**INVESTIGATING THE STUDENTS' PERCEPTIONS TOWARD THEIR
MOBILE LEARNING EXPERIENCES**
**(*A Descriptive Study at the Fifth Semester Students of English
Education Department of Makassar Muhammadiyah University)***

A THESIS

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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ABSTRACT

ERIKA MEYDINA. 2018. *Investigating the Students' Perceptions toward Their Mobile Learning Experiences (a descriptive study at the fifth semester students of English education department of Makassar Muhammadiyah University).* Thesis. English Education Department. The Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by H. M. Basri Dalle and Amar Ma'ruf.

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 which consist of 375 students and random sampling technique. This technique was applied to get 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 were almost all students' mobile learning experiences were 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 the sorts of mobile learning experiences in learning English used by students was smartphone, and the students' perceptions toward mobile learning in learning English was assuming that mobile learning with its variety of application and simplicity in learning English is engaging.

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Makassar, January 2018

Erika Meydina

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CHAPTER I

INTRODUCTION

A. Background

Technology has impacted almost every aspect of life today, and education is no exception especially in learning English.Technology is a powerful tool that can support and transform education in many ways, from making it easier for teachers to create instructional materials to enabling new ways for people to learn and work together. With the worldwide reach of the Internet and the ubiquity of smart devices that can connect to it, a new age of anytime anywhere education is dawning. Indonesia as one of the nation states experienced challenges that quite heavy in various aspects of life, including life in the field of education. The low quality of education caused by the low quality of learning that occurs in schools inevitably has implications for the quality of human resources that generated by the educational institution itself.

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 Clark Quinn (2000) in Dr. H. 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.

The researcher wants to know the way of students in using mobile learning as part of their English learning activity and to identify their perception toward mobile learning in improving their English learning ability.

Referring to consider above, the researcher is interested in conducting a research about the students' perceptions toward their mobile learning experiences.

B. Problem Statement

Based on the background above, the researcher formulated the following research question:

1. What sorts of mobile learning experiences in learning English are used by the fifth semester students of English education department of Makassar Muhammadiyah University?

2. How are the students' perceptions toward mobile learning in learning English by the fifth semester students of English education department of Makassar Muhammadiyah University?

C. Objective of the Research

The objectives of the research are intended to find out:

1. The sorts of mobile learning experiences in learning English used by the fifth semester students of English education department of Makassar Muhammadiyah University.

2. The students' perceptions toward mobile learning in learning English by the fifth semester students of English education department of Makassar Muhammadiyah University.

D. 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.

E. 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.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concepts of Perceptions

1. Definition of perception

According to Barry in Ekawati (2016), found that perception is the set of process which we recognize, organize, and make stimulate in our environment the key distinction between the two main theories of perception is the emphasize each gives to the roles of sensation and higher cognitive process in perception.

Lindsay and Norman in Ekawati (2016) found that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world.

Slameto in Ekawati (2016) found that perception is process to input message or information to human brain by the human perception that continuously make relation with the environment. This relation is done by the five of senses those are senses of sight, sense of feeling, sense of smell, and some of touch.

According to Leavitin Ekawati (2016), found that the definition of perception in the narrow sense is sight, how to see something. While generally perception is opinion, how define something.

According to Rakhmat in Alwi Awing (2015), perception is a process of giving meaning for sensing so that people gain the new information. In the other words, perception changes the sensation into information. Meanwhile, sensing is a process of catching stimuli that establish the perception.

In addition, according to Yusuf in Alwi Awing (2015), sensation is called perception and done simultaneously at any time, as well as with all aspects that accompany it. In the other words, perception is a process of receiving stimulation and sense. Chapin in Alwi Awing (2015) states that perception as an object of knowledge and object process with multiple senses.

From the explanation above, the researcher concludes that perception is process of observing something in the brain to interpret it in the form of opinions or feelings that occur based on the experiences experienced by individuals. Something that is perceived by a person with another person can differ in meaning. This is because to what is around captured by the five senses are not directly synonymous with reality. The understanding in people who perceive objects and situations presented around them. Base on the perception or giving meaning to what is captured by the five senses, the person doing activity or perform certain behaviors.

It also can be concluded that perception is something that is related to man's relationship with the environment, how people understand and interpret the stimulus in the environment, then they process the result of the sensation until it brings about the meaning itself.

2. Students' perception

The students' perception means that the students perceive about their teacher relation with personality, attitudes, emotion, experience, and expectation, or the perception of student about something that has relation with their school's subject in reaching relation with their competence.

a. Attitudes

Attitude is an expression of favor or disfavor toward a person, place, thing, or event.

b. Personality

Personality is a set of individual differences that are affected by the socio cultural development of an individual values, attitudes, personal memories, social relationships, habits and skills.

c. Emotion

Emotion, in everyday speech, is any relatively brief conscious experience characterized by intense mental activity and a high degree of pleasure or displeasure.

d. Expectation is believe

Expectation is belief that something will happen or is likely to happen or a feeling or belief about how successful, good, someone or something will be.

3. Types of Perception

There are three types of perception as follow:

a. Person perception

Person perception refers two those process by which the students come to know and think about other, their characteristics, qualities, and inner state. The

students construct image of others in ways that serve to stabilize, make predictable, and render our manageable view of the social world extend to which the students attribute stable straits and enduring disposition to the others people. The students feel that they are better able to understand their behavior and predict their future actions.

b. Social perception

Social perception means that trying to understand people whether they are professional athletes, leaders, criminal, defendants, entertainer or loved one closer to home is not easy task.

c. Perception of situation

Social psycholinguistic views as all the social factors that influence a person's experience or behavior at a given time, and given a place, it is an interaction of time and space within which the students act in specific ways.

4. Indicators of Perception

According to Robbins in Sri Hardyanti (2015) there are two in indicators of perception:

1. Acceptance

The process of acceptance is indicator of perception in physiology stage, it is about the function of the five sense in grasping external stimulus.

2. Understanding/ Evaluation

The external stimuli that have been grasping will evaluate. It is a subjective evaluation. It will be different perception of each person in environment.

5. General Characteristic of Perception

General characteristic of perception which is contain in the sensing process in the way interpreting against an object by Shaleh in Sri Hardyanti (2015) described as modality (base sensory: light for vision or temperature for flavorings, etc.), dimensional place (perception world the nature of place), contextual structure (the structure and context of a unified whole), the meaningful of world (perception of the symptoms that meaningful and has relation with us)

6. Factor that Influence Perception

Everyone have different perception. The existence or level of human perception can be influenced by several factors. According to Sobbur in Sri Hardyanti (2015) there are some factors that are considered important influence on the selection of stimulation and can be used for the perception of people and situation, namely: intensity, size, contrast, movement, repetition, familiarity, or something new.

7. changes of Perception

Perception is not something static, but can change. The first change process affected by the psychological processes of the nervous system is in the human sense. If a stimulus not change, adaptation and habituation that will occur to affect response to a stimulus is increasingly weak. Habituation tended psychology from receptor that is less sensitive after receiving a lot of stimulus, while adaptation is reduced concern if the stimulus appeared many times. Stimuli that appear regularly are more easily adapted than the appearance of irregular stimulus.

The second change is a psychological process. The change in psychology perception, among others encountered in the formation and change of attitudes. Attitude is a response. Attitude formation and change in psychology is usually described as a learning process or as a process of consciousness (cognition). In the learning process, the focus was on the presence of external stimuli (stimulus), while in the process of cognition the main push or the will of the individual itself.

B. Mobile Learning

1. The Term of Mobile Learning

In the term **m-learning**, *m* stands for *mobile*, and the same concept is also often simply referred to as *mobile learning*. **M-learning** is any kind of learning that takes place via a portable, hand-held electronic device. Though the term immediately conjures up images of smartphones, it in fact also refers to learning via other kinds of mobile devices, such as tablet computers, notebooks, and digital readers.

The key characteristic, and indeed the obvious benefit, of **m-learning**, is that it is not constrained by the need to be in a particular location, such as sitting in a classroom or perched in front of a computer within a fixed space. **M-learning** can take place anywhere and anytime, responding to the needs of an 'always-on' society by providing learners with materials and resources that they can access wherever and whenever they choose.

2. Background of Mobile Learning

The concept of *mobile learning* goes right back to the 1970s, when companies such as *Linguaphone* started releasing recordings of language lessons

that could be listened to at the learner's convenience. The term **m-learning** is a much more recent modification, motivated by mobile communications technology and modeled on expressions such as *e-learning*, which refers more generally to learning and teaching supported by computers and other *electronic* devices.

Mobile learning as an educational activity makes sense only when the technology in use is fully mobile and when the users of the technology are also mobile while they learn. These observations emphasize the *mobility* of learning and the significance of the term "mobile learning". Traxler (2007) in El-Hussein, M. O. M., & Cronje, J. C. (2010) and other advocates of mobile learning define mobile learning as wireless and digital devices and technologies, generally produced for the public, used by a *learner* as he or she participates in higher education. Others define and conceptualize mobile learning by placing a strong emphasis on the *mobility* of learners and the *mobility* of learning, and the experiences of learners as they learn by means of *mobile* devices.

"Mobility" refers to the capabilities of the technology within the physical contexts and activities of the students as they participate in higher learning's institutions. On the other hand, it refers to activities of the learning process, the behavior of the learners as they use the technology to learn. It also refers to the attitudes of students who are themselves highly mobile as they use mobile technology for learning purposes.

Traxler (2007) in El-Hussein, M. O. M., & Cronje, J. C. (2010) writes: "so, mobile learning is not about 'mobile' or about 'learning' as previously understood, but part of a new mobile conception of society". Research and reflections on mobile learning should stimulate multidisciplinary and

interdisciplinary thinking and methods in education. They should facilitate our understanding of outdated concepts and rigid assumptions about learning and what it may be in a society that has changed (at least from a technological point of view) out of all recognition in the past few decades.

To this end, the way in which the responses of previous search are understood will depend on who is asking a question; why they are asking it and the context in which question is being posed. It also depends how the concepts contribute to the total meaning and understanding of the phenomenon. This means different people mean different things when they use the terms "mobile learning".

Traxler (2007) in El-Hussein, M. O. M., & Cronje, J. C. (2010) notes that there are some definitions and understandings of mobile education, which focus only on the technologies and hardware, whether it is a handheld and mobile device such as personal digital assistants (PDAs), Smartphone or wireless. These definitions undermine a proper understanding of the uses of mobile technology in learning by confining their explanations and descriptions to the actual physical way in which the technology operates. Other definitions place more emphasis on what learners experience when they use mobile technologies in education, while others inquire how mobile learning can be used to make a unique contribution to the advancement of education and other forms of e-learning.

Mobile learning values and defends in its own unique way the introduction of what is radically new in the technological, social and cultural spheres of human life and activity. We argue that human beings are obsessed by the desire to change, to explore, to learn, design and to introduce what is absolutely new into the framework of past conventions and protocols. Mobile learning opens our

minds to the possibility of a radically new paradigm and encourages us to abandon the constraints of our habitual ways of thinking, learning, communicating, designing and reacting.

3. Definition of Mobile Learning

Mobile learning is defined by Clark Quinn (2000) in Dr. H. Suriansyah (2016) as the intersection of mobile computing and e-learning: accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning, and performance-based assessment.

M-Learning can be defined in different ways; such as the definition of Torrisi-Steele in Adelina (2009: 2) educational technologies and learners' mobility states M-Learning as the use of mobile devices in the curriculum, to facilitate active learning and create meaning through the creation of learning spaces, extending beyond the limitations of time and space of the traditional classroom. These learning places (m-learning spaces) are characteristically dynamic, collaborative and focused on the individual needs of learners in the current context.

M-learning is seen as an extension of formal education. Based on a number of m-leaning literatures, formal education has been characterized by face to face teaching, more specifically as a lecture stereotype. However, that is not entirely true.

Other perspectives are strongly advanced by Cochrane (2005) based on recent studies and projects on m-learning conducted in Europe, Australia and the United States. The M-Learning conceptualization pedigree can be traced from the work of researchers like Sharples, O'Malley, Taylor, and their colleagues. Initially

the conceptualization of M-Learning was related to the use of communication equipment, and then shifted to lifelong learning, and today focuses on the mobility of learners. This perspective holds that m-learning is a short learning that occurs when the learner does not stay harvested, regardless of location, or when the learner gets opportunities and advantages in learning by utilizing mobile technology.

From the explanation above, the researcher concludes that Mobile Learning is accessible resources wherever you are. It facilitates active learning extending the limitations of time and spaces of traditional classroom. Mobile Learning also for far distance education (outside classroom) that occurs when the learner does not settle on any location or used to find some things that just can be done by using mobile technology.

4. Connecting the Technologies and the Learning

M- Learning has often been dichotomized into learning and technology so that we can better understand the changes that have taken place historically. However, the essence of m- learning is not in the learning or in the technology, but in the marriage between two entities. During 2005, m-learning became a recognized term. M-learning makes not only a step, but a leap further into the realm of learner centered pedagogies. Still, this did not happen all at once. Early on, m-learning was typically used to channel e- learning methods and techniques, quickly exposing the limitations of cell phones and PDAs compared with desktop computers at the time (Traxler, 2011 in Berge, Zanel 2013). Early mobile technologies lacked functionality, screen size, processor speed, and battery life. Many of the unique opportunities offered by the mobile devices were not utilized.

Cell phones which were once a symbol of financial prowess became a companion for the masses. Although technology was often an expensive option in higher education, colleges found that the number of students owning devices cut or abolished additional school cost entirely. Tablet computers continued the trend toward greater mobility. To put it simply, the first devices to be called tablets were laptops with a rotating screen and touch screen capabilities, such as the Microsoft Tablet PC, commercially available in 2001.

As mobile learning continued to develop, the multiple affordances the devices offered the further extend learner- centered pedagogies became evident. Traxler (2011) in Berge, Zanel (2013) described five ways in which mobile learning offers new learning opportunities: (1) contingent learning, allowing learners to respond and react to the environment and changing experiences; (2) situated learning, in which learning takes place in the surrounding applicable to the learning.; (3) authentic learning, with the tasks directly related to the immediate learning goals; context aware learning , in which learning is informed by the history and the environment; and (5) personalized learning, customize for each unique learner in terms of abilities, interests, and preferences.

Technologies advanced to provide other forms of mobile technology, such as advanced tablets and laptops with many additional capabilities. Mobile phones now have the same capabilities as microcomputers, at a small fraction of the size as m-learning is rapidly developing offshoots of m- learning is being created. One such subdivision is context- aware ubiquitous learning, which describes learning that offers seamless services, adapted services, and context aware services (Yang, Zhang, and Chen, 2007 in Berge, Zanel 2013), in which computing,

communication, and sensor devices are integrated into the daily life of a learner. M- Learning and literally embody learner- centered education, in that learning will soon be omnipresent to the learner.

5. Purpose of mobile learning

The purpose of m-learning as disclosed by Dwiyogo (2009) is to provide another alternative in conventional learning by using m-learning, recall learning materials in class with the content presented in m-learning, improve teacher's creativity in producing learning content to support m- Learning, making the phone so that it can be used optimally in terms of education, designing learning activities required by students and teachers in learning m-learning.

The benefits of Mobile learning are ability to learn on the go, reach underserved children and schools, improver higher order thinking skills, support alternative learning environments, enable personalized learning, and motivate students. The first major benefit is the ability to learn on the go. Traditionally, sitting in a classroom between the hours of 8 a.m. and 3 p.m. is where and when we expect students to learn. Increasingly, however, learning is not limited to a predetermined location or time. Learning can occur anytime and anywhere with mobile devices.

Mobile learning also is a potential way to reach underserved children and schools. Mobile technology, when compared to other technology initiatives, provides a relatively lower cost per student for a high powered and durable technology. Tablets are often less expensive than computers, so when the inevitable upgrades and technology improvements come along, updating the technology for an entire classroom (or school) is less cumbersome. Mobile

learning provides a medium that improves higher-order thinking skills. The Partnership for 21st Century Skills has defined four key skills for students to master in school: critical thinking and problem solving, communication, collaboration, and creativity and innovation. The features of mobile learning inherently foster these complex skill sets in students. And finally, mobile learning provides a new way to motivate students by providing high levels of engagement and novelty, personalization, and autonomy. The ability to constantly use new apps and find new ways to use the device keeps it fresh and interesting for students.

6. Mobile learning in higher education

The most important yet sophisticated concepts for designing instruction in this context is identifying the technology, learner and learning material as well as mobile technology such as portable devices. It also involves identifying learners who are nomadic and able to understand and interpret learning materials. In general, mobile learning – or m-learning- can be viewed as any form of learning that happens when mediated through mobile devices, and a form of learning that established the legitimacy of 'nomadic' learners (Alexander, 2004 in El-Hussein, M. O. M., & Cronje, J. C., 2010). These are the developments that have made mobile devices strategic tools with the capacity to deliver higher education instruction in a way that was never anticipated when the first prototypes of these devices were designed and marketed. Designers can deliver successful higher education products to the present generation of learners, by means of a technology, distinctively adapted for its own personal (mostly social) purposes. This makes technology a particularly potent tool for the delivery and

reinforcement of content that would otherwise be identified with the higher education "establishment". Devices "such as mobile phone and mp3 players have grown to such an extent over recent years and are gradually replacing personal computers in modern professional and social context" (Attewell & Savill-Smith, 2005 in El-Hussein, M. O. M., & Cronje, J. C., 2010). Modes of communication that were spontaneously developed by the younger generation have been subverted to serve the purposes of transmitting higher education. Such structural changes in the delivery of higher educational instruction add a powerful tool to the arsenal of available means that educators can use to make delivery more efficient, personal and culturally acceptable to those who pioneered these new modes of text delivery (Fullan, 2007 in El-Hussein, M. O. M., & Cronje, J. C., 2010).

The kind of informal learning through the use of mobile devices makes it an even more potent tool of educational communication than the customary forms and modes of traditional education. These revolutionary changes developed out of the unforeseen significance of human social life generally more "mobile", creative and opportunistic, than the formal modes of traditional education.

It is possible to argue that the portability and mobility of these technological devices have had strong implications for the meaning of terms that had been extensively defined in existing literature. Using the mobile device as a signifier, the concepts of mobility can be divided into three significant areas: *mobility of technology*, *mobility of learner* and *mobility of learning* especially in higher education landscape.

7. Mobility of technology

The mobile technology can be referred to advanced cellular telephones. But there are other forms of technology such as "smart" phones, digital cameras, flash-discs, iPods and personal digital assistance devices (PDAs). Mobile devices used to deliver higher education content and instruction can also function as audio players, media-players and digital cameras. Advanced mobile devices are furnished with Wireless Application Protocol (WAP) and Wireless Fidelity (Wi-Fi) capacities so that a user can connect to the Internet by means of his or her PDA (Trinder, 2005 in El-Hussein, M. O. M., & Cronje, J. C. 2010).

The mobile cellular devices mentioned above have the capacity to link to the Internet and deliver content and instruction that can enable learners to learn at anytime and anywhere in a format that is culturally prestigious among people in the same age group. Most of the more advanced models can support a portable, digital and wireless lifestyle and mode of teaching and learning. It is precisely the mobility of these devices that makes them highly prestigious and therefore desirable as instruments of learning among learners in the same age group. In fact they are highly valued by young people in their early twenties because they are visible indicators of wealth, privilege, luxury and modernity. Mobile devices with advanced features like those mentioned above are therefore regarded as more trendy, fashionable and prestigious among these consumers than the standard desktop personal computers that connect to the Internet by means of landlines.

The first designers of this mode of delivery were extremely ingenious in the way in which they exploited the prestige and iconic value of mobile devices among young people in their twenties. Educationists have in effect adroitly utilized one of the most potent symbols of wealth, prestige and fashion among the

young. Education by means of mobile devices is therefore nothing if not revolutionary in its design methods, implications and results.

From a technological point of view, mobile devices are becoming more and more capable of performing all the functions necessary in learning design. Since affordability and sophistication of mobile device technology have increased its popularity within the educational context and, educationalists should determine whether current theories of psychological, educational learning and instructional design are adequate to describe the processes and meet the challenges posed by this new mode of delivery. Traxler (2007) in El-Hussein, M. O. M., & Cronje, J. C. (2010) writes: "[designers have] not explored the actual technologies or pedagogies in any detail and [have] sought to define questions for discussion rather than provide answers for what might in fact be premature or inappropriate questions".

8. Mobility of learners

E-learning mediated by personal computers is mostly bound by location and time (availability) because of the configuration of a personal computer. The computer has no wireless learning tool linked to the Internet, which means that one must always work in one place at a particular time determined by availability and connectivity. But with mobile learning, learning can occurs at any place and at any time. The ordinary (non-mobile) personal computer wit landline connection to the Internet is constrained by the places in which they are located and their availability.

Non portable personal computers are too heavy to move easily and so learners are compelled to work in the same place and during the time slots

allocated to them by university authorities. By contrast, learning with mobile is a learner traditional lectures and hardware installed in one particular location under the aegis of the university's authorities.

Ting (2005) in El-Hussein, M. O. M., & Cronje, J. C. (2010) makes the following remarks about the advantages of mobile learning: "The overall advantages provided by the mobile learning are [that it is characterized by more flexible, accessible and personalized learning activities. Such advantages keep the learners engaged in the ongoing learning activities and enhance their productivity and effectiveness". Furthermore, Guralnich (2008) in El-Hussein, M. O. M., & Cronje, J. C. (2010) suggests that the designer would be better served if he/she considered the entire context in which learners will use particular m-learning program. However, today's designers often tend to borrow design ideas from their e-learning experience.

Mobile learning devices also have the capacity to enhance a learner's sense of individuality and community as well as his or her motivation to learn through participation in collaborative learning. These devices stimulate a learner's sense of ownership of the content as he/she participates actively in a variety of social, collaborative and cooperative activities - all of which are centered on the mobile learning device.

9. Mobility of learning

Researchers and practitioners of mobile learning are engaged in pioneering experiments for transmitting the full content of higher learning to students by means of mobile cellular devices. Walker (2007) in El-Hussein, M. O. M., & Cronje, J. C. (2010) points out that the advantages of mobile learning are not

dependent solely upon the ability to use a portable and wireless communication device successfully. He argues that the kind of learning experienced by mobile owners is unique because it is received and processed within the context in which the learner is situated. The context is utterly individual – completely different from the rigid outlay of the traditional classroom or lecture room, and the computer laboratory. The international conference on mobile learning entitled *MLearn 2004* adopted as its guiding statement the desire to provide "learning anytime and everywhere", Attewell & Savill-Smith (2005) in El-Hussein, M. O. M., & Cronje, J. C. (2010)'s paper and those of other contributions were designed to indicate how such a vision could be fulfilled. Most of the papers presented at this conference focused on the description and development of theories that would support the practice of mobile learning and the design production of mobile learning materials and systems.

Mobile learning devices have also enriched the theory and practice of e-learning. Contemporary consumers of higher education in developing countries almost always use mobile learning devices as adjuncts to e-learning in higher education. Sophisticated mobile devices are currently capable of delivering a comprehensive range of e-learning materials by means of web connections, infrared and Bluetooth transmissions. For Ally (2005) in El-Hussein, M. O. M., & Cronje, J. C. (2010) "mobile learning is at the intersection of mobile computing and e-learning; [it provides] accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning and performance-based assessment".

10.   Previous Related Research

Umayra Mohammed said (2015) in his research under the title "The Prevalence and Students' Perception on Mobile Learning: The Case for Upm's Faculty of Education". He concluded that the results further indicate a strong belief amongst respondents on the role of mobile learning technologies and devices to their academic performance improvement in various ways. He found that students are sufficiently "technologized" and comfortably use mobile technologies and devices.

Riham M. Jaradat (2013) in his research under the title "Students' Attitudes and Perceptions towards using m-learning for French Language Learning: A case study on Princess Nora University." He concluded that the utilization of m-learning improves students' learning performance inside and outside the classroom. The main advantage of m-learning is it can be used anywhere-anytime; and it can be adopted to enhance students' interaction and learning experiences.

Dijey Pratiwi Barakati (2013) conducted the research on "The Impact of Using Smartphone in Learning English". This research shows that there are some impacts of using *smartphone* in learning English according to students' perception. They are portability, collaboration, motivation and according to students' perception *smartphone* can increase their ability in learning English. These results support Barker *et al.,* theory about the impact of using mobile phone in learning English.

David Lindquist *et al.,* (2007) conducted the research on "Exploring the Potential of Mobile Phones for Active Learning in the Classroom". Research has

shown that educational technology can broaden and enhance the use of active learning in large classrooms. An educational technology platform often relies on students to bring laptops or specialized wireless devices like clickers to interact through the system. Mobile phones are an attractive alternative, as most students already possess them. They have more capabilities than dedicated clickers, and yet are small enough to minimize interference with note taking on a classroom desk.

In an exploratory study, students found that text messaging worked well for exercises with multiple choice or short answers. Entering symbols common to computer science was difficult. Many problems were more suitable to photo messaging of a handwritten answer, although image quality must be managed. The phone's small size left space for the use of a notebook. The students had concerns about the message charges that would accrue in use.

Based on the findings above, the researcher can conclude that Mobile Learning has many benefits for students according to its used. Mobile Learning is useful to increase students' ability to learn English in terms of technology, accessible place and time, and for formal or informal situation. Mobile Learning can be suitable on all conditions depend on teacher or student. Like the researcher topic, those findings also equally linking mobile learning with students. However, there is a little research that just focuses on the use of Mobile Learning for English students. That is why the researcher consider Mobile Learning as students' medium to increase their ability in learning English at outside classroom.

C. Learning experiences

1. Definition of learning experiences

Experience is the knowledge or mastery of an event or subject gained through involvement in exposure to it. A person with considerable experience in a specific field can gain a reputation as an expert. The word "experience" may refer, somewhat ambiguously, both to mentally unprocessed immediately perceived events as well as to the purported wisdom gained in a subsequent reflection on those events or interpretation.

Experience is one of the most used terms in (science) education, and it is recognized as being related to learning (education). Yet what experience is and how it is related to learning and change remains untheorized. J. Dewey and L. S. Vygotsky accordingly, experience is not something that belongs to or is had by individuals but rather denotes transactions in and across space and time within irreducible person. Experience is the category refers to the transactional relation in which the subject and environment mutually constitute each other.

Learning experience refers to any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms) or nontraditional settings (outside-of-school locations, outdoor environments), or whether it includes traditional educational interactions (students learning from teachers and professors) or nontraditional interactions (students learning through games and interactive software applications).

The growing use of the term *learning experience* by educators and others reflects larger pedagogical and technological shifts that have occurred in the

design and delivery of education to students, and it most likely represents an attempt to update conceptions of how, when, and where learning does and can take place. For example, new technologies have dramatically multiplied and diversified the ways in which students can learn from and interact with educators, in addition to the level of independence they may have when learning. Students can email, chat, or have video conversations with teachers, and they can use online course-management systems to organize and exchange learning materials (e.g., the assignments given by teachers or the work turned in by students). Students can use software programs, apps, and educational games to learn on their own time, at their own pace, and without instruction or supervision from teachers. Students can also watch videos created by their teachers, conduct online research to learn more about a concept taught in a class, or use tablets to record scientific observations in a natural environment—among countless other possible options and scenarios. While listening to a lecture, reading a book, or completing homework assignment remains "learning experiences," students are now learning in different ways than they have in the past and in a wider variety of outside-of-school settings, such as through internships, or volunteer activities, to name just a few examples.

From the explanation above, the researcher concludes that experience is related to learning (education). It refers to the transactional relation in which the subject and environment mutually constitute each other. Then, learning experience is any experience that does not settle in places (traditional and non-traditional settings). It has occurred in the delivery of education to students that related to conception of how, when, and where learning can take place.

D. Conceptual Framework

More clearly the conceptual framework of the research can be showed on figure

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                    ┌─────────────────┐
                    │   Descriptive   │
                    │    Research     │
                    └─────────────────┘
                       ↙         ↘
  ┌─────────────────┐              ┌─────────────────┐
  │ Mobile Learning │              │Students' percep-│
  │   Experiences   │              │      tions      │
  └─────────────────┘              └─────────────────┘
           │          ┌─────────────────┐       │
           │          │ Effects of Mobile│      │
           └─────────→│learning for English│←────┘
                      │     students    │
                      └─────────────────┘
```
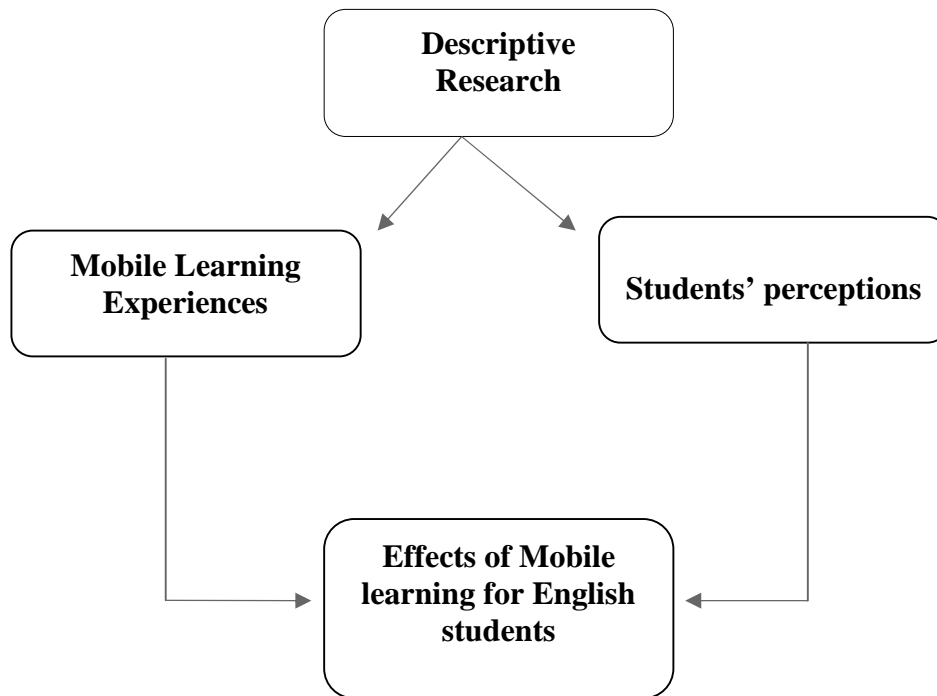
Figure 2.1 Conceptual Framework

The researcher seems from the figure conceptual framework that this research was a descriptive research. Focus on students who have experienced some mobile devices as their mobile learning, which is called as Mobile Learning Experiences. The researcher also wanted to know the students' perceptions toward their mobile learning experiences that affect their engagement, convenient, flexibility, and interactivity with mobile learning. It also about how mobile learning increased their motivation and interest to learn English.

CHAPTER III

RESEARCH   METHOD

A. Research Design

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.

B. Research variables and indicator

1. Variables

This research had two variables. They were independent variable and dependent variable. The independent variable was the students' mobile learning experiences, which was means students' experiences toward the used of some sort of mobile devices in learning English. The dependent variable was the students' perceptions, in order to know how much mobile learning influence their perceived as positive things.

2. Indicator

The indicators of students' perceptions toward mobile learning are interactivity, flexibility, convenience, and engagement. Interactivity was 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 anytime. Last, engagement was that mobile learning with its variety of application, pleasing content and simplicity make student pleasure in learning English

C. Population and Sample

1. Population

    The population of the research was the fifth semester students of Muhammadiyah University of Makassar. Which consist of 375 students (source: English Education Department)

Table 3.1Population of the 5th Year Student in Academic Year 2017/2018

No.	Name of Class	5rd Year Student	
1.	Class A	36	(sou
2.	Class B	38	rce: English
3	Class C	35	
4	Class D	36	Education
5	Class E	40	
6	Class F	42	Department
7	Class G	39	
8	Class H	35	Academic
9	Class I	36	
10	Class J	38	Year
	TOTAL	375	2017/2018)

2).Sample

    Sample of this research was selected from the total population of the fifth semester students. This research was taking samples using simple random

sampling. A subset of individual (a sample) chosen from a larger set (a population). Each individual was chosen randomly and entirely by chance. While the sampling technique uses the formula of Slovin (Riduwan and akdon 2006) :

$$n = \frac{N}{N.d^2+1}$$

Where:

n = total of sample

N = total of population = 375

d^2 = precision (set 12% with 95% confidence level)

with the above formula, then obtain the number of samples as follows:

$$n = \frac{375}{(375).0,12^2+1} = 375/(375 \times 0.014)+1 = 375/ 6,25 = 60$$

So, the researcher chose 6 students in each class, totally to be sampled consisted of 60 students.

D. 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.

The questionnaire using in this research was adapted from Dijey Pratiwi Barakati (2013). The questionnaire was arranged based on Barker theory (2005) that state the effect of mobile devices technology in learning are portability, collaboration and motivation. (Number 5, 6, 7, 8, 9, and 10)

Other questionnaire was adapted from Oyelere, Solomon S., Suhonen, Jarkko, Shonola, Shaibu A. and Joy, Mike (2016) that focus on learning experiences, such as m-learning interactivity, flexibility, convenience and engagement. (Number 1, 2, 3, and 4)

Another questionnaire that consisted of sorts of mobile learning experiences was added in order to know the sorts of mobile learning experiences in learning English that were used by the fifth semester students of English education department.

E. Data Collection

Questionnaire

In collecting data, **t**he researcher used questionnaire as the main method. Before distributing the questionnaire to the participants, the questionnaire aspects were explained to the participants to ensure that the participants understand what the meaning and the purpose of the questionnaire itself. There weresix steps in data collection procedures for the questionnaire:

1. Constructing questions for the questionnaire
2. Distributing the questionnaire to the students
3. Explain the purpose spread of the questionnaire
4. Asking students to give checklist for each statement in questionnaire based on likert scale
5. Collecting the students' answer sheets
6. Administrating the fulfilled questionnaire

F. Techniques of Data Analysis

1. The researcher identified each questionnaire

2. The researcher analyzed the questionnaire by using the formula

3. Based on the data, the researcher used quantitative technique to process the data. Data obtained from the questionnaires wouldbe analyzed using the percentage technique. This technique was used for the researcher to obtained representative and systematic results.

    The formula was taken from Sudjana (2002:67)

    $$P = \frac{F}{N} \times 100$$

Note: P = percent

    F = the frequency of the responses

    N = a total number of responses.

$$\% = \frac{n}{N} \times 100$$

(Ali, 2002)

Where:

% = Percentage

n = Values obtained

N = The sum of all values

The analytical process of the students' perceptions of using mobile learning will classified into:

Table 3.4   Interpretation Score

No.	Items	Score	Interpretation Score
1	Strongly agree	5	81%-100%
2	Agree	4	61%-80%
3	Partially agree	3	41%-60%
4	Disagree	2	21%-40%
5	Strong disagree	1	< 20%.

(Riduwan and akdon 2006)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented findings and discussion. The findings presented the description of the data collected through questionnaire. The further explanations and interpretation are given in the discussion section.

A. Findings

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.

1. **The Frequency of Sorts of Mobile Learning Experiences**

   Table 4.1 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 4.1 showed that there were3 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.

2.   **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 4.2 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 4.2, 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, its 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.

The details of data above could be viewed by the details of questionnaire below:

1. **Students' Perceptions in Using Mobile Learning to Learn English**

Table 4.3 Learning English is more engaging with mobile device.

No.	Answer Category	Frequency	Percentage (%)
1.	Strongly Agree	22	36.6
2.	Agree	34	56.6
3.	Partially Agree	2	3.3
4.	Disagree	2	3.3
5.	Strongly Disagree	0	0
	Total	60	100

Table 4.3 Showed that 22 (36.6%) students chose strongly agree (SA), 34 (56.6%) chose agree (A), 2 (3.3%) chose partially agree (PA), 2 (3.3%) chose disagree (D), none out of students chose strongly disagree (SD).

Table 4.4 It is more convenient to learn English with mobile device.

No.	Answer Category	Frequency	Percentage (%)
1.	Strongly Agree	20	33.3
2.	Agree	30	50
3.	Partially Agree	8	13.3

4.	Disagree	1	1.6
5.	Strongly Disagree	1	1.6
	Total	60	100

Table 4.4showed that 20 (33.3%) students chose strongly agree (SA), 30 (50%) chose agree (A), 8 (13.3%) chose partially agree (PA), 1 (1.6%) chose disagree (D), 1 (1.6%) chose strongly disagree (SD).

Table 4.5 Mobile learning provides students more flexibility.

No.	Answer Category	Frequency	Percentage (%)
1.	Strongly Agree	10	16.6
2.	Agree	39	65
3.	Partially Agree	9	15
4.	Disagree	1	1.6
5.	Strongly Disagree	1	1.6
	Total	60	100

Table 4.5 showed that 10 (16.6%) students chose strongly agree (SA), 39 (65%) chose agree (A), 9 (15%) chose partially agree (PA), 1 (1.6%) chose disagree (D), 1 (1.6%) chose strongly disagree (SD).

Table 4.6 The features of mobile device support more interactivity with English learning.

No.	Answer Category	Frequency	Percentage (%)
1.	Strongly Agree	8	13.3
2.	Agree	42	70
3.	Partially Agree	9	15
4.	Disagree	0	0

| 5. | Strongly Disagree | 1 | 1.6 |
| Total | | 60 | 100 |

Table 4.6 showed that 8 (13.3%) students chose strongly agree (SA), 42 (70%) chose agree (A), 9 (15%) chose partially agree (PA), none of them chose disagree (D), 1 (1.6%) chose strongly disagree (SD).

Table 4.7 Mobile device facilitate students to use social media more easily.

No.	Answer Category	Frequency	Percentage (%)
1.	Strongly Agree	19	31.6
2.	Agree	36	60
3.	Partially Agree	3	5
4.	Disagree	1	1.6
5.	Strongly Disagree	1	1.6
Total		60	100

Table 4.7 showed that 19 (31.6%) students chose strongly agree (SA), 36 (60%) chose agree (A), 3 (5%) chose partially agree (PA), 1 (1.6%) chose disagree (D), 1 (1.6%) chose strongly disagree (SD).

Table 4.8 Mobile learning motivates students to learn English more and more.

No.	Answer Category	Frequency	Percentage (%)
1.	Strongly Agree	9	15
2.	Agree	26	43.3
3.	Partially Agree	19	31.6
4.	Disagree	5	8.3
5.	Strongly Disagree	1	1.6
Total		60	100

Table 4.8 showed that 9 (15%) students chose strongly agree (SA), 26 (43.3%) chose agree (A), 19 (31.6%) chose partially agree (PA), 5 (8.3%) chose disagree (D), 1 (1.6%) chose strongly disagree (SD).

Table 4.9 Students can learn English in a fun way with mobile learning.

No.	Answer Category	Frequency	Percentage (%)
1.	Strongly Agree	20	33.3
2.	Agree	33	55
3.	Partially Agree	5	8.3
4.	Disagree	1	1.6
5.	Strongly Disagree	1	1.6
	Total	60	100

Table 4.9 showed that 20 (33.3%) students chose strongly agree (SA), 33 (55%) chose agree (A), 5 (8.3%) chose partially agree (PA), 1 (1.6%) chose disagree (D), 1 (1.6%) chose strongly disagree (SD).

Table 4.10 With mobile device students can practice English anywhere and anytime.

No.	Answer Category	Frequency	Percentage (%)
1.	Strongly Agree	26	43.3
2.	Agree	27	45
3.	Partially Agree	5	8.3
4.	Disagree	1	1.6
5.	Strongly Disagree	1	1.6
	Total	60	100

Table 4.10 showed that 26 (43.3%) students chose strongly agree (SA), 27 (45%) chose agree (A), 5 (8.3%) chose partially agree (PA), 1 (1.6%) chose disagree (D), 1 (1.6%) chose strongly disagree (SD).

Table 4.11 Mobile learning can improve students' English skills.

No.	Answer Category	Frequency	Percentage (%)
1.	Strongly Agree	11	18.3
2.	Agree	40	66.6
3.	Partially Agree	8	13.3
4.	Disagree	0	0
5.	Strongly Disagree	1	1.6
	Total	60	100

Table 4.11 showed that 11 (18.3%) students chose strongly agree (SA), 40 (66.6%) chose agree (A), 8 (13.3%) chose partially agree (PA), none of them chose disagree (D), 1 (1.6%) chose strongly disagree (SD).

Table 4.12 Listening to English songs can improve students' ability in learn English.

No.	Answer Category	Frequency	Percentage (%)
1.	Strongly Agree	34	56.6
2.	Agree	23	38.3
3.	Partially Agree	1	1.6
4.	Disagree	1	1.6
5.	Strongly Disagree	1	1.6
	Total	60	100

Table 4.12 showed that 34 (56.6%) students chose strongly agree (SA), 23 (38.3%) chose agree (A), 1 (1.6%) chose partially agree (PA), 1 (1.6%) chose disagree (D), 1 (1.6%) chose strongly disagree (SD).

B.   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 Dwi Oktaviani (2015) offered the definition of smartphone 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.

The analysis of 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.

The analysis of indicator no.2 showed that the convenient of mobile learning in learning English, 247 (82%) scores ofstudents 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 anytime. It is given a convenient tool for self help.

The analysis of 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.

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

Based on the analysis of indicator no.5, it 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.

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.

The analysis of indicator no.7 indicated 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.

The analysis of indicator no.9 signified 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 of indicator no.10, it signified 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.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusion of the findings of the research and the suggestions.

A. Conclusions

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 makes the following conclusions:

1. The sorts of mobile learning experiences in learning English used by the fifth semester students of English education department of Makassar Muhammadiyah University are smartphone.

2. The students' perceptions toward mobile learning in learning English assumed mobile learning is engaging. It was proved by the percentage of students that (85%) strongly agree learning English is more engaging with mobile learning.

B. **Suggestions**

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

1. The students are suggested that beside of using smartphone as a communication tool or just to keep up with technological developments, they also can use smartphone to learn and improve their 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 researchers, they also investigate the research in the use of smartphones in learning English to be more maximized.

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Appendix 1

Questionnaires

Name :

Class :

- Mobile Learning Experiences are the usage of mobile devices for learning activities. Several items are used to identify learning experiences, such as m-learning portability, collaboration, and motivation.

- Sorts of Mobile Learning experiences are:
  1. MP3 Player
  2. Smartphone
  3. Tablet
  4. Netbook
  5. Laptop

A. Choose one or more of mobile devices above that you usually used for learning English. Then, write down your answer below:

  ➢ Answer:

B. Isilah tabel dibawah ini dengan memberikan tanda ceklist (√) dengan keterangan sebagai berikut:

Mobile Device = MP3 Player, Smartphone, Tablet, Netbook, Laptop,

SA = Strongly Agree   D = Disagree

A = Agree   SD = Strongly Disagree

PA = Partially Agree

No.	STATEMENTS	SA	A	PA	D	SD
1	Learning English is more engaging with mobile device					
2.	It is more convenient to learn English with mobile device					
3.	Mobile learning provides students more flexibility					
4.	The features of mobile device support more interactivity with English learning					
5.	Mobile device facilitate students to use social media more easily					
6	Mobile learning motivates students to learn English more and more					
7	Students can learn English in a fun way with mobile learning					
8.	With mobile device students can practice English anywhere and anytime					
9.	Mobile learning can improve students' English skills					
10.	Listening to English songs can improve students' ability in learn English					

CURRICULUM VITAE
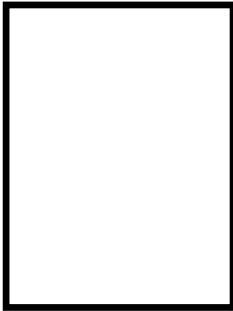
The researcher, Erika meydina was born on May 22th, 1994 in Gowa, South Sulawesi. She is the fifth daughter of the merriege Muh. Syam, and Sarintang. She has four sisters namely Harianti, Amelia, Ika Wijaya, Nindia Indah Sari, and two brothers namely Reski Wahyudi and Muh. Sultan Agung.

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At the end of her study, she could finished her thesis with the title *investigating the students' perceptions toward their mobile learning experiences (A Descriptive Study at the Fifth Semester Students' of English Education Department of Makassar Muhammadiyah University)*