



SNAP TO READ

PRACTICALITY OF LANGUAGE LEARNING APPLICATION FOR STUDENTS' AUTONOMOUS LEARNING

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First received: June 15, 2023

Final proof received: June 30, 2024

Abstract:

One of several techniques for increasing student autonomy is to include current technologies such as cell phones and tablet PCs. However, various challenges occur about the incorporation of current technology in the learning process, which appears to be ineffectual in producing such situations that learner autonomy is realized. The current study is intended to investigate the beneficial effects of Edmodo, Duolingo, Memrise, Socrative, and Quizlet using the SAMR paradigm to assist learners in increasing their language learning autonomy. Employing mobile applications certainly promotes autonomous language learning since it allows learners to not only study the language but also acquire the target language in order to increase their competency. However, teacher guidance is still required to help students achieve their language learning goals.

Keywords:

Autonomous learning, language learning, mobile application

INTRODUCTION

Nowadays, the term of learner autonomy has become a major concern in foreign language learning since it is believed that the achievement gained successfully by the learners depends on the strategy used in learning the target language independently. In a philosophical perspective, the term of autonomy refers to a desirable goal to shape the learners becoming individuals who are able and willing to think in an independent way and act in a responsible way as well. Furthermore, in a psychological perspective, the term of autonomy can be referred to several branches of psychology, such as (1) The psychology of cognitive development, in which it posits that an effective learning arises from a personal framework of the learners in integrating the knowledge, (2) The psychology of humanistic development, in which it promotes self-esteem of the learners through a personal ownership in learning, and (3) The psychology of education development, in which it suggests an interchangeable connection between learner motivation and learner autonomy (Kumaravadivelu, 2003). By encouraging the learners to attain the knowledge of the target language autonomously based on both philosophical and psychology point of views, the learners are expected to have control over their self-instruction, self-access learning, self-directed as well as individualized instruction in order to achieve the goals of the foreign language learning.

There have been several studies established pertinent to the learner autonomy in language learning. One of those studies was the one conducted by Mardjuki (2018) in which the study solely focused and aimed to seek the learners' perceptions and attitudes towards learner autonomy. The majority of the participants in the suggested study attained the knowledge not only from the textbooks but also from other various sources such as articles, eBooks, and internet which showed that they had managed themselves to be autonomous and independent in their language learning. However, even though several learning methods and assignments had been conducted in the classroom in order to create an autonomous learning situation, the instruction and guidance from the teacher were still needed by most of the participants for the sake of

reshaping the learning strategies to achieve the learning objectives.

Another study pertinent to the autonomous learning was carried out by Razeq (2014) which primarily assessed the readiness of EFL learners based on three aspects, namely the perceptions of the learners about educational responsibility, the ability of the learners in learning the target language autonomously, and the autonomous language learning activities practiced by the learners in EFL classroom. The results pertinent to the first aspect, which was the educational responsibility based on the learners' perceptions, the participants considered the teacher as the one being responsible for the majority of learning process due to the fact that the spoon-feeding method in the field of language learning had been employed in the education system for quite a long time. Furthermore, related to the second aspect of the study which was the learners' ability in learning the language autonomously, the participants considered themselves to be able to learn English independently if they were given reflective tools to do a self-assessment in order to enhance their capability in learning English independently. In addition to that, pertinent to the autonomous learning activities, the participants involved themselves in the inside and outside classroom activities in order to increase their English proficiency. In a nutshell, according to this study, by training the learners to take advantages in learning English through various resources inside and outside the classroom should be able to increase their opportunities in becoming autonomous language learners.

Nevertheless, the aforementioned studies still demonstrate particular gaps related to the use of a modern technology to support autonomous language learning. In the field of education, especially in terms of foreign language learning, the use of a modern technology offers a huge amount of opportunities for the learners to learn the target language independently. Also, the internet permits the learners to search for various learning sources from several websites as well as connect to social media in order to be able to communicate with native speakers from other countries to improve their foreign language proficiency. Still, several issues and negative impacts

arise through the unlimited language learning done by the learners using the modern technologies, such as smartphones, tablet PCs, and internet as well. The first issue was related to the inconsiderable amount of information from the use of smartphones and internet which created such a distraction for the learners so that they had a difficult time to complete the learning tasks and stick to the language learning objectives. Moreover, the lack of self-instruction to learn the target language effectively might increase the language anxiety from the learners. What is worse, the learners with less self-esteem might find themselves in a huge pressure to participate in an online learning community which might bring up negative impacts on the learning process and the learning outcomes as well (Na, 2018).

In the world of digital and mobile communication technologies, the ability to adapt to the new environment indeed brings various advantages in developing innovative language learning to promote learner autonomy. As one of the most frequently used technologies in this era, mobile phone is indeed unavoidable within the human's life these days, including the use of mobile phones in the field of education. With due regard to the development of mobile phones' quality, the highly integration of well-known mobile apps in the classroom is inextricably linked to the increasing learning motivation of the learners. Henceforth, the present study is solely projected to seek the beneficial impacts of the practicality of mobile apps in promoting the autonomous language learning. The qualitative design is employed to explore, explain and discuss various mobile apps, namely Edmodo, Duolingo, Memrise, Socrative, and Quizlet, in order to discover the pedagogical implications of each mobile app with regard to help the learners increase their learning autonomy pertinent to the foreign language learning.

Review of literature

Learner autonomy

In the field of education, especially in the field of foreign language learning, the term of learner autonomy has been discussed and studied in order to discover an opportunity for the language learners to have self-instruction,

self-access learning, self-direction, as well as individualized instruction. Self-instruction is an expression used referring to a situation in which the learners are able to work on the language tasks with less direct control given by the teacher. Furthermore, self-access learning is a term used to describe a situation in which the learners are able to use any materials and technology as language learning sources. Moreover, self-direction is an expression referring to a situation in which the learners are being responsible in every decision they made and implemented in the language learning activity. Also, individualized instruction is a term used to describe a situation in which both the teacher and learners are adapting to a particular situation to create a learning process which is appropriate and suitable for every individual character of the learners (Kumaravadivelu, 2003).

In a narrow perspective of learner autonomy, it simply pictures a situation in which the learners are provided with broad chances and necessary tools to learn the target language independently. In other words, learner autonomy enables the language learners to learn how to learn (Kumaravadivelu, 2003). In learning how to learn, that is to say, the language learners have to be able to develop a competence and skill pertinent to decision making, critical thinking, and independent action. Also, the learners have to recognize their learning potential, and be able to take responsibility in every decision and strategy carried out to achieve the learning objectives. In addition, developing self-discipline and self-control is important in shaping the learner autonomy to direct them to have self-confidence in learning the target language.

The role of a teacher in training the learners to be autonomous in learning how to learn is very crucial, since meaningful strategy and guidance provided by the teacher are expected to allow the learners in recognizing and respecting the advantages of foreign language learning from their perspectives. Above all, if it is necessary, it is important for both the teacher and learners to share and negotiate the content and methodology of the learning process; thus, the learners are able to access and attain information

of the learning materials from other various learning resources. Also, by negotiating and sharing the learning materials in advance, it helps the learners to be aware of the wide range of knowledge pertinent to the learning topic and encourage them to involve themselves in discussions as well as debates in the language learning process (Kumaravadivelu, 2003).

If the narrow perspective of learner autonomy tends to enable the learners to learn how to learn, on the other hand, the broad perspective of learner autonomy tends to enable the learners to be liberated learners. In other words, while the narrow perspective of learner autonomy stands for the sake of academic autonomy, the broad perspective of learner autonomy stands for the sake of liberatory autonomy which aids the learners to be critical in recognizing any obstacles in their paths to become successful learners, and be intellectual in choosing necessary tools to overcome the obstacles (Kumaravadivelu, 2003).

With the counseling and guidance from the teacher, the learners are expected to be encouraged in investigating both language use and language rule which have already been established and structured in a society. Moreover, providing a learning situation in which the learners are able to have a capability in developing self-awareness of the language and culture representation found in textbooks is essential to assist them engage the sense of how to relate and reflect their language learning into a unified social community. In addition to that, giving a wide range of opportunities for the learners to examine the language use in cyberspace is needed in order to improve the critical thinking ability of the learners to discuss the matter based on their point of views (Kumaravadivelu, 2003).

The Practicality of Mobile Application

The implementation of modern technology in language learning classroom has been evolved due to the development of new devices, such as smartphones and tablet PCs, which is both exciting and satisfying in the last few years. A huge number of beneficial impacts provided by the development of modern technologies has also created various challenging opportunities

in every aspect of humans' life, especially pertinent to the aspect of foreign language learning. The use of modern technologies in the classroom, such as smartphones, is essential in order to increase the learners' motivation and interest in improving their foreign language learning competence (Caldwell, 2015). Furthermore, with its accessibility, communication and discussion activities among several learners are able to be accessed and carried out within an unlimited time. Above all, with the principal of portability possessed by mobile devices, the learners are allowed to post and share any investigated information and learning motivation gained from their daily experiences (Persson and Nouri, 2018). Henceforth, the language teachers need to consider designing meaningful and creative activities in which the modern devices are integrated into the practice of language learning. One of many considerations to integrate modern devices into the classroom of language learning is by looking at the practicality of mobile apps.

The consideration of implementing mobile apps to enhance the quality of foreign language learning is due to the fact that there is a need to put relevant and authentic learning media into the learning activities (Caldwell, 2015). In a study conducted by Steel (2012), with an unavoidable fact that learners are often carrying a mobile device, such as a smartphone, implementing mobile apps into the practice of language learning enables the learners to review and revise their language tasks in an appropriate time and place. In addition, low cost or free mobile apps allow the language learners to access several apps that are fully equipped with various aspects related to language learning, including dictionary, language exercises, writing practices, listening audio, and the likes. To sum up, accessibility, portability, and convenience are the important factors for both the teacher and learners to view mobile apps as fruitful and beneficial platforms in foreign language learning.

A study pertaining to the implementation of smartphone applications was carried out by Gumawang Jati (2018) in which the study focused on the integration of smartphone applications within English Language Teaching and Learning. The suggested study presented several accessible and informative

sites to be employed in the English language learning and teaching, such as several useful sites for the English listening library online, sites for popular video streaming, as well as sites for oral diaries online. Moreover, the present study also discussed some smartphones features, such as Siri on Iphone and Android Platform Apps on Android smartphones including Skyvi and Robin in which those smartphones features have a beneficial use as the users' personal assistant (Jati, 2018). Nevertheless, under the evolution of modern technology, various mobile applications have been developed creating much greater chances for the English language learners to be exposed to rich resources and educational platforms in order to improve their English proficiency. With several features offered by the highly-developed mobile applications, namely Edmodo, Duolingo, Memrise, Socrative, and Quizlet, the language learners' opportunity to learn English beyond the classroom will be fulfilled so that the improvement of their autonomous language learning will also be achieved.

METHOD

In the following section, several mobile applications including Edmodo, Duolingo, Memrise, Socrative, and Quizlet, will be discussed pertinent to the implementation of those mobile applications within the field of foreign language learning, particularly English language learning. By employing Substitution-Augmentation-Modification-Redefinition (SAMR) model of Puentedura (2011), the following mobile applications are explained and discussed pertaining to the elaboration of each mobile application in the foreign language learning, particularly for the improvement of language learners' autonomy.

The SAMR by Puentedura (2011) is a model used to describe and illustrate the evolution of teaching along with the development of digital and modern technology. As the lowest level of the SAMR model, substitution describes a situation in which the language learners are no longer using pen and paper within the language learning classroom since those traditional

writing tools are being replaced by the use of writing features of the mobile applications. The next level of the SAMR model, which is augmentation, illustrates a learning situation in which the teachers integrate the quiz and other tasks features of the mobile application into the language learning activity. Furthermore, the modification level describes a language learning activity in which the learners employ the post and share features of the mobile applications to get feedbacks from other learners in order to improve the quality of their works. In addition, the last level of SAMR model, which is the redefinition, illustrates a learning situation in which the language learners share their language works to get feedbacks from a wider audience worldwide in order to get a better proficiency of the target language (Jati, 2018).

FINDINGS AND DISCUSSION

Practicality of Edmodo in Language Learning

Edmodo is a learning website and mobile app created with regard to the development of Web 2.0 and mobile-assisted learning. Edmodo is fully equipped with an online profile as well as a communication structure so that the users are able to post texts and picture, give comments, and share a favorite post as well. In addition, Edmodo is also completed with extensive learning features to administer quizzes and questionnaires, make announcements, assign homework, design libraries, and assign grades (Bicen, 2015). Due to the learning features possessed by Edmodo, it is believed that Edmodo is able to reinforce and support the learning activities, especially the language learning activities, through the use of mobile phones.

Bicen (2015) carried out a study projected to examine the effectiveness of Edmodo for the learners in Mobile-Assisted Language Learning (MALL) classroom. One of the most successful contributions of Edmodo, according to this study, was related to the increasing participation of the learners in the discussion activity. In addition, along with audio and video files shared on Edmodo, the learners were able to motivate themselves in learning the target language as well as improve their pronunciation. It was also noteworthy to

state that the language competence of the learners was improved regarding the projects, exams and quizzes given through Edmodo. With an easy and accessible nature of Edmodo, it is possible to use Edmodo as a supporting mobile app in language learning since not only does it help improve the language competence of the learners but it also helps increase the learner's critical thinking in learning the target language.

Another study related to the use of Edmodo in language learning was conducted by Mokhtar (2016). The 3rd year TESL students were selected as participants in this study after employing a purposive sampling technique. The current study primarily focused to examine the perceptions of the participants pertinent to the use of Edmodo app in the language learning. In addition, the participants involved in the learning process were led to explore the features of Edmodo that were related to the four-language skill, namely listening, speaking, reading and writing. According to the perspectives of the participants, a new and modern platform along with a different learning strategy are needed in this era since the value of learning would be meaningless if the education only relies on face-to-face approach to secure excellent grades. Furthermore, according to the suggested study, by carefully and properly applying the spelling and other language items in writing posts and replying comments through Edmodo, the grammar, vocabulary and other aspects of the target language of the learners were able to be enhanced.

By encouraging the learners to be autonomous in foreign language learning, it means they also have to be able to monitor their learning process, learning outcomes, and learning potential as well. In incorporating Edmodo into language learning process, first, the teacher is expected to be an instructor to guide the learners in using Edmodo through their mobile phones. Moreover, at the same time, starting an initial learning activity in which the teacher introduces the learning topic, learning material, and learning objective are supposed to be done to check the learners' background knowledge pertinent to the content of language learning. Carrying out an initial activity within the learning process is essential for the learners to identify their strengths and

weaknesses related to the learning topic. As a consequence, it maximizes a chance for the learners to responsibly decide their own learning style and strategy in choosing an effective path to achieve the goals of the foreign language learning. In other words, the precise information of the learning content attained from the initial activity is valuable in assisting the learners to plan and implement the learning strategy based on individual differences in order to overcome their weaknesses.

The continuing activity is followed by giving a language task for the learners, such as a writing task of a particular genre, and give direction to the learners to write a draft before posting it into Edmodo. The learning feature of Edmodo, namely the Note menu, enables the learners to concentrate in learning the target language independently while, at the same time, involve themselves in a small group discussion to check their classmates' works as well as deliver feedbacks and arguments to improve the quality of their writing (Sundayana, 2016). In other words, posting the learners' drafts into Edmodo primarily aims to provide opportunities for the teacher and other classmates to give comments and feedbacks to improve the quality of the learners' works.

Implementing a learning strategy in which the learners are able to associate with analytical style of learning is important in order to reach out a chance to not only examine their own works but also their classmates' works by breaking down the words, phrases, sentences, and text structures to seek both explicit and implicit meanings. Above all, collaborating with their classmates within small group discussions through Edmodo enables the language learners to consult the learning references from various sources as well as collect information related to the writing task and share it with other members of the group. Overall, an interactive learning process provided by the implementation of Edmodo in foreign language learning is able to help the learners in developing their self-instruction and self-access learning as well in order to be autonomous learners.

Practicality of Duolingo in Language Learning

Duolingo is one of the most popular mobile applications which is developed under the evolution of modern technology. In a study conducted by Ahmed (2016), he proposed a recommendation to develop and implement Duolingo in language learning for both beginner and advanced levels since it was believed that Duolingo facilitated and promoted the acquisition of second language. He came to the realization of the suggested recommendation after examining the efficiency of Duolingo usage in learning Spanish and English simultaneously. Within two months, a 12-years-old participant who was living in Saudi Arabia was observed, assessed, and interviewed pertinent to his attitude towards the use of Duolingo.

Related to the results of observation, it was noted that the participant was able to translate the Spanish words into English and learn the distinction between English and Spanish articles after several times practicing the target languages via Duolingo. In addition, the participant did not face any difficulties in understanding and memorizing the subject-verb agreement both in English and Spanish since he was able to reflect on his native language, which was Arabic, in addition to learn the form in ease through the use of Duolingo. Furthermore, pertinent to the assessment scores, even though a significant improvement was demonstrated on the results of Spanish test yet the results of English test did not show any improvements. However, even though the test results did not show a significant improvement on the English competence, the participant stated that Duolingo helped him in learning several grammatical rules and vocabulary in both English and Spanish.

Another study pertinent to the use of Duolingo as a platform in language learning was carried out by Finardi (2016). The present study solely reflected on affordances and limitations of the practicality of Duolingo in language learning. In conducting the study, a questionnaire was sent through email to almost the amount of 19,000 people including learners, professors, and staff in an academic community in Brazil. In addition, the participants were also asked to express their point of views towards the use of mobile apps,

technology and Internet in the language learning. Dedication, motivation as well as personal discipline are the important keys in learning the language through the use of mobile apps without much guidance of the teachers, according to the perspectives of the participants. In addition, even though Duolingo might only be considered as a complement rather than as a main course, the mobile app was able to reinforce the lexical and structural aspects of the language. In other words, Duolingo had a capability in fostering the grammar and vocabulary knowledge of the language learners.

In incorporating Duolingo app in the practice of foreign language learning, the teacher needs to be an instructor to guide the learners in using Duolingo through their mobile phones. Duolingo gives the language learners an opportunity to learn foreign languages through an attractive mobile game, in which it is completed with leaderboards, points, as well as live video games. Also, Duolingo rewards the learners with a fanfare to make them feel more motivated and satisfied in accomplishing each level in the mobile app. In the language learning activities, Duolingo is able to be cooperated along with the instruction and guidance of the teacher. With its addictive game feature, incorporating Duolingo can be beneficial in language learning since the learners are very keen to finish the game while, at the same time, they also learn and practice the target language anywhere and anytime suitable for them through their mobile devices. The motivation that the learners have in order to finish the mobile game, consequently, creates such a circumstance in which the learners become autonomous in learning the target language on their own.

Practicality of Memrise in Language Learning

Memrise is one of the well-known platforms combining many features to be employed by the learners in order to create attractive language learning pertinent to the improvement of vocabulary knowledge. Affandi (2018) carried out a study related to the implementation of Memrise as a practical mobile app within the learning activities. In the suggested study, various features were explored to determine the appropriateness of Memrise as a

fruitful mobile app to improve the learners' vocabulary as well as to support the learners' mastery in the target languages.

Due to the importance of pronouncing the right words in the target language, the sound feature in the Memrise app can be considered as one of the vital features. It is with due regard to the fact that the language learners are able to not only listen to proper pronunciation of particular words but they also able to increase their listening and speaking skills, so that an opportunity to understand and communicate with other people globally in the target language will more likely to happen. In addition, the feature of quest repetition in Memrise is beneficial for the language learners since they are able to listen to particular words which are repeated many times. Furthermore, the ranking feature in the mobile app is expected to create a challenging yet fun learning situation due to its capability to increase the learners' spirits to compete with each other in learning and memorizing new words in the target languages. In addition to that, various provided topics about history, art, geography, and the likes which are still related to the language learning, create such a learning situation in which the learners are able to not only master the target language but also share and learn several other topics to increase their knowledge about particular issues in the world.

Incorporating Memrise as a learning platform in foreign language learning brings various innovative learning activities in order to not only improve the knowledge but also develop the language skill of the learners. With the repetition feature, the learners are encouraged to repeat the right pronunciation as well as memorize new words in the target language. What is more, the repetition feature is considerably importance in training the learners to regulate their own learning strategy and monitor as well as overcome their own weaknesses in memorizing new vocabulary in the target language. To check the learners' understanding and comprehension about the new words, the multiple-choice feature is available to be chosen by the teacher to create a task in which the learners have to show their mastery towards the definition of new words. In addition, the short essay feature is also available for the

teacher to create a task in which the learners have to write the definition of new words in the target language based on their own point of views. The interactive learning tasks using multiple choice and short essay features are essential in providing an activity in which the learners are expected to show their knowledge of new vocabulary as a result of applying their own learning strategy through the use of Memrise.

Another noteworthy menu in Memrise app is listening to the word feature which is very useful in assisting the learners to improve their receptive skill in the target language. Furthermore, not only does the feature help the learners maximize their listening skill and enrich the vocabulary knowledge of the target language, but it also provides the learners with a listening task to check the vocabulary mastery of the learners. Above all, the listen recognizing feature is also provided to aid the learners in recognizing the right pronunciation of a particular word among other words who have almost the same sound in the target language. The inviting friends feature is also helpful to assist the learners in creating a small group discussion to share important issues as well as consult essential learning materials and resources to develop both their knowledge and skill pertinent to the target language. Moreover, the learners are also able to take advantages on inviting friends feature to communicate with competent and native speakers as well so that the language learning goal to improve the social and cultural awareness of the target language can be achieved by the learners.

Practicality of Socrative in Language Learning

Socrative is an online mobile app in which both the language teachers and learners are able to use it anytime and anywhere to support the language process, and also to design opinion as well as knowledge tests. By implementing Socrative as a practical mobile app in the classroom, it creates such an opportunity allowing the teachers to create various quizzes in the forms of multiple choices, true or false, and short answers exercises. In addition, Socrative allows the language learners to answer particular questions provided by the teacher in a given time; thus, the teachers are

capable to check and give feedbacks towards the learners' answers at once.

A study which was related to the use of Socratic in a language learning classroom was conducted by Wijaya (2017) in which he formulated a research question pertinent to the effective adoption of Socratic in engaging the learners within English learning activities. In the present study, the participants were the 8th graders of Junior High School with the total amount of 23 learners involved. The observation sheet and open-ended questionnaire were selected to be the instruments in this study which solely focused on the specific issues and solutions of the Socratic usage in language learning. According to the results of this study, it is plausible to employ Socratic in the language learning since not only does it help the learners focus on the materials and tasks provided by the teacher but it also facilitates an enjoyable and interesting situation in which the learners are successfully and enthusiastically engaged themselves in the learning activities. Furthermore, by implementing Socratic as a learning platform in the language classroom, a meaningful and interesting learning activity is presented creating a situation where the learners are not supposed to have any significant difficulties in retaining and memorizing new vocabulary in the target language.

Employing Socratic as a language learning platform in a classroom is quite challenging yet fruitful since the app is designed to not only examine the learners' comprehension towards a particular learning material but to improve the learners' vocabulary knowledge of the target language as well. In incorporating Socratic app, it is crucial for the teachers to do an opening activity in which it primarily focuses in introducing a particular learning content to the learners. By introducing the learning content, at the same time, the learners are expected to show their background knowledge as well as their comprehensions pertinent to the topic of the learning content. Moreover, the opening activity is actually a platform for the learners to decide their own learning style in order to get a full understanding related to the learning material. In a nutshell, the opening activity is essential to build self-direction and self-access learning of the learners in order to develop themselves and

to achieve the learning objectives.

One noteworthy advantage of implementing Socrative that is the language teachers are able to design a specific learning task in various forms, such as multiple choice, true or false, and short essay. By designing such a task using Socrative app, it creates an opportunity for the learners to finish the task through their smartphones. In finishing the language task, the learners are not only expected to show their understanding towards the learning content, but also their vocabulary mastery in the target language. Moreover, through student paced – immediate feedback feature, it is possible for the teachers to give immediate feedback towards the learners' works and to reveal whether the learners' answers are already correct or not. In short, Socrative is important in shaping the learners' self-instruction since it assists the learners to be more focus on both the learning process in finishing the task and the learning outcomes as well.

Practicality of Quizlet in Language Learning

Quizlet is a mobile flashcard app which can be used to develop autonomous language learning in which it empowers the learners to learn the language ultimately without much direction of the teacher. A study pertinent to the implementation of Quizlet in language classroom was once carried out by Gaer (2017). In the suggested study, the learners of two intermediate summer classes, with the total amount of 30 participants, were involved to examine the beneficial impacts of Quizlet in language learning. By cooperating Quizlet as a learning platform within the present study, the learners were allowed to return the regular feedbacks from the teacher and other learners in the classroom through surveys as well as group discussions. In addition, Quizlet empowered the learners to find and create definitions of the new words in the target language. Another beneficial impact of Quizlet app in language learning was pertinent to the translation tasks in which the learners were able to employ the Quizlet translation feature, record her Quizlet translation into an MP3 file, as well as make 15 own translation sets through Quizlet based on various aspects in the target language, such as grammar, pronunciation,

and vocabulary as well.

Another study related to the use of Quizlet in language learning was conducted by Cunningham (2017), in which the study was projected to discuss the potential impacts of interactive vocabulary and flashcard app in promoting language learning autonomy. The international learners within intensive English programs at the community college ranged from 17 to 75 were selected as the participants in this study. The results of the suggested study showed a significant participation of the international learners since Quizlet created such a situation where the learners completely involved themselves in the learning process by giving and receiving immediate feedbacks. In addition, related to the language learner autonomy, the potential language learning features possessed by Quizlet enabled the learners to create a learning community and build peer to peer support system. Furthermore, according to the present study, by employing Quizlet in the classroom, the language teachers would have a capability in inspiring the learners to create sets of digital flashcards using beyond simple words in order to increase the vocabulary knowledge in the target language. In a nutshell, the use of the mobile app encouraged the learners to learn the target language autonomously once they built their competences pertinent to the use of Quizlet within the classroom activity.

Creating a “Quizlet language learning” seems valuable and handy since several features within the mobile app provides a huge opportunity for the learners to learn and practice the target languages on their own. Nonetheless, it is vital for the teacher to offer a help and guidance to the learners in their first experience learning through Quizlet. Once the learners understand how to set an account on Quizlet, the following classroom activities can be carried out by taking various advantages on the practicality of Quizlet features.

By selecting the invite more people feature, the teacher is able to share the learning material to the learners without having to print it out. Through the spell feature, the learners are allowed to listen to the definition of new words at various speed as well as check the spelling of the new words. In

addition, the regenerate test feature allows the learners to complete the tests provided by the teacher, and see the scores as well as the feedbacks in a color-coded form. The scatter and the space race feature, in which the learners have to drag the suitable terms to the matching definition, appears to be able to encourage the learners to develop their self-instruction and self-directed in order to be the best in the classroom activity by dragging all the terms to the suitable definition in a short period of time. To summarize, Quizlet is possible to be implemented in foreign language learning as a gateway in assisting the learners develop their learner's autonomy since the interactive features within the mobile app appears to be noteworthy for continued development.

CONCLUSION

The present study solely focuses on developing the learner autonomy within foreign language learning activity by focusing on the practicality of several mobile apps, namely Edmodo, Duolingo, Memrise, Socrative, and Quizlet. According to the explanation and discussion, it is essential to incorporate the mobile apps within language learning process since it provides various noteworthy and valuable learning features to be implemented in order to develop the self-instruction, self-directed, self-access learning, and individualized instruction of the language learners. Even though the guidance of the teacher is still needed, however, the implementation of mobile apps as one of the learning platforms within language learning activity is clearly able to improve the learners' proficiency of the target languages.

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