

Evaluating Perception, Perceived Usefulness and Ease of Use of Mobile-Assisted Language Learning (MALL) Application Among Foundation-Level Students

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ABSTRACT

The Malaysian University English Test (MUET) is an English proficiency test that is largely used for university admission in Malaysia. The test assesses students' language skills in listening, speaking, reading, and writing. Nevertheless, studies reported that many students struggle to meet the demands of MUET. Hence, a mobile-assisted language learning (MALL) application, named *MUET: Tidbits*, has been developed to address this issue. To gather students' perceptions of this application, two community service programmes were organised within an institution of foundation studies, where the application was introduced and used by the students. A feedback survey was then distributed to these 131 students, and the data were analysed in SPSS using descriptive statistics and inferential analyses. The findings revealed high mean scores across all constructs, indicating positive student acceptance of the application. There are also significant relationships among motivation, perceived usefulness, and ease of use, suggesting that the application is user-friendly and could enhance students' readiness to sit for their MUET. Overall, the findings indicate that *MUET Tidbits* has strong potential to support students' language development and examination readiness.

Keywords: Malaysian University English Test, listening skills, speaking skills, writing skills, reading skills

INTRODUCTION

The integration of mobile technologies into education has transformed traditional learning paradigms by offering more accessible, personalised, and engaging experiences for learners worldwide. This transformation reflects the rapid advancement of mobile technology, which continues to reshape educational practices and expand opportunities for flexible learning environments (Colin et al., 2021). In language education, mobile-assisted language learning (MALL) has gained increasing attention as a pedagogical approach that leverages mobile devices to support English as a Second Language (ESL) and English as a Foreign Language (EFL) learners. A growing body of research has documented the positive impact of MALL on language acquisition, learner motivation, and overall proficiency, underscoring its potential to complement conventional classroom practices (Aliakbari & Mardani, 2022; Chua et al., 2021; Gael & Elmiana, 2021; Rahim et al., 2019).

Despite these promising findings, empirical investigations into learners' perceptions, perceived usefulness, and ease of use of MALL applications remain limited, particularly in formal, assessment-orientated contexts. This gap is significant because learners' acceptance of technology-mediated tools is often shaped not only by their pedagogical affordances but also by how relevant, user-friendly, and effective they are perceived to be in meeting learners' academic needs. Users' experiences and acceptance of digital learning tools strongly influence technology adoption in educational settings, making it essential to understand these factors.

In Malaysia, the Malaysia University English Test (MUET) represents a critical high-stakes assessment that bridges secondary and tertiary education and serves as a prerequisite for university admission (Chan & Wong,

2004; Malaysian Examination Council, 2005). Preparing for MUET requires sustained effort and strategic engagement with diverse language skills. Each MUET component contributes 25% to the overall score, highlighting the equal importance of all assessed language skills (Malaysian Examination Council, 2019). The assessment evaluates candidates' ability to communicate effectively in academic contexts aligned with higher-education expectations.

However, existing studies suggest that students often require supplementary support beyond instructor-led instruction, self-study, and printed materials to adequately prepare themselves for the examination (Sharifuddin & Mah, 2025). Learners have also expressed a strong preference for greater access to a wider range of reading materials and audio resources to strengthen their English proficiency (Karnine et al., 2022), highlighting a mismatch between available preparatory resources and learners' evolving needs. Studies further indicate that many pre-university students struggle to meet the overall demands of MUET due to insufficient mastery of required language skills (Omar et al., 2013), demonstrating the need for structured learning interventions to support examination readiness.

Addressing these challenges is essential not only to improve MUET performance but also to enhance students' preparedness for higher education, as MUET tasks reflect the communicative demands commonly encountered in university settings (Malaysian Examination Council, 2019). Strengthening MUET preparation, therefore, contributes to a smoother academic transition and aligns with the national aspiration outlined in the Malaysia Education Blueprint to develop globally competent human capital.

In response to these challenges, *MUET:Tidbits* was developed as a MALL application designed to provide flexible, portable, and MUET-aligned learning support. While such innovations hold promise, their effectiveness depends on learners' acceptance and experiences. The application integrates essential notes, guided explanations, and practice activities to support MUET candidates with accessible, structured learning materials. Its development was informed by prior MALL research demonstrating that mobile applications promote spontaneous, portable, and personalised language learning experiences (Ali & Hassan, 2014; Thornton & Houser, 2005; Viberg & Grönlund, 2012), as well as more recent studies highlighting the effectiveness of mobile learning tools in enhancing language acquisition (Gael & Elmiana, 2021; Chua et al., 2021; Aliakbari & Mardani, 2022).

As a dedicated learning platform, *MUET:Tidbits* serves as a one-stop mobile resource that consolidates key notes and practice opportunities, enabling learners to engage in continuous preparation beyond the classroom. To date, however, systematic research examining students' perceptions, perceived usefulness, and ease of use of MUET-specific applications remains scarce. Addressing this gap is crucial not only for informing the evidence-based design of MALL tools but also for supporting national aspirations under the Malaysia Education Blueprint to cultivate globally competent human capital.

Accordingly, this study investigates learners' experiences with *MUET:Tidbits* by focusing on their perceptions, perceived usefulness, and ease of use. Specifically, the study is guided by the following research questions:

- a. What are students' perceptions of *MUET:Tidbits*?
- b. How useful do students perceive *MUET:Tidbits* to be in improving their preparation for MUET?
- c. How easy do students perceive *MUET:Tidbits* to use?
- d. What is the relationship between students' perceptions, perceived usefulness, and perceived ease of use of *MUET:Tidbits*?

LITERATURE REVIEW

Mobile Technology in Language Education

The integration of technology in education has evolved significantly over the years. The early developments in technology-enhanced language learning began with Computer-Assisted Language Learning (CALL), which

used desktop computers to deliver digital exercises, multimedia materials, and interactive language practice, thereby limiting language learning technologies to desktop-based programs (Criollo-C et al., 2021). However, the rapid advancement of smartphones, tablets, and wireless connectivity has made learning easier and more interactive. As technology advanced, the focus shifted from computer-based learning environments to more portable, flexible learning supported by mobile devices (Aliakbari & Mardani, 2022). This transition led to the emergence of mobile-assisted language learning (MALL), which utilises mobile technologies such as smartphones, tablets, and other handheld devices to facilitate language learning. MALL allows learners to engage with language content anytime, anywhere, through mobile applications that support vocabulary building, grammar practice, and listening and speaking skills (Aliakbari & Mardani, 2022; Chua et al., 2021; Gael & Elmiana, 2021; Aliakbari & Mardani, 2022). This evolution reflects a shift from teacher-centred instruction to a more learner-centred approach, in which students actively participate in their own learning process (Chua et al., 2021). Furthermore, researchers have shown that recent technological developments, such as artificial intelligence and speech recognition, have enhanced mobile applications by offering personalised learning experiences and immediate feedback, making language learning more effective and engaging for students (Aliakbari & Mardani, 2022; Li et al., 2022; Kukulska-Hulme, 2007).

In addition, the utilisation of mobile learning in language education has positively influenced language learning through flexibility, ubiquity, and learner autonomy (Al-Zieni, 2019; Criollo-C et al., 2021). Gael and Elmiana (2021) reported that mobile learning provides flexibility that allows students to access learning materials at their own convenience, which enables them to practise language skills beyond the classroom walls. Students are no longer restricted to learning in a rigid, forced manner when they are given opportunities to learn outside the classroom, which increases their motivation to learn foreign languages. Moreover, Gomes et al. (2016) indicate that the ubiquity of mobile learning enables learning anytime, anywhere, thereby supporting continuous exposure to the target language in authentic contexts. For example, mobile applications such as Duolingo and Babbel assist with language-learning practice that resembles real-life communication. It is generally believed that language learning is most effective when language practice occurs in real, meaningful conversations rather than in isolated linguistic settings (Al-Zieni, 2019; Gomes et al., 2016). Additionally, mobile learning promotes learner autonomy by encouraging students to take responsibility for their learning through self-paced activities and personalised content tailored to their language goals. Studies have shown that learners can rely on themselves to explore the mobile materials they have and develop the habit of independent learning (Al-Zieni, 2019). Conclusively, the advantages of mobile learning not only enhance students' motivation and engagement but also support consistent language learning practice. Hence, mobile technology in education has become an effective and practical approach to modern education.

Mobile-Assisted Language Learning (MALL)

Mobile-assisted language learning (MALL) is a learning approach that enhances language acquisition through the use of portable digital devices such as smartphones, tablets, MP3/MP4 players and Kindle. It is widely regarded as an extension of mobile learning (m-learning) and computer-assisted language learning (CALL), integrating mobility with language pedagogy. MALL has reduced the learning barriers between the classroom and home, as well as those between traditional computers and mobile devices, by creating a more personalised and convenient learning environment (Aliakbari & Mardani, 2022; Kukulska-Hulme & Shield, 2008; Zuhri, 2016). Through MALL, learners can access educational materials via a wireless network and interact with online learning platforms from anywhere, at any time. Furthermore, few researchers have highlighted that the theoretical foundations of MALL are grounded in several learning theories, mainly constructivism, self-directed learning, and sociocultural theory (Aliakbari & Mardani, 2022; Kukulska-Hulme, 2007; Li et al., 2022). Constructivism emphasises that learners actively construct knowledge through interactions and meaningful experiences, which aligns with mobile learning environments that encourage exploration and collaboration (Li et al., 2022). This could enhance learners' engagement and autonomy, as they are able to participate in interactive tasks, access authentic resources, and collaborate with peers beyond the traditional classroom setting. Similarly, self-directed learning highlights learners' ability to control their learning pace, goals, and strategies. Additionally, MALL incorporates Vygotsky's (1978) sociocultural theory, which posits that language learning occurs through social interaction and the use of tools, such as technology. In the context of MALL, mobile devices serve as tools that enable learners to communicate, collaborate, and access authentic materials.

Studies have shown that MALL has positively influenced ESL and EFL learning, particularly by improving vocabulary, reading comprehension, writing, and speaking skills. For example, Hazaea & Alzubi (2018) highlight that MALLs, such as Google Search, enhance second-language (L2) learners' reading ability by allowing them to choose their favourite reading materials. This eventually boosts L2 learners' intrinsic motivation to acquire the skills, as they enjoy incorporating MALL into their learning activities (Gael & Elmiana, 2021; Hazaea & Alzubi, 2018). Moreover, the interactive nature of mobile devices promotes active engagement and motivation among learners, leading to a more effective vocabulary acquisition (Mijan & Hashim, 2023). For instance, mobile applications for vocabulary learning that incorporate word games or flashcards have positively enhanced word retention and stimulated learners' interest in mobile-based vocabulary learning (Agca & Özdemir, 2013; Mijan & Hashim, 2023). Additionally, the use of mobile applications such as WhatsApp, Telegram, and Facebook has improved learners' linguistic accuracy and appropriacy, including grammar and vocabulary, as well as their overall writing performance, through pre-writing, movie review, and peer feedback activities on these platforms. Hence, these findings indicate that MALL not only supports writing improvement through increased practice and interaction but also promotes collaborative learning and learner engagement (Alam & Mizan, 2019; Andujar, 2016; Chang et al., 2018). Notably, learners' speaking skills also improve when they use mobile-assisted platforms, such as the VoiceThread app and video recording and editing apps. Results show that learners are more confident and motivated to speak after employing MALL in their learning process (Gael & Elmiana, 2021). Conclusively, mobile-assisted applications are beneficial for language learning, as they provide flexible, interactive learning environments that enhance student engagement and motivation. However, findings on the effectiveness of MALL are sometimes inconsistent, depending on how the technology is implemented. Chua et al. (2021) argue that other specific factors have limited the effectiveness of mobile learning, including the provision of relevant learning materials, student participation, and proper coaching, especially for examination purposes. Despite its benefits, it is notable that many studies focus on general language learning rather than assessment-orientated applications, and there is limited emphasis on localised or context-specific tools designed for specific groups such as foundation-level students. Additionally, challenges such as distraction, limited interaction, and varying learning outcomes suggest the need for further research. Therefore, more studies are needed to explore how MALL can be effectively designed and evaluated to meet the specific needs of learners in different educational contexts.

Malaysian University English Test (MUET)

The Malaysian University English Test (MUET) is a standard English proficiency examination administered by Majlis Peperiksaan Malaysia to assess students' English proficiency before they enter their tertiary education. The examination consists of 4 components: speaking, writing, listening, and reading. When tested, these four skills collectively reflect the communicative abilities required at the tertiary level of education. It is widely used as an entry requirement for students seeking admission to any tertiary programme offered by a faculty/university in Malaysia. Even though the minimum band/score required for each programme differs, the main objective is to ensure that students accepted into these targeted programmes can communicate effectively to achieve success at the tertiary level.

Each MUET component assesses different skills, yet all skills are interconnected to ensure academic success. For example, the listening component examines students' abilities to comprehend spoken English, whether in daily life or in an academic setting. The speaking component, on the other hand, examines students' oral communicative abilities either through an individual presentation or through participation in a group discussion. The reading component assesses students' ability to comprehend and analyse academic texts, whereas the writing component assesses students' ability to produce a written response with organised ideas and structured arguments.

Despite the comprehensive structure of MUET, many studies have reported that students struggle to achieve even satisfactory scores. These are due to limited vocabulary (Md Zolkapli & Salehuddin, 2018; Mohammad et al., 2025), weak control of grammar (Abd Rahman et al., 2026; Rahim et al., 2025), limited exposure to academic English (Md Zolkapli et al., 2025) and insufficient preparation before they sit for the examination (Karnine et al., 2022). These challenges highlighted the need for a learning intervention to help students develop competence across all MUET components.

Development of MUET: Tidbits Mobile Applications

The ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) served as the primary framework for the development of *MUET: Tidbits*. The model provides a systematic structure for developing effective learning experiences (Smith & Ragan, 2020).

During the analysis phase, a literature review was conducted to establish the need for the application. In the design phase, the application was structured in alignment with its intended objectives and MUET requirements. In the development phase, relevant content was selected and integrated into the application. The application includes comprehensive coverage of all MUET components, namely listening, speaking, reading, and writing. It provides general information about the test, strategies, and tips for each component as well as sample questions to support students' preparation.

With input from experts, the application was developed using a user-friendly platform to support ease of use. The application was subsequently field-tested in authentic classroom settings. The implementation involved foundation students who were the target users of this application. Users' feedback was then collected and used to evaluate and refine the application.

METHOD

Research Design

This study employed a quantitative approach to investigate language learning strategies and their relationships. As such, a 5-point Likert-scale survey was developed by adapting data from past studies. Firstly, the three learning strategies proposed by Wenden and Rubin (1987) formed the basis of the survey. Later, the items for each learning strategy were adapted from past studies, including Wenden and Rubin (1987) and Zaini et al. (2023).

This study also adopts the Technology Acceptance Model (TAM) by Davis (1989) as its theoretical foundation to examine university students' perceptions of mobile application tools in facilitating their preparation for the MUET examination. Perceived usefulness and perceived ease of use are employed as the core constructs of TAM to explain students' acceptance of mobile-assisted language learning. The TAM suggests that two primary factors influence technology acceptance: perceived usefulness (PU) and perceived ease of use (PEU). To further investigate the motivation of students, this study incorporates additional constructs, perception and motivation, into investigating students' acceptance of mobile learning applications.

This study employed a quantitative approach to investigate language learning strategies and their relationships. As such, a 5-point Likert-scale survey was developed by adapting data from past studies. The survey was divided into four sections: a demographic profile and 3 other sections related to perception and motivation, ease of use, and perceived usefulness. The demographic profile section consisted of only 2 items. The purpose of this section was to get brief background information on the respondents.

Next, the Perception and Motivation section contains 6 items: Ease of Use and Perceived Usefulness, each with 6 items.

Participants

In the data collection process, a purposive sampling method was employed to align with the research's objectives and enhance the reliability of the study's data and results (Campbell et al., 2020). Two community service programmes were organised within an institution of foundation studies to facilitate the data collection. During the programmes, students were introduced to the application and encouraged to use it during lessons. This exposure to the application during lessons ensured the reliability of the data obtained when they subsequently evaluated it through a survey.

The survey was distributed to respondents at the conclusion of the session, resulting in 131 participants responding. Most researchers consider the minimum acceptable sample size for a correlational study to be at least 30 (Fraenkel & Wallen, 2009). Therefore, the data collected for this study were deemed sufficient.

Analysis

The collected data was analysed using SPSS, with descriptive statistics (e.g., mean, frequency) summarising respondents' answers to the questionnaire items. Inferential statistics, including Pearson correlation analysis, will examine relationships among perceptions, perceived usefulness, and ease of use, while independent-samples t-tests and ANOVA will compare responses across institutions and demographic groups.

FINDINGS

Demographic Profile

The data collection process was conducted within a public university in Malaysia, specifically within a foundation programme offered by the institution. The respondents' demographic profile is as follows: 100% were students in semester 1, and all respondents are from the same institution. The data also reveal that 43% of respondents were male and 57% were female, as shown in Table 1.

Table 1: Percentage for Demographic Profile

Variable	Category	Percentage (%)
Gender	Male	43%
	Female	57%
Semester	Semester 1	100%
	Semester 2	0%

Prior to the main analysis, a reliability test was conducted to assess the internal consistency of the research instrument. The questionnaire consisted of 18 items measuring three constructs: Perception and Motivation (PM), Ease of Use (EOU), and Perceived Usefulness (PU). The reliability analysis yielded a Cronbach's Alpha coefficient of 0.941, as shown in Table 2, indicating excellent internal consistency. According to established guidelines, a Cronbach's Alpha value above 0.90 reflects a highly reliable instrument, suggesting that the items consistently measure the intended constructs.

Table 2: Distribution of Items in the Survey

Category	Construct	No. of Items	Cronbach's Alpha
A	Perception and Motivation	6	0.865
B	Ease of Use	6	0.882
C	Perceived Usefulness	6	0.911
	Total	18	0.941

Perception and Motivation

This section presents data and findings to answer Research Question 1 and Research Question 2: "How do learners perceive the use of cognitive components in language learning?" and "How useful do students perceive MUET:Tidbits to be in improving their preparation for MUET?"

Table 3 presents the mean score for every item in Section 1. Based on the findings, the highest mean is 4.7 for the item 'I will recommend MUET:Tidbits to others who are preparing for the MUET exam', and the lowest mean is 4.2 for the item 'MUET:Tidbits is better compared to traditional notes and practical books'. Based on the mean score, it can be suggested that most respondents perceived the application positively, as the mean score for this section is above average (4.48). Across all items, responses were heavily skewed toward the positive end of the Likert scale, with very few neutral responses and negligible disagreement. This distribution indicates that respondents generally perceived MUET:Tidbits as motivating and positively aligned with their learning needs.

The findings suggest that the platform successfully fosters learner engagement and positive attitudes toward MUET preparation.

Table 3: Mean for Perception and Motivation

Here is your data organized into a clear table format:

Items	Mean
PMQ1: I intend to continue using MUET Tidbits in the future	4.6
PMQ2: I will recommend MUET Tidbits to others who are preparing for the MUET exam	4.7
PMQ3: I intend to use MUET Tidbits application as my main resource for MUET preparation	4.4
PMQ4: MUET Tidbits is better compared to traditional notes or practical books	4.2
PMQ5: I am willing to spend more time exploring the features of MUET Tidbits	4.4
PMQ6: I would continue using MUET Tidbits even if I have access to other MUET preparation materials	4.4

Ease of Use

Table 4 depicts the mean score for the Ease of Use section. Based on the 6 questions included in the questionnaire, the highest mean is 4.7 for the items ‘I find the features and functions of MUET:Tidbits to be easy to understand’, ‘Learning how to use MUET:Tidbits is quick and easy for me’, and ‘MUET:Tidbits has an easy-to-understand interface’. These mean scores imply that the application was straightforward for respondents to use and navigate when they utilised it during the lesson. These results suggest that MUET:Tidbits is perceived as user-friendly, easy to navigate, and accessible, which is particularly important in digital learning environments. High ease-of-use perceptions reduce cognitive load and allow learners to focus on content mastery rather than system operation.

Table 4: Mean for Ease of Use

Items	Mean
EOUQ1: I find MUET Tidbits easy to use	4.6
EOUQ2: It is easy for me to become skillful at using MUET Tidbits	4.5
EOUQ3: I find the features and functions of MUET Tidbits to be easy to understand	4.7
EOUQ4: Learning how to use MUET Tidbits is quick and easy for me	4.7
EOUQ5: The navigation of MUET Tidbits is simple and intuitive	4.6
EOUQ6: MUET Tidbits has an easy-to-understand interface	4.7

Perceived Usefulness

Table 5 shows the mean score for the application's Perceived Usefulness. As shown in Table 5, all 6 items score somewhat similarly to one another. The item ‘MUET:Tidbits provides useful explanations, tips, or strategies for MUET’ has the highest mean score (4.8), while the items ‘Using MUET:Tidbits improves my ability to prepare for the MUET exam’, ‘I believe that using MUET:Tidbits increases my chances of performing well in the MUET’, ‘MUET:Tidbits is a useful tool in improving my language skills for the MUET’, and ‘I find MUET:Tidbits to be useful in achieving my study goals for the MUET exam’ have a mean score of 4.6.

Table 5: Mean for Perceived Usefulness

Items	Mean
PUQ1: MUET Tidbits provides useful explanations, tips, or strategies for MUET	4.8
PUQ2: Using MUET Tidbits makes studying for the MUET exam more enjoyable	4.5
PUQ3: Using MUET Tidbits improves my ability to prepare for the MUET exam	4.6
PUQ4: I believe that using MUET Tidbits increases my chances of performing well in the MUET	4.6
PUQ5: MUET Tidbits is a useful tool in improving my language skills for the MUET	4.6
PUQ6: I find MUET Tidbits to be useful in achieving my study goals for the MUET exam	4.6

Relationship between All Constructs

To determine whether there is a significant association between the mean scores of Perception and Motivation and Ease of Use and Perceived Usefulness, the data are analysed in SPSS using correlation analyses. Results are presented separately in Tables 11, 12, and 13 below.

Table 6 shows an association between Perception and Motivation and Ease of Use. Correlation analysis shows that there is a highly significant association between the two components ($r = .672^{**}$) and ($p = < .000$). According to Jackson (2015), the coefficient is significant at the .05 level, and positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation is in the range of 0.1 to 0.3, a moderate positive correlation is in the range of 0.3 to 0.5, and a strong positive correlation is in the range of 0.5 to 1.0. This means there is also a strong positive relationship between Perception and Motivation and Ease of Use.

Table 6: Correlation Perception and Motivation and Ease of Use

Here is your correlation data presented in a clear table format:

Variables	PM	EOU
PM	1	0.672**
EOU	0.672**	1

Significance (2-tailed): < 0.001

N: 131

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7 below shows there is an association between Perception and Motivation and Perceived Usefulness. Correlation analysis shows that there is a highly significant association between Perception and Motivation and Perceived Usefulness ($r = .787^{**}$) and ($p = < .000$). According to Jackson (2015), the coefficient is significant at the .05 level, and positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation is in the range of 0.1 to 0.3, a moderate positive correlation is from 0.3 to 0.5, and a strong positive correlation is from 0.5 to 1.0. This means that there is also a strong positive relationship between Perception and Motivation and Perceived Usefulness, as shown in Table 7.

Table 7: Correlation between Perception and Motivation and Perceived Usefulness

Variables	PM	EOU	PU
PM	1	0.672**	0.787**
EOU	0.672**	1	—
PU	0.787**	—	1

Significance (2-tailed): < 0.001

N: 131

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8 shows there is an association between Perceived Usefulness and Ease of Use. Correlation analysis shows that there is a highly significant association between Perceived Usefulness and Ease of Use ($r = .587^{**}$) and ($p = < .000$). According to Jackson (2015), the coefficient is significant at the .05 level, and positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation is in the range of 0.1 to 0.3, a moderate positive correlation is from 0.3 to 0.5, and a strong positive correlation is from 0.5 to 1.0. This also indicates a strong positive relationship between Perceived Usefulness and Ease of Use.

Table 8: Correlation between Perceived Usefulness and Ease of Use

Here is your correlation data presented in a clear table format:

Variables	PM	EOU
PM	1	0.587**
EOU	0.587**	1

Significance (2-tailed): < 0.001

N: 131

** . Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

Collectively, the results demonstrate that *MUET:Tidbits* is perceived very positively by learners regarding motivation, usability, and usefulness. The high mean scores across all constructs indicate that students generally have favourable attitudes toward this mobile application as a learning platform. Since the overall mean scores for all constructs exceed 4.0, the result reflects widespread acceptance among students who used this application rather than moderate approval. In addition, the strong internal reliability of the constructs confirms that the measurement items consistently capture the intended variables. The statistically significant correlations among the constructs further strengthen the validity of the findings, suggesting that the variables are meaningfully related. For example, the strongest relationship can be seen between ‘Perception and Motivation and Perceived Usefulness’ (i.e., Table 7: Correlation between Perception and Motivation and Perceived Usefulness), which suggests that learners’ positive attitudes are closely linked to their belief in the application’s effectiveness for MUET preparation. These findings support earlier research suggesting that when students develop positive feelings toward a mobile learning application, they are more likely to perceive it as effective (Al Zieni, 2019; Gael & Elmiana, 2021; Rahim et al., 2019).

Apart from that, the findings (i.e., Table 6: Correlation Perception and Motivation and Ease of Use) also suggest that when learners perceive a digital learning platform as easy to use, they tend to be more motivated to engage with it and are more likely to consider it useful for their learning. It is found that usability plays an important role in shaping learners’ motivation and their perceptions of the platform’s value. This is in accordance with Brugliera (2024); digital learning platforms, such as *MUET:Tidbits*, have been identified as an effective strategy to increase students’ motivation, thus promoting meaningful learning. This is because when an application is simple to navigate, well-organised, and user-friendly, learners can focus more on the learning content rather than struggling with technical difficulties. This encourages more frequent usage and deeper engagement with the learning materials.

Furthermore, the positive relationship among these variables (i.e., Table 8: Correlation between Perceived Usefulness and Ease of Use) highlights the importance of thoughtful instructional and interface design in the development of digital language learning resources. Educational applications that integrate clear instructions, intuitive navigation, and relevant learning content are more likely to enhance learners’ learning experiences. Employment of various kinds of technology gives various impacts on students in educational contexts, as technologies were shown to help students in learning all language skills and sub-skills, i.e., listening, reading, speaking, and writing (Ghanizadeh et al., 2015). In the context of MUET preparation, such features can help learners practise their language skills more independently and confidently. Therefore, the results suggest that *MUET:Tidbits* has the potential to support students’ language learning by providing an accessible, engaging, and practical digital learning environment.

CONCLUSION

Conclusively, this study demonstrates that students perceive *MUET:Tidbits* positively in terms of its perceived usefulness, motivation, and ease of use. The high mean scores and significant correlations between the constructs

also show that *MUET:Tidbits* is user-friendly and could enhance learners' readiness for MUET. For future practice, educators and developers should consider expanding the application with more interactive features and adaptive feedback mechanisms to further improve learning outcomes. Additionally, future research should examine the effectiveness of the application through experimental or quasi-experimental studies by comparing the performance of students who receive learning intervention using the application with those who do not, in order to determine its impact on students' language proficiency and examination performance.

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