

STUDENT EMPOWERMENT IN MOBILE-ASSISTED ENGLISH LANGUAGE LEARNING FOR LISTENING SKILL

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Abstract

Mobile-Assisted Language Learning (MALL) has become an increasingly important component of teaching and learning in university environments, especially in the context of listening classes and interpreting audio in foreign languages. This study used mixed qualitative and quantitative research methods, including surveys and interviews, to collect data about the use of MALL in listening classes in university settings. The results of this study describe students' perceptions, and voices, and identify the challenges students face when participating in Mobile-Assisted English Learning for listening activities. In the context of a listening class, MALL allows students to practice listening with a diversity of audio sources, including recorded speeches, interviews, and other structured audio materials. This ability can improve their oral comprehension skills and expand their understanding of language variations used in real situations. This research concludes that MALL can be an effective tool for improving students' listening skills in a university environment.

Keywords: Mobile-Assisted Language Learning; University Setting; Listening

INTRODUCTION

Listening is a very important skill in the English learning process (Abbas Pourhosein Gilakjani & Sabouri, 2016). This ability does not only play a key role in understanding everyday conversations but also has a major impact on a student's ability to communicate effectively in the language. One of the reasons why listening skills are so important in learning English is its nature in helping students understand the various variations of accent and intonation in English (Abbas Pourhosein Gilakjani & Ahmadi, 2011). In everyday conversation, people often use different accents, and correct intonation can give different meanings to a sentence. Through listening, students can become familiar with various speaking styles and gain a better understanding of their true meaning (Jack C. Richards, 2018).

Listening can help students understand the use of grammar in real contexts. Students can learn how words are used in sentences, how grammar is combined, and how to convey messages correctly (Weaver, 1996). This helps improve students' ability to apply grammar correctly when they speak or write. Apart from grammar, listening helps in enriching students' vocabulary. By listening to various types of conversations, students gain a wider vocabulary, including informal words and everyday expressions that are not always taught through reading materials (Jack Richards, 2006).

By listening students can improve communication skills. Good listening skills form the basis for effective communication skills (Liubinienė, 2009). Understanding conversations well allows a person to respond appropriately, ask appropriate questions, and participate in social interactions with more confidence. By understanding the importance of listening

skills in learning English, students can focus more on improving their listening skills through practice, listening to various audio sources, and interacting with native speakers (Kavaliauskiene, 2019).

English learning is becoming increasingly important in a globalized world, and with the rise of mobile technology, new opportunities for language acquisition are emerging (Chun, Smith, & Kern, 2016). Mobile-Assisted Language Learning (MALL) has become well-known as an effective educational tool, especially in improving listening skills (Izzah & Sofian Hadi, 2020). This study delves into the realm of Mobile-Assisted English Learning, with a particular focus on listening skills, and explores the concept of student empowerment in this context.

With the widespread adoption of mobile technology, language learners and educators have found innovative ways to utilize mobile devices for educational purposes (Ardiansyah & Nana, 2020). Mobile-Assisted Language Learning (MALL) refers to the use of mobile devices, such as smartphones and tablets, to enhance language learning experience. Some of the important aspects of Mobile-Assisted Language Learning are its flexibility and convenience (Miangah, 2012). Learning anytime and anywhere means that students can access language learning materials and activities from anywhere and at any time, making learning more flexible and comfortable.

Another important aspect of Mobile-Assisted Language Learning is its self-directed learning capability. Mobile apps and platforms often allow students to progress at their own pace, suited to individual learning pace and style (Usman & Zulfah, 2022). Mobile devices support various forms of multimedia, including videos, audio recordings, and interactive exercises, making the learning process more engaging. Additionally, language learning apps often include gamification elements such as rewards, badges, and challenges to keep learners motivated and engaged (Saleem, Noori, & Ozdamli, 2022). Not only that, some mobile language learning apps use algorithms to analyze students' progress and adapt content to their proficiency level thereby providing a personalized learning experience (Heil, Wu, Lee, & Schmidt, 2016).

Mobile apps can provide instant feedback on exercises and quizzes, helping students understand their mistakes and improve their language skills. Usman & Zulfah (2022) state that with the help of technology, Mobile platforms enable learners to connect with native speakers for language exchange, enabling real-life conversation practice thereby enhancing language learners' communication skills via mobile devices.

However, there are still challenges and considerations in implementing Mobile-Assisted Language Learning (MALL) which requires access to high-speed internet which is very important to utilize mobile applications, which is a limitation in some areas (Wardak, 2020). In addition, the effectiveness of MALL depends on the quality of the content and its alignment with learning objectives. Another challenge is that students must be digitally literate to navigate and use language learning applications effectively (Puebla, Fievet, et. al., 2022).

In short, Mobile-Assisted Language Learning offers many opportunities to enhance the language learning experience, providing flexibility, interactivity, personalization, and deep learning opportunities to language learners (Çakmak, 2019). However, it is important to choose high-quality applications and consider individual needs and students' digital literacy levels to maximize the benefits of MALL.

Listening skills are a fundamental component of language and communication proficiency (Yurko & Styfanyshyn, 2022). They refer to the ability to receive and interpret spoken language

accurately in effective communication and develop critical language proficiency. Effective listening skills enable individuals to understand verbal messages, process information, and respond appropriately (Sari, 2016). Language learners can improve their listening skills through listening to authentic material, engaging in conversations, and participating in activities that require attentive listening and understanding (Sabet & Mahsefat, 2012). Mobile devices provide a platform for innovative learning experiences, allowing students to access authentic audio materials, interactive exercises, and personalized learning content.

Student empowerment in Mobile-Assisted English Learning refers to the process of allowing students to take control of their own learning experiences, especially in the context of improving English listening skills through devices and applications on mobile devices Wang, Wayne Yu, & Wu (2013). Student empowerment emphasizes the importance of actively involving students in their own learning process. Empowered learners take control of their education, set goals, make decisions, and become independent individuals Cleary & Zimmerman (2004). In the context of language learning, empowered students will be more motivated, engaged, and successful in language skills Davis & Bowles (2018). It investigates the impact of mobile technology on students' motivation, engagement and autonomy in the language learning process. The research focuses on several problems related to the application of Mobile-Assisted Language Learning in English language teaching in listening classes by considering the development of mobile technology and its potential in language education. In adopting MALL, it is important to know what students' perceptions are regarding empowerment through the Mobile-Assisted Listening project in a university environment because it can influence the success of its implementation (Nuraeni, Carolina, Supriyatna, Widiati, & Bahri, 2020). It is also important to know what students are thinking through Mobile-Assisted Language learning in listening projects in a university environment in order to apply learning styles according to students' interests, so that they can make maximum use of the class and find out what challenges students face when taking part in learning Mobile-Assisted English Learning for listening activities. Through the use of mobile technology, students feel empowered and motivated to take an active role in their language learning experience (Albadry, 2018).

METHOD

This research was conducted using a qualitative approach. The choice of a qualitative approach was based on its ability to explore and understand the significance attributed to social or humanitarian problems. A quantitative approach allows researchers to make generalizations and make predictions based on the data collected. Quantitative methods are often used in survey research, and statistical data analysis.

The subjects of this research were third-semester students of Ahmad Dahlan University in Yogyakarta who were taking the Speaking and Listening in Academic Purposes Class of the 2023/2024 academic year. There were 23 students as the participants. The reason for the researchers' choice of ten students as subjects was because this research was aimed to produce in-depth findings. The participants were selected based on predetermined criteria. The first was participants' previous experience in using MALL in English language activities. The second was participants' active involvement in class activities. It is based on these criteria that the researchers had selected them as the subjects of this research. The object of this research was students' perceptions of the implementation of listening activities with the help of mobile devices. In this study, the researchers were motivated to describe students' perceptions of empowerment through mobile-assisted listening projects and to identify the challenges students faced when engaging in mobile-assisted listening

activities in a university environment.

A number of instruments were used to collect data for this research. The research instruments are explained in more detail in the following paragraph.

Observations were used to see and find out the actual teaching situation and learning process through MALL in the classroom during the research. There was no specific time duration for this research observation. The research relied on data saturation. In this case the researchers used a video recorder and took field notes to support observations through learning to speak with the help of a mobile device.

The second instrument was a questionnaire. According to (Creswell, 2014), a questionnaire is a data collection technique that is carried out by giving a series of questions or written statements to respondents to answer. In this section, researchers used a closed questionnaire adapted from Frymier et al. (1996) (appendix 1). Impact, meaningfulness, and competence are three dimensions defined by Frymier et al. to assess student empowerment. A questionnaire was developed to describe how students would feel empowered during their mobile learning engagement in listening activities.

An interview guide is a series of questions designed to guide the interviewer throughout the data collection process. Interviews provide more opportunities for researchers to obtain detailed information that cannot be gathered from observation through interviewed participants. Additionally, semi-structured interviews were the type used for interviews. The use of guides in semi-structured interviews provides clear instructions for interviewers, ensuring the collection of reliable and comparable qualitative data. The main points of the interviews conducted in this research were related to the implementation of Mobile-Assisted Language Learning (MALL) and the challenges students faced when carrying out Mobile-Assisted listening activities in a university environment.

RESULTS AND DISCUSSION

Results

Classroom Listening Activities

Classroom listening activities are a series of activities designed to help students improve their listening skills. Listening activities aim to develop their understanding of the language they are listening to, recognize details, and hone their overall listening skills (Mah, 2015). Listening activities in class have several objectives, including understanding content conveyed by the teacher or other people through hearing.

The subjects of this research were the third semester students of Ahmad Dahlan University, Yogyakarta, who were taking the Speaking and Listening in Academic Purposes course of the 2023/2024 academic year. There were 23 students as the participants. However, the researchers could only collect data from 12 respondents out of the total 23 participants.

Mobile-Assisted English Language Learning for Listening Skills Sense of Empowerment

Impact

Based on the results of the questionnaires, there were 33.4% of students who disagreed with their influence on lecturers' decisions in listening learning via Mobile-Assisted Language Learning (MALL) and there were 66.6% of students who agreed that they felt able to

influence lecturers' decisions in listening learning via Mobile-Assisted Language Learning (MALL). There were 8.4% of students who felt unable to handle all the tasks in listening learning through MALL and there were 91.6% of students who felt capable of handling all the tasks in listening learning through MALL. There were 8.4% of students who felt their participation was not important for class success and there were 91.6% of students who felt their participation was important for class success. There were 8.4% of students who did not feel confident during class interactions in listening learning through MALL and there were 91.6% of students who felt confident during class interactions in listening learning through MALL. There were 41.6% of students who were not confident when using traditional learning activities compared to their experience when using MALL and there were 58.3% of students who were confident when using traditional learning activities compared to their experience when using MALL.

Table 1. Percentage (%) of the Result from the Questionnaire of Student Empowerment in Mobile- Assisted English Language Learning For Listening Skills (Impact)

No .	Aspects	Category			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I am able to influence the lecturer's decision in learning listening via Mobile-Assisted Language Learning (MALL)	0%	33,3%	58,3%	8,3%
2.	I feel capable of handling all tasks in learning listening via MALL	8,3%	0%	58,3%	33,3%
3.	My participation is important for the success of the class	0%	8,3%	25%	66,6%

4.	I felt confident during class interaction in learning listening via MALL	0%	8,3%	50%	41,6%
5.	I feel more confident when using traditional learning activities than when using MALL	8,3%	33,3%	25%	33,3%

Meaningfulness

Based on the results of the questionnaires, 75% of students felt it was not boring to use MALL and 24.9% of students felt it was boring to use MALL. There were 16.7% of students who said the listening class was interesting and fun when using MALL and there were 83.3% of students who said the listening class was interesting and fun when using MALL. All students agreed that all assignments were important to them. All students disagreed that their classes were not important to them. There were 8.4% of students who did not agree that all the information shared with the listening class via MALL gave them benefits and there were 91.6% of students who agreed that all the information shared with the listening class with MALL gave them benefits.

Table 2. Percentage (%) of the Results from Questionnaires of Student Empowerment in Mobile- Assisted English Language Learning for Listening Skills (Meaningfulness)

No .	Aspects	Category			
		Strongly Disagree	Disagree	Agree	Strongly Agree
6.	My class is boring when using MALL	25%	50%	16,6%	8,3%
7.	My listening class is interesting and fun when using MALL	0%	16,6%	50%	33,3%
8.	All tasks are important to me	0%	0%	16,6%	83,3%

9.	My class is not important to me	83,3%	16,6%	0%	0%
10.	All information shared to listening class via MALL gives me benefits	0%	8,3%	16,6%	75%

Competence

Based on the results of the questionnaires, there were 83,3% of students who disagreed that they were not confident completing listening assignments via MALL and there were 16,7% of students who agreed that they felt not confident completing listening assignments via MALL. As many as 91.7% of students disagreed that they felt incompetent in completing listening assignments via MALL and there were 8.3% of students who agreed that they felt incompetent in completing listening assignments via MALL. There were 16.6% of students who disagreed that they felt very capable of learning listening in class through MALL and there were 83.3% of students who agreed that they felt very capable of learning listening in class through MALL. There were 8.3% of students who did not agree that they had the ability to successfully listen to the completion of assignments through MALL and there were 91,6% of students who agreed that they had the ability to successfully listen to the completion of assignments via MALL. There were 8.3% of students who disagreed that they felt confident to complete the listening task successfully through MALL and there were 91,6% students who agreed that they felt confident to complete the listening task successfully through MALL.

Table 3. Percentage (%) of the Results from Questionnaires of Student Empowerment in Mobile- Assisted English Language Learning For Listening Skills (Competence)

No .	Aspects	Category			
		Strongly Disagree	Disagree	Agree	Strongly Agree
11.	I have no confidence completing the listening tasks via MALL	58,3%	25%	0%	16,6%

12.	I felt incompetent for completing listening task via MALL	91,6%	0%	8,3%	0%
13.	I felt so capable to learn listening in the class via MALL	0%	16,6%	25%	58,3%
14.	I have capability to succeed in listening task completion via MALL	0%	8,3%	50%	41,6%
15.	I felt confident to complete the listening tasks successfully via MALL	0%	8,3%	41,6%	50%

Student Perceptions Regarding the Use of MALL

Based on students' answers regarding the use of Mobile-Assisted Language Learning (MALL) in listening lessons, several perceptions could be identified which generally reflected a combination of advantages and concerns regarding the use of technology in the learning process.

Flexibility and Effectiveness

Students' perceptions regarding the use of Mobile-Assisted Language Learning (MALL) in listening learning reflected a combination of advantages and concerns regarding the use of technology in the listening-learning process. Several students appreciated the flexibility and effectiveness of MALL, considering this platform to be more effective and flexible, enabling learning anywhere. They also highlighted that MALL provided more time for other activities, and students also described positive perceptions of time flexibility. Apart from that, the ease of access and short length of time to access the material and complete the listening assignments were considered positive by a number of students.

"What I like is flexibility. more comfortable. It's less complicated and the learning is easier if you use mobile, for example."

"It can be done effectively anywhere, in my opinion. It's so flexible to do it."

"In my opinion, what I like is that the advantages are, maybe it's more effective, effective and flexible, it can be done anywhere and that's all, it's effective and flexible, it can be done anywhere."

"It's more like Flexible, for example, it can be louder, and the sound can be lowered easily. Then maybe, for example, it can be repeated. "That's what I like about using mobile-assisted learning, especially listening skills."

"The thing I like most about using this MALL is that we have time to do other activities. We

are more flexible in carrying out our duties."

The lack of direct interaction and feedback emerged as a concern for some students. They expressed concerns about the lack of direct interaction with lecturers and less personalized feedback in learning through MALL. In this context, some students also noted the potential for distraction.

"Then in my opinion the disruption to the material presented at the MALL is limited to interaction if you want to ask a question."

"When we're listening and there's a notification, we're distracted, but if there's no other major challenge, it's just a distraction."

"There is nothing wrong with big problems, they are just a distraction because listening requires us to focus on listening."

Suggestions to increase platform variety and maintain direct interaction and feedback with lecturers demonstrated the awareness of the importance of diversity and interaction in learning. While flexibility and easy access were viewed positively, there were also concerns about the potential loss of human interaction and the distractions that might arise.

"There are suggestions from students who want to be given to improve the digital platform through the Mall in listening learning. If listening learning is better, Hybrid is better, so we still use mobile applications but still have face-to-face meetings."

"Well, usually Mr. Handung gives the audio via the WA group. Maybe it's better to just put it on Google Classroom or on a website or something. So, it can be accessed again so it doesn't pile up, especially as WA can sometimes fill up the storage, so we delete all kinds of things."

"Maybe we can explore more applications or maybe audio so we don't depend too much on Mr. Handung himself, it's not a monotonous way of learning."

"Maybe, if possible, UAD could create its own platform. For uploading assignments like that, for example via WA groups, the reach is usually limited too."

Based on these critical views and concerns, there is a push to consider platform variations as a step to achieve a better learning experience.

Most students saw MALL as a tool that provides flexibility and easy access. However, there was awareness of potential shortcomings related to the lack of human interaction and distractions that needed to be overcome. Suggestions for considering platform variations and maintaining direct interaction can be used as guidelines for improving the quality of learning through MALL.

Students' Voices in Their Empowerment in The Use of MALL

Several students answered that they enjoyed using MALL mainly because they felt more confident and it was easier to learn. Although they mentioned the potential negative impact of lack of interaction. Overall, they liked the use of MALL. Not only that, students also said that they liked using MALL because they felt it was more practical and flexible. They saw a positive impact on time efficiency and the ability to study independently without having to wait for an explanation from the lecturer. Apart from that, several students also stated that they liked using MALL because it was practical and freed up more time. They saw benefits in the repetition of material and flexibility of access from multiple sources. Another opinion also stated that they might enjoy using MALL because the material was

organized and could be obtained from various sources. They also mentioned a desire for more platform variety. Students stated that they might enjoy using MALL because of its flexibility and ease of access. They saw benefits in learning from a variety of sources.

"Yes, it's flexible, apart from that, it also becomes an evaluation material for us if we want to review what we made. continue to be more confident in what we create"

"Yes, that's because it made me more confident. Traditionally method maybe you want to talk, but you can't convey everything, it's limited, so you're more confident if you just use the MALL, for example."

"I'm really happy because the assignment is easy and flexible, so you can do it anywhere, anytime."

"I just like it because it's flexible"

Another opinion of students was that they liked the ease of access and short length of time available from the MALL. Although they did not explicitly state that they were happy, it was clear from their response that they saw the benefits in terms of efficiency and ease of access.

"Yes, it's possible, because the material is arranged, you can hear it directly from native speakers, because there are lots of accents, so we can also learn several other accents."

There were also opinions from students that they like using MALL because it provided time flexibility and allowed them to do other activities. They gave a neutral response.

"Yes, because now it's the digital era, so like everything, it has to be fast, and for example, if we use it, we use the mall. So the learning is faster. And we can self-learn. We don't have to wait for the lecturer to explain. We can just learn by ourselves."

This student did not provide a specific indication of whether he enjoyed or did not enjoy MALL, but provided critical feedback regarding the potential lack of direct interaction and less personal feedback.

"The advantages mean it can be more efficient, it can be more flexible, but it doesn't guarantee it can be more effective. "Because if we are given online assignments, we tend to have no interaction, because this is a classification that means there is no interaction, so we tend to take things for granted."

Overall, although there were some concerns regarding the lack of direct interaction and personal feedback, the majority of students indicated that they enjoyed or at least saw positive benefits in using MALL for listening instruction.

Challenges Faced by Students in Using MALL

Several students expressed concerns regarding the lack of direct interaction with lecturers. Limited human interaction can make students more likely to be independent in learning. Apart from that, less direct feedback from learning via MALL is also a concern. Not only the problem of interaction and feedback, students highlighted potential distractions that might arise when using mobile-assisted learning methods. One example of distraction was the noise outside the audio or other distractions which could result in a lack of focus in listening activities. Not only that, several students mentioned difficulties in understanding accents through mobile-assisted listening learning. The use of various

accents by various sources can be a challenge, especially for students' understanding of accent variations.

"Yes, the downside is that there is interaction between lecturers and students, meaning they are more focused on their own cell phones."

"It's okay, if the big problem is just a distraction, because listening you have to focus on listening, right?"

"When we're listening and there's a notification, we're distracted, but there's no other major challenge, it's more like just a distraction."

"When I hear native speakers speaking, I still don't understand it, because what we learn with an American accent is clearer, but the meaning isn't that fast for me to understand, especially since English has so many accents, right?"

"Maybe it's a matter of not understanding the accent used in the audio."

Several students faced problems related to an unstable internet connection. Limited storage on mobile devices was also an obstacle.

"Yes, maybe the network seems to depend on the signal, then it's like cell phone storage"

"Yes, maybe it's cell phone storage"

Several students provided suggestions for increasing the variety of learning platforms. They wanted more options than they had used currently.

"Maybe it's better, like just putting it on Google Classroom or on a website or something like that. So, it can be accessed again so it doesn't pile up, especially as WA can sometimes be full of storage"

"Maybe, if possible, UAD could create its own platform like that. "For uploading assignments like that, for example via WA groups, the reach is usually limited too."

Overall, these barriers included aspects such as lack of direct interaction, potential distractions, difficulty in understanding accents, technical limitations, and desire for variety in learning platforms. Although students enjoyed several advantages of MALL, these challenges needed to be considered in designing and implementing technology-based learning strategies.

Discussion

Based on the results of a questionnaire covering several aspects, it can be concluded that the majority of students show a positive attitude towards the use of Mobile-Assisted Language Learning (MALL) in listening learning. As many as 66.6% of students felt able to influence the lecturer's decisions in this context, while 91.6% felt they could handle all listening learning assignments through MALL. Student participation was considered important by the majority of students (91.6%) for class success, although 8.4% considered their participation not important. Most of the students, 91.6%, also felt confident during class interactions in listening and learning through MALL. In a comparison between MALL and traditional learning activities, the majority of students (58.3%) felt more confident when using MALL. However, 41.6% still felt less confident in using traditional learning activities. Most students (83.3%) stated that the listening class via MALL was not boring, and most (83.3%) also thought the class was interesting and fun. Although the majority of students felt confident and competent in completing listening assignments via MALL, around 16.7% felt not confident. However, the

large majority (91.6%) felt that the information shared during listening classes via MALL was useful for them.

Overall, although there were several groups of students who experienced disapproval or lack of self-confidence, the majority showed positive acceptance of the use of MALL in listening learning. These findings can be the basis for further improvement and development in the implementation of MALL in the language learning context. Based on the results of a research questionnaire regarding student empowerment in using Mobile-Assisted Language Learning (MALL) in listening lessons, it can be

concluded from students' positive statements regarding their ability to influence the lecturers' decisions and skills in handling MALL tasks that it is in line with the concept of technology acceptance. Self-confidence and perceived ease of use of MALL can influence the acceptance and continued use of technology in learning contexts. This statement is supported by Katemba (2021) which states that the mobile phone group gained significantly more knowledge than learning using traditional methods.

This research shows that student participation is considered important for class success and the high level of student self-confidence during class interactions through MALL. These factors can drive students' intrinsic motivation to actively participate in learning (Misdi, Nurjannah, Suwarno, Nurhadi, & Tambunan, 2023). This opinion also receives support from statements by previous research by Puebla, Fievet, Tsopanidi, & Clahsen (2022) which shows that students who are confident, technologically savvy, and open to new advances are more likely to be involved in language learning through applications compared to those who are less technology oriented.

Students' perceptions of the use of Mobile-Assisted Language Learning (MALL) in listening lessons showed a complex pattern, reflecting a combination of benefits and concerns regarding the use of technology in learning contexts. The majority of students appreciated the flexibility, effectiveness, and ease of access of MALL, recognizing its benefits in enabling learning anywhere and freeing up more time for other activities. This statement is supported by Islam & Hasan (2020) who state that the use of MALL is highly recommended for teachers and to use various MALL strategies for listening activities so that they become better and more effective. However, several concerns were raised regarding the lack of direct interaction and personal feedback, as well as the potential for disruption to learning through MALL. Students highlighted the importance of human interaction in learning and expressed a desire to maintain a balance between technology and personal interaction.

Challenges faced by students included minimal human interaction, less direct feedback, potential distractions, difficulty understanding accents, and technical problems such as limited storage and unstable internet networks. The suggestion to increase the variety of learning platforms showed the awareness of the importance of improving the quality of learning through the use of technology.

CONCLUSION

Based on the results of research conclusions regarding student opinions regarding student empowerment through Mobile-Assisted Language Learning (MALL), several perceptions are drawn that reflect the advantages and concerns regarding the integration of technology in the listening learning process. Some students appreciated the flexibility and effectiveness of MALL, considering that MALL was a more effective platform that could be accessed anywhere. However, concerns were raised regarding the lack of direct interaction with the

lecturers and the lack of personal feedback. Some students also noted the potential for distractions, particularly related to notifications that could reduce focus while the class was listening. Students demonstrated awareness of the importance of platform variety and human interaction in learning. Suggestions for increasing platform variety and maintaining direct interaction can be used as guidelines for improving the quality of learning through MALL. It can be concluded that the majority of students stated that they enjoyed or saw positive benefits in using MALL for listening learning.

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