MOBILE ASSISTED LANGUAGE LEARNING (MALL): WHATSAPP GROUP APPLICATION ON TRANSLATION LANGUANGE LEARNING

(A Case Study at One of Universities in Ciamis)

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ABSTRACT

Recently, the used of mobile devices have been rise rapidly, it used for obtaining information, reaching knowledge, and educational purposes. Whatsapp application is an application to sand massage both of personal or group and it becomes one of teaching and learning media. This study was intended to examine the students' and teacher' perception towards using WhatsApp application as a translation teaching learning media. In this survey, there were 33 students and a teacher selected as research participants. They were provided with close ended questionnaire and semi structured interview. In this study, there are two research questions as follows: (1) How do the students perceive the use of Whatsapp Group Application in translation subject? (2) How does the teacher perceive the use of Whatsapp Group Application in translation subject? The result revealed that the students approved that whatsapp gives them a lot of benefits in learning and doing their tasks in translation subject. In addition, whatsapp made them active to speak English during learning and make them more interest of the translation subject. On the other hand, the students could learn translation anywhere and anytime they are. Additionally, the result of second research question showed that the lecturer thought that whatsapp was quite effective way in teaching and learning translation. Whatsapp allowed the students to get information or materials quickly and made the students more active than in face to face class

Keywords: *Mobile Assisted Language Learning (MALL), translation WhatsApp*

INTRODUCTION

Translation is an feature of language acquisition which beneficial for students, particularly for the students of English Department which required to understand and able to communicate in English. In this era, translation tools have been developed in accordance to the improvement of technology, such as Google Translate, GoTranslate, Word Lens, iTranslate, etc. The digital age results these innovations and radical changes derived from computer and information technology which the tools applied by translators currently are not the same as they used to be since translators used paper and pen as well as a typewriter to translate followed with the introduction of high tech computers, electronic documents and other useful tools. Translation is an obvious act of communication, it allows us to communicate in various languages with translate the language to another language. Wilss (1982) argued that translation is rendering

process to transform a written source language (SL) text into target language (TL) text with optimal equivalence and it needs the syntactic, the systematic and pragmatic understanding and analytical processing of SL.

Mobile Assisted Language Learning (MALL)

MALL is one of the widespread methods in the science. Kukulska-Hulme & Shield (2008) claimed that MALL actually is mobile device-based learning. Mobile learning is characterized by its advantage for spontaneous, informal, personalized and ubiquitous learning. Mobile phone is useful mini-computer that fit in a student's pocket, and portable technological tools which are almost always on (Prensky, 2005). Some MALL researchers believe that the application of mobile phones for language learning might equip the process of language learning in which possible challenges can be provided or improved (e.g., Stockwell, 2008; Stockwell, 2012 and Thornton & Houser, 2005). Additionally, Kukulska-Hulme (2013, p. 3701) claimed that MALL has been well-defined as the application of mobile technologies in language learning, particularly when device portability gives specific advantages.

Two major characteristics of mobile devices are portability and connectivity. Connectivity means the mobile system must have access of being connected and communicated with the learning website by means of the wireless network of the device to access learning material ubiquitously including short message service (SMS) and mobile e-mail. Portability facilitates learners to take mobile devices everywhere and bring learning materials (Miangah & Nezara, 2012, p. 310).

WhatsApp as one of MALL media in Teaching

WhatsApp is one of smartphone applications and it is the most popular communication platform in th 21st century learning as it sends real time message and faster knowledge resources (Mistar, 2016, p. 98). WhatsApp is a part of smartphone app. It functions to send instant messages. Message can be delivered both personally and in-group form such that it is possible to communicate with several people instantaneously (Church & de Oliveria, 2013). Lenhart, Madden, Smith, and Macgill (2007) argues WhatsApp and email are creating the case of information sharing among students where every thought and feeling are translated into words. Furthermore, Selomon and Sehrum (2007, p. 101) claimed that WhatsApp provides a conversation platform to everyone which allows the existence of a relations among them. It is

reinforced by Patient (2013) who stated that the conversation between and among students using WhatsApp show the sharing of academic information. These studies showed that WhatsApp could motivate students to enhancing their learning especially in learning English by sharing the academic information. The use of WhatsApp is the most famous messenger applications among the college scholars (Jadhav, Bhutkar, & Mehta, 2013).

In this study, the students of fourth grade at one of private University in Ciamis, have used the Whatsapp Group Application on translation subject. The Whatsapp (WA) is selected as a tool in teaching and learning translation course because Whatsapp application (WA) is one of online tools, and it is suitable to use in the current situation, that the teaching and learning process held in face to face and online process as well as blended learning process. Graham (2006) argued the term blended learning is commonly related to as a combination of online and face to face instruction. However, there are some problems that emerge in implementing Whatsapp group in teaching and learning process.

The first problem is that the writer finds out in learning translation using Whatsapp (WA) group is internet connection. As we know that each place does not have the same internet connection. There are some places that have difficult to find a good internet connection. The second problem is lack of student understanding of learning material. In teaching learning process, the students read the teachers' explanation but some of them replay the text /ask in the middle of explanation. The third problem is copying. When the teacher gives the students task to translate there will be some copying during the lesson. It was unavoidable, because the answers from each student were sent in the same group.

In this present research, there are some previous studies about whatsapp in other fields of education. The first previous study which conducted by Fathy & Fattah, (2015) which entitled "The Effectiveness of Using Whatsapp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skill", the second study is (Minala, 2018). He conducted a study which entitled "Utilizing Whatsapp Group in Enganching EFL Students' Verbal Interaction", and the last previous study by (Mbukusa, 2018). He conducted a study which entitled "The Students Perception Towards Using Whatsapp Application as A Learning Tool For Teaching Method". The result of previous studies revealed that whatsapp bring positive benefit in learning process. However, from the study above there were not studies that integrated whatsapp with an instructional course.

Consequently, this present study analyzed and elaborated more about teacher perception and the advantage of whatsapp.

Aim and Objectives of the Study

This study's major goals are to find out the student's and teacher's perception on the use of Whatsapp in translation subject. Precisely, the study sought to:

1. Finding out the students perceive the use of Whatsapp Group Application in translation subject.

2. Finding out the teacher perceive the use of Whatsapp Group Application in translation subject.

METHOD

In this study, a quantitative research approach is employed, highlighted on survey to provide a well-organized experiential investigation. Commonly, a survey is chosen to collect data from samples to find out and explore the characteristics or criteria that consists amongst many, perceptions, behaviours, attitudes, belief and opinions of the population. Nunan & Bailey (2009, p. 25) argued that the overall purpose of a survey is to obtain a snapshot of conditions, attitudes, and/or events in time by collecting data from a sample drawn from that population.

For the current study, one class out of four classes of the fourth grade who consist of seventy-six students divided into two subjects: Translation and English for Specific Purposes (ESP) at the English department of private university in East Priangan (cultural and mountainous region in east area of West Java province in Indonesia) was selected as the population. Then, the writer applied purposive sampling as a selected sample. Purposive sampling was confirmed to select the intentional sample based on the criteria that have been categorical by the writer to comprehend the central phenomenon (Creswell, 2012, p. 206). In this research, the students of translation course and a lecturer who teach translation subject as a sample of the study.

Two instruments were used when gathering the data, they were questionnaire and interview. The First instrument was questionnaire. The questionnaire shared to obtain a general idea of students' expectations and point of view about using WhatsApp on translation language learning. Close ended questionnaire is nominated as the instrument to get the data. In the questionnaire, ten statements related to the topic must be answered by the participants. In this study, likert scale forma was also used in which

respondents were required to checklist their answers in line with the scale of strongly agree to strongly disagree.

In this study, five questions must be answered by the lecturer. There were two types of qualitative data in this study.First from close-ended questionnaire and second from semi-structured interview. The result of questionnaire was analysed by means of percentage calculation by Hatch and Larazation (1991, p. 136).

The result of interview was analysed by transcribing the data to the text. The data were overcome through re-identifying the teachers' perception and then transcribing the data. The accuracy of the transcription takes an important part in judging the accuracy of the data that are analysed.

FINDINGS AND DISCUSSION

The following findings are the answers of research questions and based on research methods and sub-problems as well as data collection which are elaborated in such a way.

Students' perception on the use of Whatsapp Group Application in translation subject.

Based on the data was collected by using close ended questionnaire, there were 33 respondents as participants in this study. The formulation or calculation of the frequency of participants' responses of each questionnaire item used the percentage computation adapted from Hatch and Lazaraton (1991, p. 136). The result showed:

Item 1: five students (15,15%) answered strongly agree that whatsapp motivated them to learn English, fifteen students (45,45%) answered agree that whatsapp motivated them to learn English, twelve students (36,36%) answered neither agree nor agree with the first statement, they neutral that whatsapp motivated them to learn English, and one student (3,03%) answered disagree that whatsapp motivated them to learn English.

Item 2: seven students (21,21%) answered strongly agree that using whatsapp improved their learning performance, fifteen students (45,45%) answered agree that using whatsapp improved their learning performance, ten students (30,30%) answered neither agree nor agree with the second statement, they neutral that using whatsapp improved their learning performance, and one student (3,03%) answered disagree that using whatsapp improved their learning performance.

Item 3: eight students (24,24%) responded strongly agree that whatsApp helped them take off their fear in learning English, sixteen students (48,48%) responded agree that using whatsApp helped them take off their fear in learning English, eight students (24,24%) responded either disagree or agree with the third statement, they are neutral that using whatsApp helped them take off their fear in learning English, and one student (3,03%) responded disagree that using whatsApp helped them take off their fear in learning English.

Item 4: twenty five students (75,75%) answered strongly agree that using whatsApp gave them convenience to share information, six students (18,18%) answered agree that using whatsApp gave them convenience to share information, two students (6,06%) answered neither agree nor agree with the forth statement, they neutral that using whatsApp gave them convenience to share inform

them learn from their colleague' mistakes, twenty six students (78,78%) responded agree that using whatsApp helped them learn from their colleague' mistakes, three students (9,09%) answered neither disagree nor agree with the fifth statement, they were neutral that using whatsApp made them learn from their colleague' mistakes.

Item 6: four students (12,12%) answered strongly agree that using whatsApp improved the quality of task their do, ten students (30,30%) answered agree that using whatsApp improved the quality of task their do, eighteen students (54,54%) answered neither agree nor agree with the sixth statement, they neutral that using whatsApp improved the quality of task their do, and one student (3,03%) answered disagree that using whatsApp improved the quality of task their do.

Item 7: twenty eight students (84,84%%) answered strongly agree that using whatsApp supported them to do their task everywhere, four students (12,12%) answered agree that whatsApp supported them to do their task everywhere, and one students (3,03%) answered neither agree nor agree with the seventh statement, they neutral that whatsApp supported them to do their task everywhere.

Item 8: nine students (27,27%) answered strongly agree that whatsApp enabled them to achieve task more faster, eighteen students (54,54%) answered agree that whatsApp enabled them to achieve taskA,.Q more faster, and six students (18,18%) answered neither agree nor agree with the eighth statement, they neutral that whatsApp enabled them to achieve task more faster.

Item 9: five students (15,15%) answered strongly agree that using WhatsApp made it easier to do their task, seventeen students (51,51%) answered agree that using

WhatsApp made it easier to do their task, and eleven students (33,33%) answered neither agree nor agree with the ninth statement, they neutral that using WhatsApp made it easier to do their task.

Item 10: sixteen students (48,48%) answered strongly agree that using WhatsApp helped them achieved direct feedback from their teacher, thirteen students (39,39%) answered agree that using WhatsApp assisted them to achieve direct feedback from their teacher, and four students (12,12%) answered neither agree nor agree with the last statement, they neutral that using WhatsApp assisted them to achieve direct feedback from their teacher.

The findings clearly showed that the respondents revealed a positive response on the benefit of whatsapp group for them. They agreed that the exixtence of whatsapp produces a lot of benefits for them in learning and doing their tasks. Whatsapp could make students speak English actively during learning process and gain information quickly anywhere. The students commented that whatsapp enabled them to learn from their friend's mistake and gain immediate feedback from the lecturer. The students also shared that whatsapp enabled them to learn anywhere and accomplish their task quickly. These all were relevant with the statement of Deshen et al (2014, p. 227) that the practice of WhatsApp group, students feel secure and have access to ask questions. Even though students who do not come to school, they can take part learning using this app without feeling shame and helplessness. The table 1 showed the questionnaire result.

Table 1 Students' perception on the use of Whatsapp Group Application in translation subject

No	Statement	Responds in Percentage					
		SA	A	N	DA	SD	Total
1.	Using WhatsApp motivates me to learn English.	15%	45%	36%	3%	0%	100%
2.	Using WhatsApp improves my learning performance.	21%	45%	30%	3%	0%	100%
3.	Using WhatsApp helps me overcome my fear to use English.	24%	48%	24%	3%	0%	100%
4.	Using WhatsApp gives me convenience to share information.	75%	18%	6%	0%	0%	100%
5.	Using WhatsApp helps me learn from my colleague' mistakes.	12%	78%	9%	0%	0%	100%
6.	Using WhatsApp improves the quality of task I do.	12%	30%	54%	3%	0%	100%
7.	WhatsApp supports me to do my task	84%	12%	3%	0%	0%	100%

	Everywhere.						
8.	WhatsApp enables me to accomplish task more quickly.	27%	54%	18%	0%	0%	100%
9.	Using WhatsApp makes it easier to do my task.	15%	51%	33%	0%	0%	100%
10.	Using WhatsApp helped me get immediate feedback from my instructor.	48%	39%	12%	0%	0%	100%
	Total	333	420	225	12	0	

Lecturer's response on the use of Whatsapp Group Application in translation subject

The interview conducted to the lecturer who taught Translation. Semi-structured interviews was used to investigate the lectrurer's response. In this study, lecturer's interview consisted of five questions. Here the results of lecturer's interview:

The first question is "What can you say about your interest in this course having to teach through Whatsapp group discussion?" The lecturer answered as fellow,

"I conducted teaching English through whatsapp before to students of grade four because they were in teaching practice and they do not have that time to have passed seasons. Because we had a great agreement in management meeting, we deal for those who teach the students of grade four to have got a chance to conduct those seasons via whatsapp/online learning."

The second question is "How has the Whatsapp group discussion helped in your communication to your students?" The lecturer answered as fellow, "It is quite effective, because in whatsapp group the students were register. It means they had a chance to contact me in personally or in group of whatsapp. It very easy to me to contact them, if I have to deal with them through normal mobile phone it will be difficult that they do not have pulse. But whatsapp is an easy, popular, and cheaper way to deal with, and it most effective way."

The third question is "How has the Whatsapp group assisted you in giving materials and resources on this course?" The lecturer answered as fellow,

"I gave the materials before the time begun, what we are going to discuss and what will them do. And when the time started, I asked some questions dealing with the materials."

The fourth question is "What are the possible benefits of Whatsapp in teaching?" The lecturer answered as follow:

"The possible benefit in giving the materials. Before I conducted teaching season I have always given the materials via whatsapp. If I do not have the facilities such as whatsapp probably I have to meet face to face, they have to copy the materials. But in whatsapp they do not have to copy the materials, all of students have a chance to get the materials and then the information that I give via whatsapp is quicker, more I can contact the students personally to inform their achievement. Also in whatsapp group the students more active than in class season."

The fifth question is "What do you think are the challenges to using WhatsApp for language learning/teaching?" The lecturer answered as fellow,

"So many challenges, beside the network is the most challenge it is very hard to me to answer the question one by one. I read all of their question, their answer. but it is still difficult to me to answer them at the same time with different statement."

From the results of personal interview above, the writer concluded that the lecturer thought that whatsapp group was a quite effective way in learning, whatsapp group could make the student more interested of the course and more active than in face to face class. Whatsapp helped them in getting quick information about class activities in relation to the course and easy access to course resource links as posted. Furthermore, via whatsapp the lecturer could contact the students easily. In this case, Bere (2013, p. 557) argued that whatsapp was a good way to communicate with their teachers and the rest of class, that it was beneficial discourse on relevant issues in an informal setting where the students could pass through an intimate and authentic learning with so much fun.

Discussion

The findings withdraw several points. First, the first research question showed that majority of the students have positive perception on the practice whatsapp in translation subject. The use of whatsapp could make students speak English actively during learning process and gain information quickly anywhere. This statement was supported by Bouhnik & Deshen (2014) that the practice of WhatsApp groups makes students feel secure, have access to ask questions. Even the students who were not present because of sickness, they can still take part in learning process in the classroom using his app without feeling shame and helplessness. Some previous studies had discussed about whatsapp. However, the writer processed to analyze blended with the diverse purposes to investigate the data with previous studies. The first previous study

conducted by Fathy & Fattah, (2015) entitled "The Effectiveness of Using Whatsapp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skill", the second study is (Minala, 2018). He conducted a study which entitled "Utilizing Whatsapp Group in Enganching EFL Students' Verbal Interaction", and the last previous study by (Mbukusa, 2018). He conducted a study which entitled "The Students Perception Towards Using Whatsapp Application as A Learning Tool For Teaching Method". The result of previous studies revealed that whatsapp bring positive benefit in learning process. However, from the study above there were not studies that integrated whatsapp with an instructional course. Therefore, in this study discussed and revealed more about teacher perception and the benefit of whatsapp.

Secondly, the second research question is interview. The data from interview records transcribed by presenting the result of the interview in English. Then described it by interpreting the result of interview. The result showed that the lecturer thought that whatsapp group was a quite effective way in learning, whatsapp group could made the student more interested of the course and more active than in face to face class. Whatsapp helped them in getting quick information about class activities in relation to the course and easy access to course resource links as posted. Furthermore, via whatsapp the lecturer could contact the students easily. In this case, Bere (2013, p. 557) argued that whatsapp was an easier way to communicate with their teachers and classmateshe rest of class, that it was useful discourse on relevant issues in an informal setting where the students could pass through an intimate and authentic learning which is so much fun.

CONCLUSIONS

The findings of this study showed that the practice of whatsapp in translation subject results some benefits. The data revealed that the students agreed that whatsapp results a lot of benefits for them in learning and doing their tasks in translation subject. Beside, whatsapp made them active to speak English during learning and made them more interest of the subject. On the other hand, the students could learn translation anywhere and anytime. Moreover, the data showed that the lecturer thought that whatsapp was quite effective way in teaching and learning translation. Whatsapp allowed the students to get information or materials quickly and made the students more active than in face to face class. Meanwhile, students have so much fun of using WhatsApp as a device in learning translation.

The current study has the potential evidence that can provide such suggestions for the students, teacher and further research. Firstly, for the writer suggests that they should have balance between online activities (WhatsApp) and academic preparation, because it could make students out of focus on completing their assignments and adhering to their personal studies schedule. Secondly, the teacher needs various techniques, methods, and approaches in teaching English that have to be applied in teaching learning process to create new atmosphere for the students. Practicing whatsapp is the quite effective way to make the teaching and learning process more active and fun particularly the learning and teaching process could take anywhere. In addition, the teacher also should be more interactive in answering students' questions.

Finally, the writer recommends that further researchers investigate the use of whatsapp in other subject, such as in listening or writing. Therefore, they will get new atmosphere in teaching learning process that could find out the usefulness of media in teaching.

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