

Evaluating Student's Motivation On E-Diction: Masscomm Jargon App. – A Case Study Of Uitm Students

Siti Nasarah Ismail

UiTM Cawangan Negeri Sembilan, Kampus Rembau
sitinasarah@uitm.edu.my

Nur Alyani Mohd Shukri

UiTM Cawangan Negeri Sembilan, Kampus Rembau
alyani.shukri@gmail.com

Noryusnita Ramli

UiTM Cawangan Negeri Sembilan, Kampus Rembau
noryusnita8954@uitm.edu.my

Dzaa Imma Abdul Latiff

UiTM Cawangan Negeri Sembilan, Kampus Rembau
dzaa17@uitm.edu.my

Maizura Manshor

UiTM Cawangan Negeri Sembilan, Kampus Rembau
maimanshor@yahoo.com

ABSTRACT

This study provides an overview of using mobile application as a learning aid in assisting students in their learning. E-Diction: Masscomm Jargon App is an electronic dictionary in a form of mobile application that compiles technical terminology, terms of art, known as jargon that has particular meaning within communication field. Students may use this application in order to help them for better understanding about every subject they learn. Therefore, students were given this application as a reference for their learning, followed by this research to evaluate students' motivation in using the E-Diction: Masscomm Jargon App. Moreover, the objective of this study is to identify students' influences and motivation factors of using the e-Diction. A convenience survey is conducted in order to gain feedback from the students about this application. The finding shows the students agreed that this application really help them in their learning process and they may perform well in their study. Furthermore, the using of E-Diction: Masscomm Jargon App has a major contribution to the development of learning as it is reliable to keep and bring anytime and anywhere.

Keywords: *mass communication, jargon, mobile application, mobile learning, e-learning*

INTRODUCTION

The advanced of media and communication technologies in teaching and learning contributes to an important medium in teaching and learning process. The convergence of these technologies led to the increase of electronic learning through email, World Wide Web, social networking system, and now mobile applications. The use of mobile phones or smartphones in teaching and learning affecting the rapid development of mobile applications that serve the same purpose. As students' attachment to their smartphones, the use of mobile applications in learning subjects, seen very helpful.

Learning through mobile applications is part of mobile learning or also known as M-learning which can be defined as a new concept of learning which delivers through wireless devices such as smartphones, laptops, netbooks, or tablets PCs (Hafizul & Khairulanuar, 2012). In fact, M-learning is considered as a form of e-learning which integrates all forms of online instructions using electronic devices (Issham, Rozhan, Thenmolli, 2010). As Wagner (2005) stated, e-learning is a teaching and learning by using communication technologies that occurs in between of instructors/lecturers and students for a learning process. Learning process that occurs through mobile phones allowing learners to access course contents, course materials, course assessments and others, anywhere and anytime (Issham, Rozhan, Thenmolli, 2010).

Learners have different style of attitudes, lifestyles, experiences, beliefs and also learning preferences. According to Ellis (1994), the results of the learning efforts are influenced by many variables such as aptitudes, learning style, personality, motivation, affective state, belief and others. Learners nowadays mostly consider as active-learners compared than previous years, which majority learners were passive-learners. Active-learners mean they do not prefer traditional way of teaching and learning method, which needs them to sit in a classroom and listen for a class lecture for about 2 to 3 hours. The conventional teaching delivery system in higher education institution for a long time has been in classroom (Safiyeh, 2015). Active-learners prefer to involve with the learning content. The involvement in the learning content may contribute to effective learning process to be occurred.

There are many sequences in mass communications, therefore students may frequently expose into certain jargons that they do not really understand its definition and at the same time, it may not have listed in the standard dictionary. With the advancement of the technology and youngster's lifestyle today, students will preferably refer to their smartphone for the definition instead of a dictionary. Due to this reason, the researchers came out with an idea to develop a mobile application which is focuses on multimedia content on mass communication jargons. The multimedia content entitled *E-Diction: Masscomm Jargons App* is innovated from the previous format which is electronic book (*e-book*). The purpose is to help students in better understanding about subjects in mass communication field. The *e-Diction* is a compilation of mass communication jargon (technical or specific terminology) within the field, but in a form of interactive mobile application.

Many universities in Malaysia offered online learning such as i-Learn, MOOC, Kahoot and others to cater active learners' learning preferences. Hence, *e-Diction* learning received encouraging response from undergraduate students because many of them are less interested in using traditional dictionary and books. Today, undergraduate students take the opportunity of using *e-Diction* for interactive and convenient of electronic learning.

Therefore, this study is to investigate the influence and motivation towards *E-Diction: Masscomm Jargons App* among undergraduate students in the scope of:

RQ1: What are the factors that influence students to use *e-Diction* for learning purposes?

RQ2: What are the motivational factors for students to use *e-Diction*?

E-LEARNING AND M-LEARNING

A combination of e-learning and mobile learning created the m-learning and establishes independent learning in term of location, time and space (Quinn, 2000). The invention of mobile phones and smart phones with wireless networking, would always be 'on' without dial up, high resolution color screens, and with technology enabling m-learning that are now existing, was previously predicted by Quinn (2000). The concept of m-learning enables new or advanced users to experience a learning process that differs from conventional desktop computer-based learning

system which is also known as e-learning (Ryu, 2009). According to Sharples (2007), m-learning is not just a learning process that assisted by mobile technology, but it is also means a process of coming to know through interactions and explorations by different context amongst people and personal interactivity technologies.

M-learning also can be considered as a new paradigm from distance learning especially when Web 2.0 technologies existed (Wiki, blogs, social networking) which offers interactivity and create collaboration among peers, students and teachers (Ciussi, Rosner, Augier & Suder, 2011). Moreover, m-learning is an attractive and fun technology and it has capability to increase attention among users. By using any mobile devices in any field including in teaching and learning may allow users to up to date information anywhere and anytime (Dawn & Andrew, 2011). Another study of mobile learning indicated that, "any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of learning opportunities offered by mobile technologies" (O'Malley et al., 2003). Supported by Traxler (2011), mobile devices, system and technologies gives huge impact on knowledge and information received, transferred, owned, valued and consumed in our society.

The use of m-learning to enhance learning process is now happening at every level from kindergarten to university (Laouris & Eteokleous, 2005). According to Prensky (2010), youth born after 1977 are different than the older generations, and this is due to technology. This statement supports the reason new generation able to adapt and adopt m-learning in their life. It is undeniably that the use mobile devices in learning gives added value to the accessibility of information.

According to Keegan (2005), there are a few characteristics of devices that may support the m-learning, which are:

- Users carry their devices everywhere with them
- Friendly and personal devices
- Cheap and easy to use
- Users may use it constantly in their life, in different settings.

INFLUENCES AND MOTIVATION IN E-DICTION

When undergraduate students feel motivated, they became inspired and energetic to participate in learning process. Meanwhile less motivated students may feel lazy or less confident to participate in study. Students' motivation may vary according to their personalities, passions and interests.

Motivation refers to an activated state within a person consisting of drive urges, wishes and desires that lead to goal directed behaviour (Caro & Garcia, 2007; Moven & Minor, 1998). According to Issham & Rozhan (2010), motivation is a crucial factor in teaching and learning to attract attention and hence it will lead to effective learning process. Motivation is the major antecedent leading to actual behaviour that has attracted many research efforts in psychology.

Therefore, e-learning is an integral element that instructors or lectures can apply in order to enhance students' motivation and then followed by improvement in their learning process (Safiyeh, 2015). Learning motivation is important to establish effective education (Kim & Frick, 2011). Learning motivation exposes that students' preferences to participate and learn from a training activity (Garavan et al., 2010).

As mentioned by Calder and Staw (1975), an individual's behaviour is influenced by both intrinsic and extrinsic motivations. Ekdale, Namkoong, Fung and Perimutter (2010) said that motivation is those cause an individual to engage in an activity because the process of performing

interesting, enjoyable and satisfying activity. There is a study indicate that students who are involved in e-learning are more motivated intrinsically compared than them whom are in conventional classroom (Safiyeh, 2015). Meanwhile, extrinsic motivations lead to an individual engagement in an activity because of the pressures or rewards in achieving outcomes that come from outside individual. However students with extrinsically motivated has tendency to less struggle to get the reward (Afzal et al., 2010). Moreover, the use of E-Diction: Masscomm Jargons App encourage undergraduate students to being more proactive in electronic and online learning.

METHODOLOGY

The study investigates undergraduate students of UiTM Rembau's influences and motivations towards E-Diction: Masscomm Jargons App. A survey was conducted among 62 undergraduate students of two classes have been identified which is N5MC1104A and N5MC1104B under the subject of Advertising and Broadcasting. A total of 62 undergraduate students were used as a sample and 62 questionnaires were returned and found reliable with the topic. The items in the questionnaire were divided into students' demography, students' influences and motivation towards e-Diction. The items were adapted and modified from the Motivated Strategies for Learning Questionnaire (MSLQ) instruments by Pintrich, R.R., & DeGroot, E. V. (1990) and open-ended questions have been used to identify students' influences towards e-Diction.

RESULT AND DISCUSSION

Demography

The findings indicated that female respondents stated the highest percentage 82.14%, whereas male respondents composed 17.86 of the sample. Many of them were between 19 to 21 years' old who spent more than 15 times per day on mobile applications.

RQ1: What are the factors that influence students to use e-Diction for learning purposes?

The findings have been collected and analyzed from the open ended questions. Most of the undergraduate students said that they have been influenced to use e-Diction because of the interactivity, accessibility, and support from lecturers. Interactivity (user interface, user-friendly, fun to use) 53.6%, accessibility (no charges, flexible learning hours, internet connection) 25%, and support from others (lecturers, peers) 21.4%. It is proven that most undergraduate students use e-Diction due to its interactivity elements since the user interface is attractive, easy and fun to use to get deeper understanding of field of study.

Table 1 Factors That Influence Undergraduate Students To Use E-Diction (N=62)

Factors	Frequency (%)
Interactivity (user interface, user-friendly, fun to use)	34 (53.6%)
Accessibility (no charges, flexible learning hours, internet connection)	15 (25%)
Support from others (lecturers, peers)	13 (21.4%)

RQ2: What are the motivational factors for students to use e-Diction?

There are 10 items from MSLQ instrument that have been modified. Respondents were asked to rate their response using Likert Scale with 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree).

Table 2 Motivational Factors For Undergraduate Students To Use E-Diction (N=62)

Item	Frequency (%)	
I think that e-Diction is really interesting application to use	42 (67.6)	20 (32.1)
I think I have great information as compared to others who are not using the e-Diction	47 (75)	15 (25)
Getting a good grade in class is the most satisfying thing for me right now	60 (96.4)	2 (3.6)
When I study, I set goals for myself to make sure I know the content of my study	40 (64.3)	22 (35.7)
I want to do well in this class because it is important to show my ability to my family and friends	35 (57.1)	27 (42.9)
If I can, I want to get better grades in this class than most of the other students	37 (60.7)	25 (39.3)
I'm certain I can understand better in class when I put extra effort in my study	27 (42.9)	35 (57.1)

As shown in table 2, most of the students respond with positive feedback. Majority of them respond strongly agree. The positive respond showed that students really work hard to accomplish their mission to score good grade and understand the subject thoroughly. According to Song (2011) the most basic and tangible goal for all students is to pass their exams and assignments. Thus, the result showed that they are motivated to use e-Diction where it provides new learning activity to them to do well in class. Therefore, the finding supported the study from Merriam and Caffarella (1999) in their research that most students are highly motivated and task oriented. Moore (2000) added that the development of a virtual world motivates students to participate in the educational process by exploring and playing with the lesson materials.

CONCLUSION

The study aimed to determine the factors that influence and motivate undergraduate students to participate in e-learning by using E-Diction: Masscomm Jargons App. The results of this study provide various factors on undergraduate students to use the e-Diction. First, factors that influence undergraduate students to use e-Diction showed that most of them have been influenced due to interactivity, accessibility and support from lecturers and peers. Second, the

motivational factors for undergraduate students to use e-Diction showed that majority of them respond strongly agree and agree to item number six (*getting a good grade in this class is the most satisfying things for me right now*). Moreover, most of them showed positive respond for all ten items that have been identified in this study.

REFERENCES

- Calder, B. J., Staw, B. M. (1975). Self-perception of intrinsic and extrinsic motivation. *Journal of Personality and Social Psychology*, 31(4), 599-605.
- Caro, L. M., & Garcia, J. A. M. (2007b). Cognitive–affective model of consumer satisfaction. An exploratory study within the framework of a sporting event. *Journal of Business Research*, 60, 108-114.
- Ciusso, M., Rosner, G., Augier, M., & Suder, G. (2011). M-Learning and Y Generation: the reality behind the myth. In D. Parsons (Ed.). *Combining E-Learning and M-Learning: New Applications of Blended Educational Resources* (pp. 266-280). Hershey, PA: IGI Global. doi:10.4018/978-1-60960-481-3.ch017
- Dawn, S., & Andrew, K. (2011). *An Analysis of Mobile Learning in Education, Business, and Medicine*.
- Ellis, R. (1994). *The Study Of Second Language Acquisition*. Oxford, UK: Oxford University Press.
- Ekdale, Brian, Kang Namkoong, Timothy KF Fung and David D Perlmutter (2010) 'Why blog? (then and now): exploring the motivations for blogging by popular American political bloggers', *New Media and Society*, 12(2), 217-234.
- Garavan T. N., Carbery, R., O'Malley, G., & O'Donnell, D., (2010). Understanding participation in e-learning in organizations: a large scale empirical study of employees, *International Journal of Training and Development*, 14(3), 155-168.
- Hafizul, F.H., & Khairulanuar, S. (2012). Mobile Learning Environment System (MLES): The Case of Android-based Learning Application on Undergraduates' Learning. *International Journal of Advanced Computer Science and Applications*, 3(3).
- Issham, I., Rozhan, M. I., & Thenmolli, G. (2010). Motivation, psychology and language effect on mobile learning in Universiti Sains Malaysia, *iJIM*, 4(4).
- Keegan, D. (2005). The incorporation of mobile learning into mainstream education and training. *Proceedings of mLearn2005- 4th World Conference on mLearning, Cape Town, South Africa, 25-28 October 2005*. <http://www.mlearn.org.za/CD/papers/keegan1.pdf>
- Kim, K., & Frick, T. W., (2011). Changes in Student Motivation during Online Learning. *Journal of Educational Computing Research*, 44, 1 – 23.
- Laouris, Y., & Eteokleous, N. (2005). We need an educationally relevant definition of mobile learning. *Paper presented at the 4th World Conference on Mobile Learning. Cape Town, South Africa*. Retrieved on August 12, 2009, from <http://www.mlearn.org.za/CD/papers/Laouris2.pdf>
- Merriam, S. B., & Caffarella, R. S. (1999). *Learning In Adulthood (2nd Ed.)*. San Francisco: Jossey-Bass.

- Moore, M. (2000). Is distance teaching more work or less? *The American Journal of Distance Education*, 14(3), 1.
- Motivated Strategies for Learning Questionnaire (MSLQ) instruments by Pintrich, R. R., & DeGroot, E. V. (1990)
- Prensky, M. (2010). *Teaching Digital Natives: Partnering For Real Learning*. Thousand Oaks, CA: Corwin Press.
- Quinn, C. (2000). M-learning: Mobile, wireless, in-your-pocket learning. *LINE Zine*. Retrieved August 18, 2009, from <http://www.linezine.com/2.1/features/cqmmwiyp.htm>
- Ryu, H. (2009). Designing Learning Activities with Mobile Technologies. In h. Ryu, & D. Parsons (Eds.). *Innovative Mobile Learning: Techniques and Technologies* (pp. 1-20). Hershey, PA: IGI Global. doi:10.4018/978-1-60566-062.ch001
- Traxler, J. (2011). Learning in a mobile age, a more and more mobile age. In D. Parsons (Ed.). *Combining E-Learning and M-Learning: New Applications of Blended Educational Resources* (pp. 15-27). Hershey, PA: IGI Global. Doi: 10.4018/978-1-60960-481-3.ch002
- Safiyeh, R.H. (2015). Effects of e-learning on students' motivation. *Procedia-Social and Behavioral Sciences* 181, 423-430.
- Stansfield M., McLellan E., & Connolly, T., (2004). Enhancing student performance in online learning and traditional face to face class delivery, *Journal of Information Technology Education*. 3, 173-188
- Vavoula, G., & Sharples, M. (2011). Meeting the challenges in evaluating mobile learning: a 3-level evaluation framework. In D. Parsons (ed.) *Combining E-Learning And M-Learning: New Applications Of Blended Educational Resources* (pp. 178-194). Hershey, PA: IGI Global. doi:10.4018/978-1-60960-481-3.ch011
- Wagner, J., Nebojme se eLearningu, Česká škola, 2005 (as cited in Safiyeh Rajae Harandi, (2015), p.426.
- Wahlstrom, C., Williams, B. K., & Shea, P. (2003). *The Successful Distance Learning Student*. Belmont, CA: Scratchgravel.