**EFL Students' Voices on e-Learning Using Mobile Phone**

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**Abstract**

Online learning or e-Learning using some applications provided in mobile phone is essential to be applied in EFL teaching. This study followed a phenomenological qualitative approach which is interview used to collect the data, The participants were 18 students who were selected from two different Departments which are English Education Department and English Letter Department at the State Islamic University, Malang. The results demonstrated that some of students feel positive to be engaged in online learning since they get additional knowledge like knowing how to use application to study, however not all students like online learning for they feel it is not effective without face to face learning.

**Keyword**: EFL Students, Voices, E-Learning, Mobile Phone

**INTROCUCTION**

Online learning or Long Distance learning itself aims to meet standards education with the use of Information Technology by using a computer or gadget which are interconnected between students and teachers as well between students and lecturers so through the use of these technologies of teaching and learning can still be implemented well. Mobile learning means learning that involves using a mobile device (Crompton, Burke, & Education, 2018). And now there are several information technologies which can be used as a learning medium including by using e-learning. E-learning is an innovation that can be utilized in the learning process, not only deep delivery of learning material but also changes in the abilities of various learners' competencies. Through e-learning, students do notonly listen to the material description from the educator but also actively observing, doing, demonstrating, etc. Teaching material can be virtualized in various formats somore interesting and more dynamic so that it is able to motivate students to go further in the process of learning, Hartono (2016).There are several benefits and advantages about learning using technology. One of them, this method of teaching can take place anywhere, anytime and the learning process is not limited to one place.(Corbeil&Valdes-Corbeil, 2007). Besides, it allows teachers to personalize instruction (Steel, 2012) and allow students toself-regulate learning (Sha, Looi, Chen, & Zhang, 2012).

Several studies on mobile learning and distance learning have been conducted (Aziz Naciri et all, 2020, Wahyu Aji Fatma Dewi, 2020, RoidaPakpahan, YuniFitriani, 2020) but the previous research specifically discussed the online learning in Elementary school and higher education like university abroad, it is different from the research that is going to be conducted in which the research mainly focused on discussing the students’ perception on e- learning through mobile phone which the subject taken from the university students. The two different setting and background of departments may give interesting topic to be discussed. Therefore, the study was done to potrait the students’ attitude towards the use of E-learning during their class meeting at their courses.

**REVIEW AND LITERATURE**

1. Online Learning

According to Dabbagh and Ritland (in Arnesi and Hamid, 2015) online learning is a system learning that is open and spread by using pedagogical devices (educational aids), which aremade possible through the internet and technology based network to facilitate the formation of processes learning and knowledge through meaningful action and interaction.

1. E-Learning

E-learning is information technology and communication to enable students to learnwhenever and wherever, Dahiya (in Hartanto,2016). E-learning has two types, namely: first Synchronous. Synchronous means at what time same. The learning process takes place at the same time between educators and students. This matter allows direct interaction between educators and students on line. In the implementation of, synchronous training requires educators and learners access the internet simultaneously. Educators provide deep learning material form papers or slide presentations and studentscan listen to the presentation directly through the internet. Students can also submit direct questions or comments through the chat window. Synchronous training isa picture of a real class, but virtual (virtual) and all students are connected through Internet. Synchronous training is often also calledas a virtual classroom. Second, Asynchronous means not at the same time. Learners cantake different learning time witheducators provide material. Asynchronous training popular in e-learning because students can access learning material wherever and any time. Learners can implement learning and completing it at any time accordingly predetermined schedule range. Learning can take the form of reading, animation, simulation, games educative, test, quiz and task collection.

1. E-Learning Component

The components that make up e-learning according to Romisatriawahono, (in Hartanto, 2016) ise-learning infrastructure, e-learning systems and applications and e-learning content. E-learning infrastructureis a tool used in e-learningwhich can be Personal Computer ((PC), i.e.privately owned computers, networksA computer is a collection of a number of devices in the form of a computer, hub, switch, router, or deviceother networks that are connected using certain communication media., the internet which is stands for Interconnection Networking interpreted as computers that are connected worldwide and multimedia equipment viamedia tools that combine two elements ormore media consisting of text, graphics, images, photos, audio, video and animation integrated. Including in it teleconference equipment that is meetingthe distance between several people who are physically located in geographically different locations if we are in synchronous learning service the learning process happens at the same time when the teacher is teaching and the student is learning via teleconference. E-learning systems and applications, systems and applications e-learning is often referred to as Learning Management System (LMS), which is a system software that virtualizes the learning process conventional teaching for administration, documentation, reports of a training program, room online classes and events, e-learning programs, andtraining content, for example, all the features that are related to the management of the learning process teaching like how to class management, material or content creation, discussion forums, systems assessment, as well as all online exam systems accessible to the internet. And the main actors in implementing e-learning can be intended to be the same as the process conventional teaching and learning, that needs instructor (lecturer) who guides students (participants) and students who receive teaching materials and administrators which manages the administration and learning process teaching, Hartanto (2016). Some application used in online teaching process is Google Clasroom, Edmodo, WhatsApp, Zoom, Webex and etc.

**METHODOLOGY**

This study followed a phenomenological qualitative approach. Researchers select this method when they desire to describe the perceptions people involved with the issue being studied. This design was followed in this study to capture the students’ experiences when following e-learning in the process of learning. The participants were 18 students who selected from two different English departments at the State Islamic University. See the table below to show the demography of the target population.

Table 1 Students’ Department

|  |  |  |
| --- | --- | --- |
| Amount students |  Department | Grade |
| 8 | English Letter Department | Five |
| 10 | English Education Deprtment | Three |

After a comprehensive literature review, a set of open-ended questions was developed according to the study objectives to guide the interviews. Online interview by WhatsApp; and written interviews were used to provide a deep understanding of the topic and to facilitate each participant to share their ideas. The data were taken in Indonesian language and transcribed into English by the researchers. The data analysed descriptively and it was conducted using athematic approach which themes were generated from the data thoughopen unlimited coding, followed bymodification ofthemes.

Table 2. Theme and an Interview Guide

|  |  |
| --- | --- |
| Theme | interview Guide questions |
| E-learning using mobile phone students’general opinion  | What is your opinion about e-learning using mobile phone? |
| E-learning using mobile phone ease | Does e-learning using mobile phone give easiness in learning process? |
| E-learning using mobile phone obstacle | What are the difficulties during e-learning using mobile phone? |
| The different and similarity between e-learning using mobile phone with classroom learning. | Based on your experiences, what are the different and similarity between e-learning using mobile phone and classroom learning? |

**RESULTS**

1. **Viewed of the Students’ Perceptions on Theme**

From issues raised in the discussions, four major themes emerge. The major themes were E-learning using mobile phone students’ general opinion, E-learning using mobile phone easiness in learning process, E-learning using mobile phone obstacle, and the different and similarity between e-learning using mobile phone with classroom learning.

***E-learning using mobile phone students’ general opinion***

Welcoming e-learning as the alternative of classroom school during the pandemic era is shown by some students’ opinion, representative opinion written below:

*“The positive side when we learn using mobile phone are we understand the way to operate online application learning; and we know how to use the internet properly”(Student EED)*

Some of the students interest in the newest media or application while they are learning something. At the momment, some educators try to use, make or crate a simple and innovative teaching media such as YouTube, PowToon, Google-classroom, zoom Edmodo, etc. Those kinds of application successfully give the students unmemorable experiences.

Different with the opinion above, some students give contradiction opinion. They state their opinion based on their honest experience in e-learning process such as:

*“Based on my opinion, e-learning using mobile it is not effective because the materials that are delivered cannot be understood easily. We cannot share the question as easy as possible to our teacher because the teacher cannot replay all of the questions at the same time, the teacher also get much of questions from other students. The worst things is if any teacher do not care about the students’ question, it makes us try to understand and find the answer ourselves, sometimes we discuss each other but it cannot help already.’’ (Student ELD)*

This opinion occur when the students feel uncomfortable with e-learning process because they cannot understand the learning material and they get difficult access to ask a question such as in classroom learning. Their opinion above also followed with the teachers’ answer response. Furthermore, the students criticized certain criteriathat some teachers used to evaluate students’ questions. Many students hope that e-learning and usual classroom learning have same facilities in discussion or questioning between students and teachers or students and students.

***E-learning using mobile phone easiness in learning process***

 Students’ perceptions in e-learning using mobile phone easiness on learning process are complex. Some of students are agree that there is easiness in learning process but the others are not. The students’ perception on easiness learning process while e-learning is represented from the answer of interview below:

“*E-learning using mobile phone is really helpful for learning, it give us more opportunity for knowing many things related to the materials from other sources when we still do not understand about the material of study.’’ (Student EED)*

The students feel that she/he can do many things independently using mobile phone when she/he finds the difficulties in learning process. It may happen because in usual classroom learning process she/he is limited in using a mobile phone. When she/he is allowed to use it more; she/he tries to use it appropriately.

*“No, I feel the difficult related to internet connection and understanding the material of study which is delivered.’’ (Student EED)*

The other different sides of easiness learning process using mobile phone e-learning, some of students do not get advantages of it surely. They often face the difficulties rather than easiness especially in understanding the material, mobile phone or its applications do not cover the students’ needs.

***E-learning using mobile phone obstacle***

*“When we have not data connection package, we cannot send the assignment on time; and it is not too effective because no face-to- face interaction with the teacher.” (Student ELD)*

*“The obstacles which are often happened are; data connection package suddenly over, the connection is not stable, difficult for asking question when do not understand the assignment.” (Student EED)*

The general obstacles faced by most of the students are internet connection, although, they are in different region when join the e-learning, but they still have the same obstacle in internet connection; and they cannot feel the effectiveness of e-learning using mobile phone because there is no face-to-face interaction between them and the teachers.

***The different and similarity between e-learning using mobile phone with classroom learning***

*“The explanation in classroom learning is more understandable, while e-learning using mobile phone is also comfortable and simple.” (Student ELD)*

*“The similarity is we still have an assignment and have to learn. The different are on e-learning we cannot meet each other just for a little joke while class for decreasing exhausted, we cannot get the comprehension specifically on the material and the procedure for submitting the assignment is complicated.” (Student EED)*

Most of the students feel the same similarity and different in e-learning using mobile phone with classroom learning activities. The major underlined is in understanding the learning material. Usual classroom learning gives more effective communication and facilitates the assignment appropriately for them than e-learning.

1. **Discussion**

This qualitative study was conducted to describe students’ perception on e-learning using mobile phone. As the findings demonstrated, students valued e-learning using mobile phone differently. Students reported positive experiences with e-learning using mobile phone, highlighting that it could improve the practical and academic performance significantly. Some of them consider that e-learning using mobile phone as the newest interesting learning process using some applications in mobile phone and could be able get more information from different sources independently.

Students also reported some negative experiences on e-learning using mobile phone that pointed out some barriers. The most general barriers are the ineffectiveness e-learning because there is no face-to-face interaction, so most of the students could not get the understanding of learning material compressively and they could not have the large opportunity to ask question directly to the teacher. The lack of students’ chance in asking question, make most of them feel so uncomfortable because they do not catch the teacher explanation; and do not know the class instruction or assignment procedure properly. Based on the finding above, some of the teachers give the opportunity for asking a question but the teacher could not answer the students’ entire question at the same time. The most terrible e-learning class when the teachers do not care about the students’ need. The teachers ignore the entire question and let the students their self. This condition and situation of e-learning do not facilitate the students appropriately if the teachers do not care about communication although the application is good standard. Creating opportunities for dialogue with students on the e-learning process to help improving students’ self-independent learning abilities.

Another problem mostly faced by the students is related to connection and data connection package. This is become one serious problem because all of the e-learning activities need the data connection and internet connection stabilization. Although, all of the participants join e-learning from different region of Indonesia, the problem which is faced is the same, it is about internet connection.

**CONCLUSION**

Students are aware of the significance and purpose e-learning; however, some perspectives or experiences differ between students. Most students indicated that e-learning using mobile phone is interesting as the learning process. Some others’ perceptions say that e-learning using mobile phone is ineffectiveness, because of two problems which are teachers’ intention and internet connection.

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