

# Implementing MALL approach in teaching Indonesian imperatives to Korean learners: A case study

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## Abstract

The study examines the use of smartphone applications as a tool in teaching Indonesian to university students in South Korea. This case study specifically examines the implementation of the Mobile-Assisted Language Learning (MALL) approach in teaching Indonesian imperatives. This type of sentence does not contain complex affixes, and it is commonly used in everyday speech. The study involves 15 Korean learners, 11 females and 4 males, enrolled in the Elementary Indonesian class. They were freshmen, and none of them had ever resided in Indonesia. The data were collected through documentation from screen-recorded tutorial videos on using smartphone applications. There were 97 imperative sentences from 15 videos, which have an average duration of 1 minute and 12 seconds. The findings reveal that as many as 83.6% of the total number of imperatives in the videos are grammatically correct in terms of phonological, morphological, syntactical, and semantic aspects. The result on the pronunciation shows a simplification process in the pronunciation of Indonesian consonant clusters, sound changes, and neutralization. On the morphological level, there were some cases in which forms of the verbs were used. The syntactical analysis indicates incorrect phrase and sentence structure, in particular the second type of Indonesian passive sentence. The semantic level indicates that the incorrect word choice leads to the wrong meaning of the message.

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## Abstrak

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## Kata Kunci:

BIPA; Bahasa  
Indonesia bagi  
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imperatif; MALL

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## Implementasi MALL dalam pembelajaran kalimat imperatif kepada mahasiswa Korea Selatan: Sebuah studi kasus

Penelitian ini bertujuan mengetahui sejauh mana penggunaan aplikasi pada telepon pintar efektif sebagai media pengajaran bahasa Indonesia kepada mahasiswa di Korea Selatan. Studi kasus ini berfokus kepada efektivitas pendekatan Pembelajaran Bahasa Berbantuan Perangkat Mobil (*Mobile-Assisted Language Learning/MALL*) dalam pembelajaran kalimat imperatif. Kalimat ini tidak menggunakan imbuhan yang kompleks dan sangat lazim dipakai dalam kehidupan sehari-hari. Penelitian ini melibatkan 15 pemelajar Korea, 11 perempuan dan 4 laki-laki, dalam kelas Bahasa Indonesia Dasar. Partisipan merupakan mahasiswa semester pertama dan belum pernah tinggal di Indonesia. Teknik pengumpulan data adalah dokumentasi, dengan cara mengumpulkan video rekaman layar mengenai tutorial pemakaian aplikasi. Terdapat 97 kalimat imperatif dari 15 video tutorial, yang memiliki durasi rata-rata sepanjang 1 menit 12 detik. Hasil analisis menunjukkan bahwa sebanyak 83,6% dari total kalimat imperatif yang ditemukan dalam data memiliki struktur gramatikal yang benar, yang meliputi aspek fonologis, morfologis, sintaksis, dan semantis. Analisis pelafalan menunjukkan adanya proses simplifikasi dalam pelafalan kluster konsonan bahasa Indonesia, perubahan bunyi, dan netralisasi. Pada analisis morfologis, ditemukan beberapa kasus kesalahan penggunaan bentuk kata, terutama verba. Analisis sintaksis mengindikasikan adanya struktur frasa dan kalimat yang salah, khususnya dalam struktur kalimat pasif tipe kedua. Terdapat juga pemilihan kata yang kurang tepat, yang mengakibatkan kesalahan arti.

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## 1 Introduction

Smartphones have become increasingly significant as teaching and learning media. The ownership of smartphones makes it undoubtedly possible to use them in classrooms. These tools help create a portable and practical learning environment. The Mobile-Assisted Language Learning (MALL) approach is beneficial, not only for teachers but also for learners. It is an extension of Computer-Assisted Language Learning (CALL), a learning approach that involves computers (Setiyani et al., 2022). Unlike CALL, MALL focuses on the use of smartphones, tablets, and other handheld devices. These devices are easily accessible at any time and from anywhere. MALL is beneficial in terms of flexibility and comfort (Sagala, 2024).

A large body of research on the implementation of the MALL approach in foreign language classrooms has been done. The study on the use of WhatsApp is found in Rezaee et al. (2019), WeChat in Mu (2017), the application book in Koh (2020), SMS in Jordan (2023), and LINE in Chang & Lan (2021). In foreign language classrooms, MALL can be used in various areas. It is implemented to help enhance four language skills (Li, 2023 & 2024; Pingmuang & Koraneekij, 2022; Auliya et al., 2021); pronunciation, dialogic communication and monologue (Hsu & Liu, 2023), pragmatic competence (Kurniati & Abu Hasan, 2023), and vocabulary (Lin & Lin, 2019). In addition to aspects directly correlated with language skills, MALL is applicable in other aspects such as motivation, autonomy, and critical thinking skills (Lubis et al., 2023).

Previous studies highlight the portability of the device that led to a more flexible learning activity in terms of place and time, and a large range of language and non-language aspects. However, research focusing on the use of an app in teaching a specific item of grammar were not many to be found. The availability of applications, either those offered by the manufacturer or those being installed by users based on their needs and preferences, is one of the favorable aspects of smartphones. Indonesian imperative realization among Korean learners constitutes a novel focus of the study due to different syntactic structures between Korean and Indonesian. Using these apps entails understanding a manual of instructions, which are typically presented in the form of imperatives. This type of sentence should be used when the user shares the procedures with other people and it is important that they use the correct pattern of the sentence.

An imperative is a type of sentence that is intended to direct or ask the interlocutor to do what is specified in the sentence. It can be in the form of a regular command, a request, which is pragmatically softer than a command, appeal, or suggestion (Sneddon, 2020). Example (1) below is an example of imperatives using a base verb, while example (2) shows an example of imperatives using an inflected verb. The first is more commonly used when the verb is transitive, and the latter occurs when it is intransitive. The verbs in the imperative sentence may take the -lah particle, as indicated in example (3).

(1) *Baca kalimat itu!*

Read that sentence!

(2) *Menyanyi sekarang!*

Sing now!

(3) *Pulanglah!*

Go home!

Indonesian imperatives may also use politeness markers (Gusriani, 2023). In example (4) below, *tolong* 'please' is the politeness marker.

(4) *Tolong baca kalimat itu.*

Please read that sentence.

The type of text in which imperatives are commonly used is a procedure text. It explains the ways to use, make, or do something, and uses either base verbs or inflected verbs, and in most cases, the subject is not explicitly indicated (Fitriyani & Mukhlis, 2021). One example of oral procedure discourse is a tutorial video, and numerous studies on the issue have been conducted (see Payanti et al., 2021; Sihombing et al., 2023). The findings in these studies show imperatives in various forms are used in the tutorial videos, for example, those with the prefix *meng-* and those with the *-lah* particle.

The realization of imperatives in tutorial videos of application manuals on the device among Korean learners of the Indonesian language is expected to provide evidence of the grammatical competence, including its phonological, morphological, syntactic, and semantic aspects. For this purpose, the present study aims to address the problem of how grammatically acceptable Indonesian imperatives produced by Korean learners are.

## 2 Methods

The present study adopted a study case design with the purpose to understand a case in which participants of the research might use the handheld device in learning, in particular, Indonesian imperatives. It gave attention on the pronunciation, word choice and structure, sentence structure, and overall meaning of the imperatives.

This research was conducted in an Elementary Indonesian classroom at a university in Seoul, South Korea, involving 15 learners, comprising 4 males and 11 females. None of them had the experience of living in Indonesia. The participants had learnt sentence structures and sentence voices, and all of them use smartphone apps on a daily basis. The ownership of smartphones and the familiarity with applications are not surprising, as South Korea leads the world in terms of smartphone and app usage, followed by Singapore, China, and Japan (Jin, 2017).

The data were obtained by collecting screen-recorded videos made by the participants on how to use a specific app. In these videos, the instructions were presented in Indonesian imperatives through a voice-over. The choice of the apps was left to the participants, taking into consideration their familiarity with the apps.

The data in the form of Indonesian imperatives were identified from those tutorial videos. The *Antconc* version 4.0 app was used to determine the frequency of words, such as *klik* and *pilih*. The grammatical analysis of imperative sentences was done in the areas of phonology, morphology, syntax, and semantics. These aspects of grammar were emphasized, as grammatical competence includes the ability to use lexical items, as well as understanding the rules of sound system, word structure and sentence structure (Geeslin & Long, 2014). The measurement is stated as follows: correct imperatives show correct pronunciation, word choice and structure, sentence structure, and overall meaning. The number of imperatives with correct grammar and acceptable word choice shows that MALL implementation serves as an alternative in the language classroom.

## 3 Findings

There are 15 videos with an average duration ranging from 0.22 to 6.24 minutes. The mean is 1.2 minutes and the median is 1.29 minutes. There are 4–14 sentences in the videos, and there are 4–12 imperatives in those videos. Most participants chose the online shopping apps (10 videos). The second place is the movie or entertainment ticket buying app (4), and the rest is a tutorial on sending an email.

The type-token ratio is 0.31, with 251 types and 796 tokens. The word verb *pilih* ‘to choose’ occurs 35 times. This preference may be related to the topics in the videos, specifically online

shopping (66.7%), where a potential buyer can choose what they want to buy. The word having the second highest occurrence is klik ‘click’, with 25 occurrences. This occurrence is related to the medium, i.e., smartphones, which require users to click the buttons to run the apps.

The total number of sentences in 15 tutorial videos is 125; 97 of which are imperatives and 28 declaratives. These declaratives are used to introduce and/or to close the tutorial. Sentences (5) and (6) below are used to open the tutorial videos.

(5) *Sekarang saya akan menjelaskan cara membeli barang di Naver, situs pencarian Korea yang representatif.*

Now I will explain how to buy something on *Naver*, a representative searching site in Korea.

(6) *Saya akan menjelaskan cara menggunakan aplikasi pengiriman yang disebut 배달의 민족.*

I will explain how to use the delivery app called 배달의 민족.

Sentences (7) and (8) are used to close the tutorial videos.

(7) *Sekarang pesanan selesai.*

It is all done.

(8) *Anda dapat membeli coklat di KakaoTalk seperti ini.*

You can buy chocolate on *KakaoTalk* just like this.

It is worth mentioning that not all participants used the opening and the closing. There are four videos with both the opening and closing, two videos with only the opening, and three videos with only the closing. The rest do not show either of them. Such videos use imperatives only.

Some complex sentences with dependent and independent clauses are also used to close the tutorials. See example (9).

(9) *Jika Anda berhasil menyelesaikan pembayaran, pembelian Anda itu sukses.*

If your payment is successful, the purchase is all done.

Imperatives in the data are classified into two major groups, as shown in Table 1.

**Table 1. Types of Imperatives Found in the Data**

Types of imperatives	Examples	Frequency*
Command	<i>Pilih makanan yang ingin kamu makan.</i> [Choose the food you want to eat.] <i>Isi berapa banyak.</i> [Write down how many portions you need.] <i>Terakhir, periksa tiket yang dibeli.</i> [Last, check the tickets you just bought.]	81 (83.5)
Request	<i>Silakan klik tombol beli.</i> [Please click the buy button.] <i>Silakan masukkan alamat Anda di sini.</i> [Please write down your address here.] <i>Mohon masukkan kata sandi dengan benar.</i> [Please enter the correct password.]	16 (16.5)
Total		97 (100)

\*Numbers in parentheses indicate percentage.

The imperatives use the base verbs, such as *pilih* ‘to choose’, *klik* ‘to click’, *periksa* ‘to check’, and inflected verbs like *bandingkan* ‘to compare’ and *masukkan* ‘to enter’. Transitive verbs (for

example, *masuk* ‘to log in’) and intransitive verbs (such as *buka* ‘to open’) are also found. As many as 82 imperatives with the correct syntactic structure and acceptable word choice. The following are some examples of sentences that are acceptable on the level of phonology, morphology, and syntax.

(10) *Pertama, cari saja barang yang Anda inginkan.*

First, search for the things you want to buy.

(11) *Kemudian, pilih metode pembayaran.*

Next, enter the payment method.

(12) *Masukkan informasi pribadi.*

Write down your personal information.

(13) *Silakan klik tombol pembayaran.*

Please click the payment button.

There are five morphological and eight syntactical errors found in the data. A morphological error includes using the incorrect form of a word (Riana, 2018). It is indicated in, for example, the use of the incorrect word form *membeli* ‘to buy’ in *\*Pilih makanan yang ingin Anda membeli* ‘Choose the food you want to buy.’ The error in constructing phrases, clauses, and sentences is included in syntactical errors (Sari et al., 2022; Setyawati, 2017).

(14) *\*Buka Interpark aplikasi.*

\*Open app Interpark.

Open the Interpark app.

Sentence (14) uses the Korean phrase structure, with the modifier preceding the nouns. Most Indonesian phrases have the nouns come first. It should be *aplikasi Interpark* instead of *\*Interpark aplikasi*.

(15) *\*Klik kategori apa yang ingin Anda membeli.*

Click the category you want to buy.

(16) *\*Silakan cari yang Anda mau beli.*

Search for what you want to buy.

In sentence (15), the verb takes the incorrect form *membeli* ‘to buy’, while it should be the base verb *beli* without any prefix. Sentence (16) shows the incorrect verb order. The correct order for this type of sentence is *yang mau Anda beli*. Sentences (15) and (16) should use the structure of passive sentence type two. Indonesian has two types of passives, type one and type two. Passive type one has the verbs with the passive prefix *di-* and passives type two do not (Djenar et al., 2018). Such an error occurs 7 times.

(17) *\*Selanjutnya pilih tanggal dan waktu yang kira-kira.*

\*Next, choose date and time around.

Next, choose the date and time.

(18) *Pilih ekspresi Naver.*

\*Choose Naver expression.

Choose Naver app.

(19) *Pilih pemasukan uang.*

\*Choose money deposit.

Choose a method of payment.

(20) \**Setelah memeriksa bahwa alamat pengiriman sudah benar, menulis permintaan pesanan dan permintaan pengiriman.*

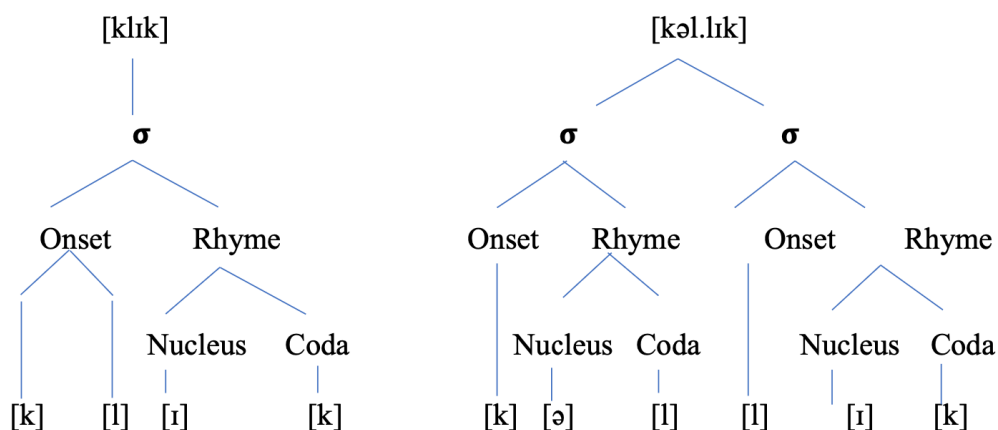
After checking the delivery address, write down the specific request and delivery.

The word choice *waktu yang kira-kira* in sentence (17) leads to an obscure message in the sentence. Deleting *yang kira-kira* makes a better sentence. Another incorrect word choice is the use of *ekspresi* ‘expression’ in sentence (18), instead of *aplikasi* ‘application’, and the phrase *pemasukan uang* ‘money deposit’ instead of *cara pembayaran* ‘method of payment’ (19). In sentence (20), the correct verb form should be the base verb *tulis* ‘write’.

Concerning the phonological realization of the phoneme, the simplification, i.e., the phenomenon commonly found in the pronunciation of consonant clusters in a foreign language among early learners (Erdogan & Wei, 2019), appears in the pronunciation of *aplikasi* and *klik*. The word *aplikasi*, which is used 12 times, is pronounced [ap.pə.lɪ.ka.sɪ] seven times, and the word *klik* is pronounced [kəl.lɪk] 19 times in 25 times from its occurrences. In the case of Korean learners, the process is influenced by the fact that such consonant clusters do not exist in Korean (Qian, 2018).

The pronunciation of consonant clusters is represented in the tree diagrams (Figure 1). A syllable consists of two main parts, namely an onset and a rhyme. A rhyme has a nucleus, which should be found in all syllables, and a coda. An onset and a coda are not mandatory (Dardjowidjojo, 2018). Figure 1 shows the syllable structures of *klik* that undergo the simplification process. The diagram on the left illustrates the correct pronunciation of *klik* ‘click’ as a monosyllabic word and the diagram on the right shows its simplification process as a two-syllable word.

Figure 1. Syllable Structures of *Klik*



Another phonological process that appears in the data is the sound change, that is, when the sound of the phoneme /t/ is realized as /l/. Both sounds are allophones of a single phoneme in Korean, symbolized as ㄷ (Qian, 2018). In the data, the word *memberi* ‘to give’ is pronounced as [məm.bə.lɪ], which shows the pronunciation of *membeli* ‘to buy’, and *rumah* is pronounced as \**lumah* [lu.mah].

The sound change also appears in the blending of phonemes /n/ and /l/ into a single phoneme /l/, which is called neutralization (Sutrimah et al., 2023). The loanword *online* in the data is pronounced [olan]. Koreans may pronounce this word either [olan] or [onlan] (Kim et al., 2017).

Those previously-mentioned error types are summed up in the following tables.

**Table 2. Error Types Found in the Data**

Types of error	Items
Phonological	<ul style="list-style-type: none"> <li>• Incorrect pronunciation</li> <li>• Simplification</li> <li>• Neutralization</li> </ul>
Morphological	<ul style="list-style-type: none"> <li>• Incorrect word form</li> </ul>
Syntactical	<ul style="list-style-type: none"> <li>• Incorrect phrase and sentence structures</li> <li>• Incorrect voice</li> </ul>
Semantic	<ul style="list-style-type: none"> <li>• Incorrect word choice and overall meaning</li> </ul>

In some cases, error types may lead to either local or global errors. For example, the error in pronunciation, which is included in the phonological level, leads to incorrect meaning, which is in the area of semantics.

As many as 82 sentences (83.6%) are identified as correct imperatives in four aspects, indicating that explaining the use of apps on smartphones is considered an alternative approach in teaching the imperatives to Korean learners. Table 3 shows participants' scores with n = 15.

**Table 3. Participants' Scores on Imperatives**

No. of Participants	Total Imperatives and Correct Imperatives	Percentage
1	12/12	100
2	8/10	80
3	8/9	88,8
4	10/11	90,9
5	2/4	50
6	4/5	80
7	5/5	100
8	1/3	33,3
9	4/4	100
10	4/4	100
11	3/4	75
12	6/6	100
13	4/5	80
14	7/11	63.6
15	6/8	75

Table 3 shows the highest and the lowest scores, which are used to find the intervals for three groups: good, fair, and poor. The intervals are based on the grading system given by the university. Table 4 indicates the total number of participants in each group.

**Table 4. Number of Participants for Each Score Group**

No.	Group	Scores	No. of Participants
1	Good	77.7 - 100	10 (66.6)*
2	Fair	55.4 – 77.6	4 (26.7)
3	Poor	33.3 – 55.5	1 (6.7)

\* The numbers in parentheses show the percentage.

The number of participants in the first and second groups (good and fair respectively) implies that smartphones can serve as an alternative tool in teaching imperatives. The members of those groups surpass that of the poor group.

#### 4 Discussion

The findings confirm that smartphone applications serve as the media in teaching Indonesian for Korean learners. The analysis on the grammatical aspects, involving the sound patterns, word structure, and sentence structure, further corroborates the findings. The phonological, morphological, and syntactical knowledge are included in the grammatical competence (Geeslin & Long, 2014).

The phonological analysis indicates the process of simplification, change of sound, and neutralization. The simplification is influenced by the fact that such consonant clusters do not exist in Korean (Qian, 2018). The consonant change possibly occurs due to the difference in the sound inventory between Korean and Indonesian. These findings speak in the same vein as the studies on Indonesian produced by Korean learners (Naufalia et al., 2021; Sitaresmi et al., 2024; Kurniati et al., 2024). In the case of neutralization, Koreans tend to blend the sound of /n/ and /l/ into a single sound (Kim et al., 2017).

The results of the morphological and syntactical analysis on word and sentence structure point out that most of the imperative sentences have correct structure, both on word and phrase level and on the sentence level. The sentences use the correct word form, either the base verbs or the verbs with affixes, the correct phrase structure with the modifier following the head, and the correct sentence structure, in particular for active sentences. Some imperatives using passive voice, on the contrary, indicate incorrect structures.

Errors are interlevel. It means a type of error in a certain level may result in the error in another level. For example, a pronunciation error leads to the error in meaning. As long as it is local, either it is on the phonological, morphological, or syntactical level, an error does not impede the message and the sentence is understandable. A further concern should be made when there is a global error occurs in the target sentences; and the analysis indicates that this type of errors occurs very few.

#### 5 Conclusion

Implementing MALL, in particular smartphones and other handheld devices, in the Elementary Indonesian subject is an alternative approach in teaching Indonesian imperatives. It offers ease and comfort, which, in turn, enhances fluency and accuracy. Most of the imperatives are grammatically correct, which entails having a correct morphological and syntactical structure, and are pronounced acceptably.

Several limitations are present in this study. First, the required number of sentences is not specified, resulting in videos that vary in length, with some videos containing 12 sentences and some with three or four sentences. Second, the absence of an interrater limits the reliability of the findings, as interrater reliability typically produces more robust results.

For further research, the scope of the device use might be expanded, for instance, to the teaching of other aspects of language in other skills, such as listening, writing, and reading. Subsequent research might be carried out on the implementation of MALL approach in an experimental design either across first language (L1) background or proficiency level to find out its effectiveness.

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