

MEC: Mobile for English Course Apps

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Abstract: Mobile learning which takes place without boundaries and time limitations has led to heutagogy based learning and the Industry Revolution 4.0 covering various areas of learning including English language learning. Hence a mobile learning application called MEC Apps (Mobile for English Course Apps) has been developed as one of the Arau Community College English module learning alternatives which includes notes, exercises, references and gamification in an interactive and interesting way. This is due to a pilot study conducted which found that 68.9% of respondents consisting of students at Arau Community College had problems to get additional reading to learn English because of the difficulty in obtaining the necessary reading resources and references. The MEC application was developed as a facility for students especially the younger generation known as digital native to learn English by far and allows to test comprehension through reinforcement exercises provided. A study was conducted to see the potential use of MEC application by using Kurt Lewin model in looking at the effect of the use of MEC application on students' attitudes, motivation and self-efficacy. Pre and post tests were conducted on the study respondents to compare the total marks that had been obtained by the respondents before and after the MEC application was used. The findings showed an increase in scores of 45% from 40% in the pre -test to 85% in the post test. In addition, a Likert scale testing instrument containing 4 constructs of the Instructional Materials Motivation Survey(IMMS) adopted from Noraini (2008) measurement test was used to test respondent's feedback while using the MEC application. The results of the study found that mobile learning applied in MEC can be one of the alternatives to the effort in learning English Course in Arau Community College towards the Industrial Revolution 4.0.

Keywords: Mobile Learning, English Course, Android Platform

1. Introduction

Mobile learning refers to a learning process that involves the use of mobile hardware such as laptops, tablets, and smartphones in learning and teaching activities either simultaneously (synchronize) or not simultaneously (unsynchronized) [1]. Moreover, mobile learning can also be defined as a transformation of a learning process that is not limited to the physical location in which the learning method is implemented [2]. The use of smartphones is not just for entertainment, even smartphones also play a very significant role in business, administration, and education [3]. Nowadays, the use of multimedia is not just for entertainment, even multimedia also plays a very significant role in business, administration and even education [3]. Developments that emphasize transformation in educational technology have led to mobile learning in tandem with heutagogy learning methods. In the context of this study, this learning transformation is seen to catalyze the level of learning and teaching as well as increase students' motivation and interest to continue learning.

Currently, mobile phones functions are not only to make and receive calls but with the additional integration of smartphone features have diversified their functions. This is acknowledged by [4] in his study which describes the functions of mobile phones that are supported using multimedia features such as graphics and video as well as equipped with many internet-based applications and facilities. This scenario is further intensified using open source and free Android -based operating system installed on smartphones for use by most smartphone users especially among students. This can make it easier for students to install various applications under the Android operating system especially those involving applications for learning and teaching use.

2. Materials and Methods

The application named *MEC: Mobile English Module* is one of the applications developed based on the Android platform that contains notes, training, gamification, and reference archives to learn the English course. The main purpose of this MEC application developed is to facilitate students to make learning independently without the limitations of time and place to learn the English course. To make it easier for students to use the MEC application, the MEC installation file can be downloaded by scanning the QR code provided for use in the student's smart phone. Some examples of MEC 's main interface display are shown in Figure 1.

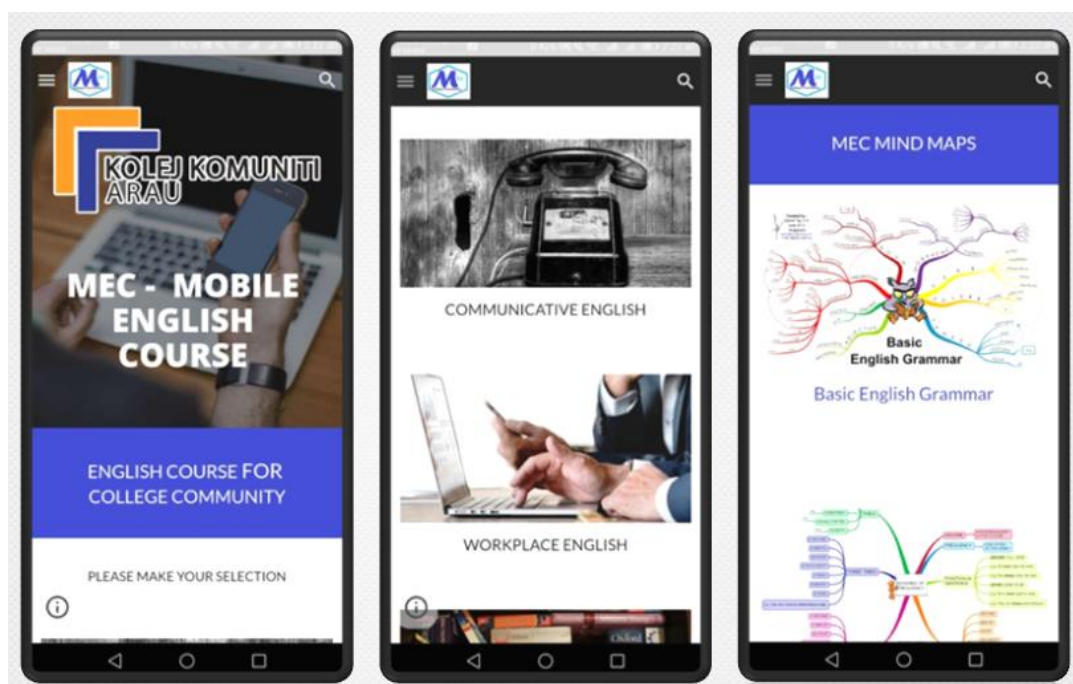


Figure 1: MEC Main Interface

In conducting the study to examine the effectiveness of MEC application, Kurt Lewin's model involving five (5) phase steps consisting of identifying aspects of practice, planning action plans, implementing action plans, seeing the effects of actions, and reflecting on all actions were used [5]. Aspects of practice were identified by using three (3) methods, namely interviewing students who took the English course informally, conducting observations during the learning process and analyzing assessment examination scores. Next, an action plan to overcome the problem was designed by creating a control and experimental group among Computer Systems and Networking Certificate (SSK) student's semester 2 who took the English course and consisted of SSK2A and SSK2B classes at Arau Community College. In addition, Likert scale testing instrument containing 4 constructs of the Instructional Materials Motivation Survey (IMMS) adopted from [6] measurement test was used to test respondent's feedback while using the MEC application. This is supported by [7], who considers the questionnaire instrument suitable for use in education for the purpose of data collection. Accordingly, respondents were given a set of questionnaires containing 36 items divided into four (4) parts, namely demographics, respondents' interest in the use of graphics and animation, the impact of using MEC applications and problems encountered during the use of MEC applications. The set of questionnaires was also given to expert lecturers to review and tested on twenty (20) relevant respondents as a pilot test and the score found Coefficient Alpha is 0.979 which meets the level of reliability and validity of the instrument used.

3. Results and Discussion

The results showed that from 20 samples who took the pre and post-tests, there was a reduction of 100% on the number of student respondents who obtained the marks below 50 marks. In addition, the number of students who got a score of 100 in the post-test also increased from none during the pre -test to 7 people in the posttest. As shown in Table 1, none of the students obtained a score of 50 or below during the post-test.

Table 1: Mark Analysis for Pre-Test and Post-Test

Marks	Pre	Post
100	0	7
90	0	5
80	1	6
70	5	1
60	4	1
50	3	0
< 50	7	0
Total Students	20	20

In addition, face -to -face interviews were also conducted on 10 respondents from a randomly selected target group after a questionnaire was conducted to confirm feedback on the use of the MEC application. The results of the interviews found that 90% admitted that the use of the MEC application can encourage students' interest in learning the English course. A total of seven (7) respondents agreed that the use of MEC application can encourage increased understanding in the English course. However, 30% of respondents think that the English course is not something that is easy to learn without real-life explanation by the instructor.

The use of MEC application is seen to help in increasing the motivation and self-efficacy of Computer Systems and Networking (SSK) students. The findings of the study found that there was a significant difference between the Mean scores of the control group and the experimental group on the motivation and self-efficacy of Computer Systems and Networking Systems (SSK) students because of mobile

learning applications in the English course. These findings are supported by the study of [8] who wrote related to the use of mobile hardware in promoting students' skills to organize, enhance responsible attitudes, empower collaborative learning and help review student performance more efficiently. This can make the learning environment in the classroom more proactive and innovative. However, instructors need to play a key role in providing quality learning materials in mobile learning applications. This is emphasized by [9] who emphasizes that teachers should also be the main source of learning or mediator in learning who is responsible for planning, preparing, and utilizing other learning resources so that learning becomes quality.

4. Conclusion

In conclusion, the use of MEC application based on mobile learning can be one of the alternative mediums to self-learning for Computer Systems and Networking Certificate (SSK) students in Community Colleges. This is in line with the relevant heutagogy learning methods for the current generation z which are more focused towards self-centered learning. Therefore, the benefits gained from the use of MEC application can be used as a catalyst in producing further research in ensuring the success of car learning transformation in Community Colleges continues to last so that students can enjoy learning fun without limits, time, and location.

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