. The teacher then monitored students' participation in using the product by reading the work reports. The teacher also gave comments and feedback on the students' work. Students who have questions might also text the teacher through the classroom Whatsapp group. The implementation was done by students for two sections of the materials which describe things/places and people.

Figure 2: Samples of Student's Activities

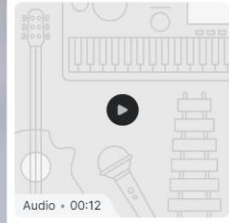


Speaking Practice 2

Post your voice recording here.

HAIRUL 10mo

Picture 8




Audio • 00:12

4 0 1

Eko Sanjaya 10mo
Good job, Hairul. Hope you can speak fluently next time.

Nabila Nabila 10mo

Picture 4




Audio • 00:06

3 0 1

Eko Sanjaya 10mo
Good job, Nabila.

Rido Rido 10mo

Picture 2



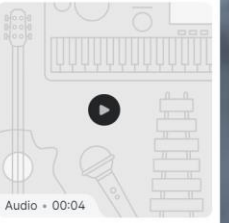
Audio • 00:07

3 0 1

Eko Sanjaya 10mo
Nice, Rido. Practice more with the pronunciation.

Amel Mel 10mo

Picture 4




Audio • 00:04

4 0 1

Eko Sanjaya 10mo
Well done, Amel. Try to speak slowly next time.

Putri Nazia 11mo

My Favorite Doll




This is my favorite doll. I love boba dolls. Given by my cousin.

My doll is white. It has colorful dots. Made of cloth. The material is soft. Soft to hug. It has black eyes. Have a mouth. The shape is slightly oval. Has a white hat My

Nabila Nabila 11mo

My favorite doll




This is my favorite doll. I like it because it's good. This doll was given by my mother.

My doll is cream colored. This is a teddy bear. My doll body is big, has a large black and white ribbon around his neck in his ears. It has soft and clean fur. It is made of cloth and has a lot of

Aviza Fasha 11mo

My House



This is my home. I live here with my parents. I love my house.


My house is not big. And my house has a gray color. And has a living room. And also has a bathroom and toilet. There is also a kitchen for cooking. And my house is very comfortable.

3 1

Eko Sanjaya 11mo
Excellent. Your writing has clear

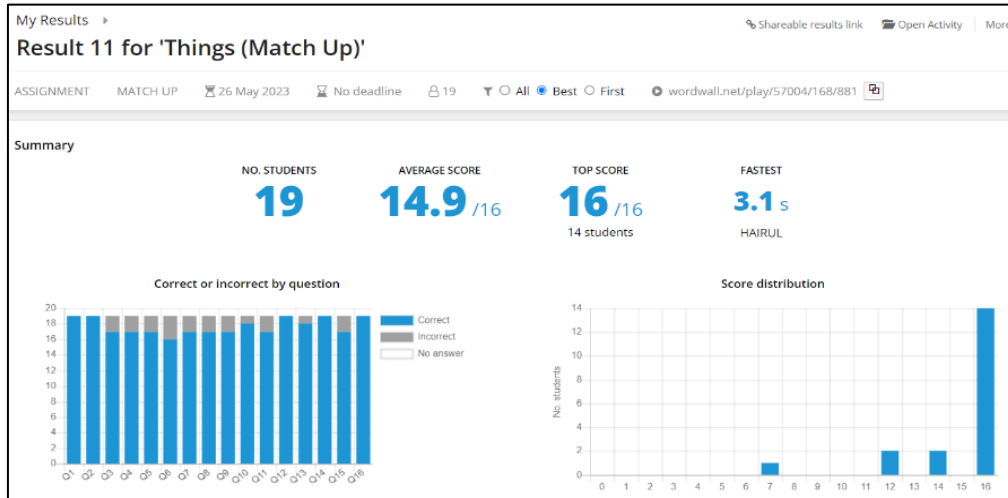
Fatur Rahman 11mo

My School



this is my school.

my school is small. in my classroom contains desks, chairs, and blackboards. my school is blue my school has 3 classes. At my school there is a football field and volleyball court. My school is red.



The researcher evaluated by distributing an assessment rubric to the experts and conducting an interview with students. The expert validation was to find if MALL materials were applicable to use by students. The interview was intended to find information about the student’s opinions about the materials to see if they were helpful and easy to use for them.

The first validation was to assess the media of MALL material for descriptive text learning. There were two sections of the instrument: the first section consisted of the criteria for the design of the product and the second section consisted of the criteria for the content. Each section had ten items of criteria for media assessment. According to expert 1 for media assessment, the MALL materials were considered applicable and needed some revisions. From this expert’s point of view, the researcher found out that:

Table 2: Expert’s Judgement for Media Assessment

No.	Assessment for	Question Topic	Question Item No.	Scale
1	Design	Material Presentation/ Layout	1	3
			2	3
			3	4
		Visual	4	4
			5	4
			6	4
			7	4
			8	3
		Quality of Audio/Video	9	4
			10	4
2	Content	Material coverage	1	4
			2	3
			3	3
			4	3
		Activity Appropriateness	5	4
			6	4
		Language Use	7	4
			8	3
			9	4
			10	4
Total				73

$$P = \frac{\text{result score}}{\text{amount of point} \times \text{amount of catagories}} \times 100$$

$$P = \frac{73}{80} \times 100$$

$$P = 91.25$$

The percentage of the applicability of MALL materials was 91,25 %. which is classified as very good. These findings revealed that the MALL materials were applicable to be used.

The second validation was to assess the technology aspect of MALL material for descriptive text learning. There were ten items of criteria for media assessment. According to expert 2 for technology assessment, the MALL materials were considered applicable and need some revisions. From this expert’s point of view, the researcher found out that:

Table 3: Expert’s Judgement for Technology Assessment

No.	Question Topic	Question Item No.	Scale
1	Product Usability	1	3
		2	3
		3	3
2	Product Accessibility	4	4
		5	4
		6	3
3	Features that support the learning	7	4
		8	4
4	Media Variation	9	3
		10	4
Total			35

$$P = \frac{\text{result score}}{\text{amount of point} \times \text{amount of catagories}} \times 100$$

$$P = \frac{35}{40} \times 100$$

$$P = 87.50$$

The percentage of the applicability of MALL materials was 87,50 % which is classified as very good. These findings revealed that the MALL materials were applicable to be used. Both experts considered the product applicable with some revisions based on the suggestions and comments.

Based on the interview, students answered that the materials helped them to understand descriptive texts. Aside from that, the materials are considered to be helpful for them to practice

language skills such as reading, listening, speaking, writing, and mastery of vocabulary and grammar. Moreover, the majority of students said that using mobile phones to learn was easier than reading books. These statements make numerous points, the first of which is that the materials were easy to open, operate, or search. Others said that having mobile phones allowed them to readily access Google Translate during the implementation process. Furthermore, some students stated that utilizing mobile phones could help them better understand the topic. Others said it was enjoyable, the materials included a variety of activities, and they were not bored.

It was also found the ease of using MALL materials because of their flexibility and usability. Students reported that most of the day students accessed the materials was the evening. It was followed by in the afternoon. There were no specific times for when exactly they usually use the materials. Some students also said that they open the materials right after school. Meanwhile, multiple locations or places were mentioned by students when asked about where they accessed the materials. Furthermore, mostly, students said that operating the product was easy. Some of them mentioned that it was firstly quite difficult, but they got it fine over time. Even though almost all students stated that the materials were easy to operate, the researcher tried to collect information on whether they had challenges during the implementation and asked to mention them.

It was found that network or internet connection was the most mentioned by students as the challenges that they faced. They stated that sometimes they had a slow connection. Secondly, some students experienced challenges with typing. Thirdly, two students stated that they still did not understand the activity for some parts of the materials. Clicking and zooming were also reported by a few students. Meanwhile, the two students were concerned with the challenges in terms of the learning activity itself such as describing and translating. These issues indicated that MALL materials would still face some challenges during the implementation. However, most students conveyed that they were happy. It was followed that they felt it was easier to learn with mobile phones for learning descriptive text. The ease was caused by some reason. They mentioned easy to understand, easy to learn, easy to open, and easy to get help.

According to the data, the researcher concluded that MALL materials needed to be developed for 7th-grade students at SMPN 4 Satu Atap Sejangkung in Sambas to help them understand descriptive texts. The students did not receive much practice with English as they started to learn it when they were in the junior high levels. Their average age was twelve years old. It means they began learning English at a later age. Sepyanda (2017) argued that learning English at a young age, especially in elementary school will make it easier for children to acquire English as the primary subject in the following school levels. Supplementary materials could help students make the best use of their time and effort in learning English. Furthermore, students continue to struggle with understanding descriptive writing. It suggests they required enrichment in order to master the topic of study. This was further corroborated by students' responses that supplementary materials were required. The supplementary materials not only meet the student's needs but also increase their interest and motivation to read and write (Putri, 2018). Students also expressed an interest in having the content available on their mobile phones. They also reported their preferences for activities, the majority of which were interactive.

Experts' validation supported the idea that the developed MALL materials were applicable to use. Expert 1 has assessed the media aspect of the product by giving ratings for the criteria. The assessment was then measured and it was concluded that the media aspects were categorized

very well with 91.25% obtained. It was also supported by the assessment from expert 2 who assessed the technology aspect used with the MALL materials which resulted in 87.50 % which was categorized as very good as well. It was concluded that the MALL materials were applicable to use. Segaran et al., (2014) showed similar results in which the developed materials were considered acceptable according to the data. However, several comments and suggestions were given by the experts. For the media aspect, it was suggested that the researcher inform the learning objectives and give detailed instructions. Meanwhile, for the technology aspect, the expert suggested all materials can be presented on one page without having to scroll to the right and make the icon for navigation bigger. The suggestions were valuable as they were meant to make the product better.

Lastly, according to the interview, most students viewed that the MALL materials have positive impacts to their learning. Saragih and Jaelani (2020) in their study concluded that students' learning activities were impacted by autonomous learning using MALL. Starting from the benefits of the product, they admitted that it was helpful for them to support their learning. Secondly, they also made use of the flexibility of the materials in which they could access the materials anytime and anywhere. However, students also expressed challenges that they faced during the implementation. Implementing MALL without challenges is hard. Hashim et al. (2017) were concerned that aspects of mobile phone usability such as screen size, battery capacity, storage capacity, and internet speed ability are several limitations that students may face in Mobile-Assisted Language Learning. However, educators or developers should prevent or have plans to minimize the problems caused by the challenges. Even though students faced some issues during the implementation, most of them stated that it was easy to use and they felt happy to use the materials to support them learning descriptive texts.

CONCLUSION

The research was done in order to support 7th-grade students of SMPN 4 Satu Atap Sejangkung learning descriptive texts by providing supplementary materials in the form of MALL materials. Students showed their needs for the learning materials. A number of material development processes were finished and has produced the learning product. The materials were provided online consisted of activities that used multiple online learning media. According to the findings, the MALL materials were considered applicable for students to use in their learning. Students also expressed their positive responses to the use of the developed materials. Therefore, the research has successfully developed MALL materials as supplementary materials to support students learning descriptive texts. However, the research was done on a small number of students because the school does not have many students. Conducting further MALL research across levels and contexts with more participants can also provide more beneficial data for English language learning studies.

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