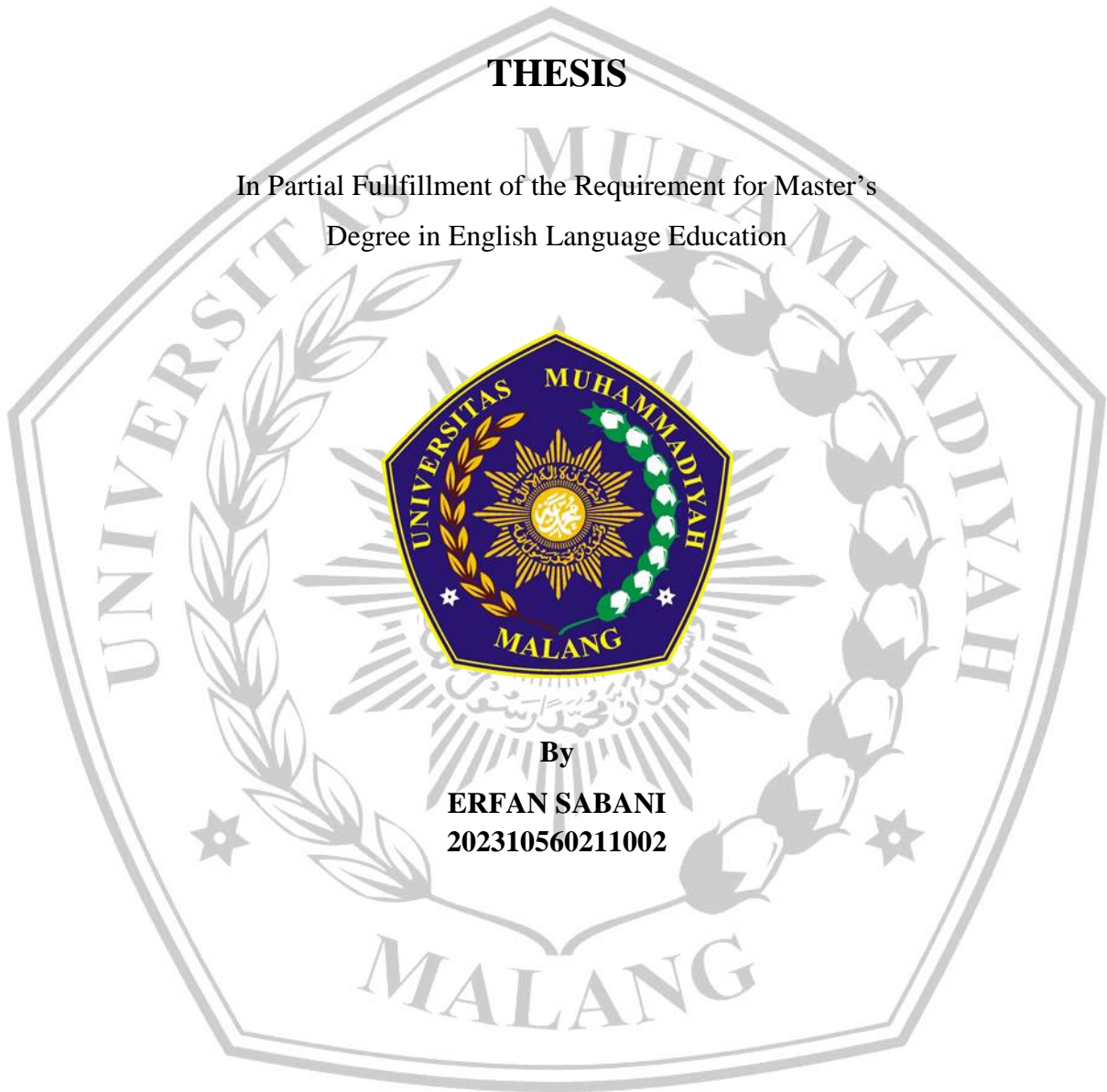# INTEGRATING MOBILE-ASSISTED LANGUAGE LEARNING (MALL) IN TEACHING EFL OF SENIOR HIGH SCHOOLS IN JEMBER REGENCY

THESIS

In Partial Fullfillment of the Requirement for Master's

Degree in English Language Education

By

ERFAN SABANI
202310560211002

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
2025

INTEGRATING MOBILE-ASSISTED LANGUAGE LEARNING (MALL) IN TEACHING EFL OF SENIOR HIGH SCHOOLS IN JEMBER REGENCY

by

ERFAN SABANI
202310560211002
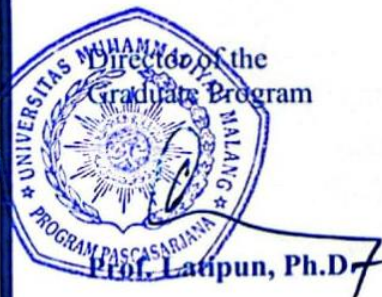
Accepted on

Thursday, 9th January 2025

Advisor I

Advisor II

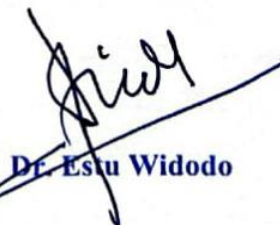**Assc. Prof. Dr. Fardini Sabilah**

Dr. Rina Wahyu Setyaningrum

Director of the
Graduate Program

Head of Department

Prof. Latipun, Ph.D

Dr. Estu Widodo

T H E S I S

Written by:

ERFAN SABANI
202310560211002

Defended in front of the examiners
on **Thursday, 9th January 2025** and it was
decided that it fulfilled the requirements to get
the master's degree in English Language Education
at the Graduate Program of Universitas Muhammadiyah Malang

The Examiners

Chief : Assc. Prof. Fardini Sabilah

Secretary : Dr. Rina Wahyu Setyaningrum

1st Examiner : Assc. Prof. Dr. Hartono

2nd Examiner : Dr. Estu Widodo

LETTER OF STATEMENT

I, the undersigned:

Name : **ERFAN SABANI**

NIM : **202310560211002**

Study Program : Master of English

Education

Hereby, declare that :

1. The thesis entitled: **INTEGRATING MOBILE-ASSISTED LANGUAGE LEARNING (MALL) IN TEACHING EFL OF SENIOR HIGH SCHOOLS IN JEMBER REGENCY** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any university. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.

3. This thesis can be used for literature review which can be accessed by others freely. (**NON-EXCLUSIVE ROYALTY**)

Thus, this statement is made truthfully to be used as appropriate.

Malang, 9th January 2025

The Writer,

ERFAN SABANI

ACKNOWLEDGMENT

Alhamdulillahhirabbil 'alamin, let me begin by expressing my sincere appreciation to Allah SWT, the Most Gracious and Merciful, and by paying respect and offering prayers to Prophet Muhammad SAW, who is the model of submitting to Allah's will in every situation.

Second, I would like to express my sincere gratitude to my thesis advisors Assc.Prof. Fardini Sabilah, M.Pd. and Dr. Rina Wahyu Setyaningrum, S.Pd., M.Ed. for their insightful comments, essential advice, and support, all of which have helped to compile and improve my research activities. Their knowledge and guidance have been very helpful to my academic development.

Thirdly, I want to express my sincere gratitude to my mom, my wife Sunarsih, S.Sos., and my children Nikeisha and Dzikran in particular, who have been the foundation of my strength and constant support. Their constant prayers gave me a great deal of strength during my study.

Finally, thanks to all who have contributed, including my friends, the participants and colleagues for their support, help, and encouragement. Their presence made this achievement possible. May what we have achieved together serve as the foundation for even greater achievements in the future.
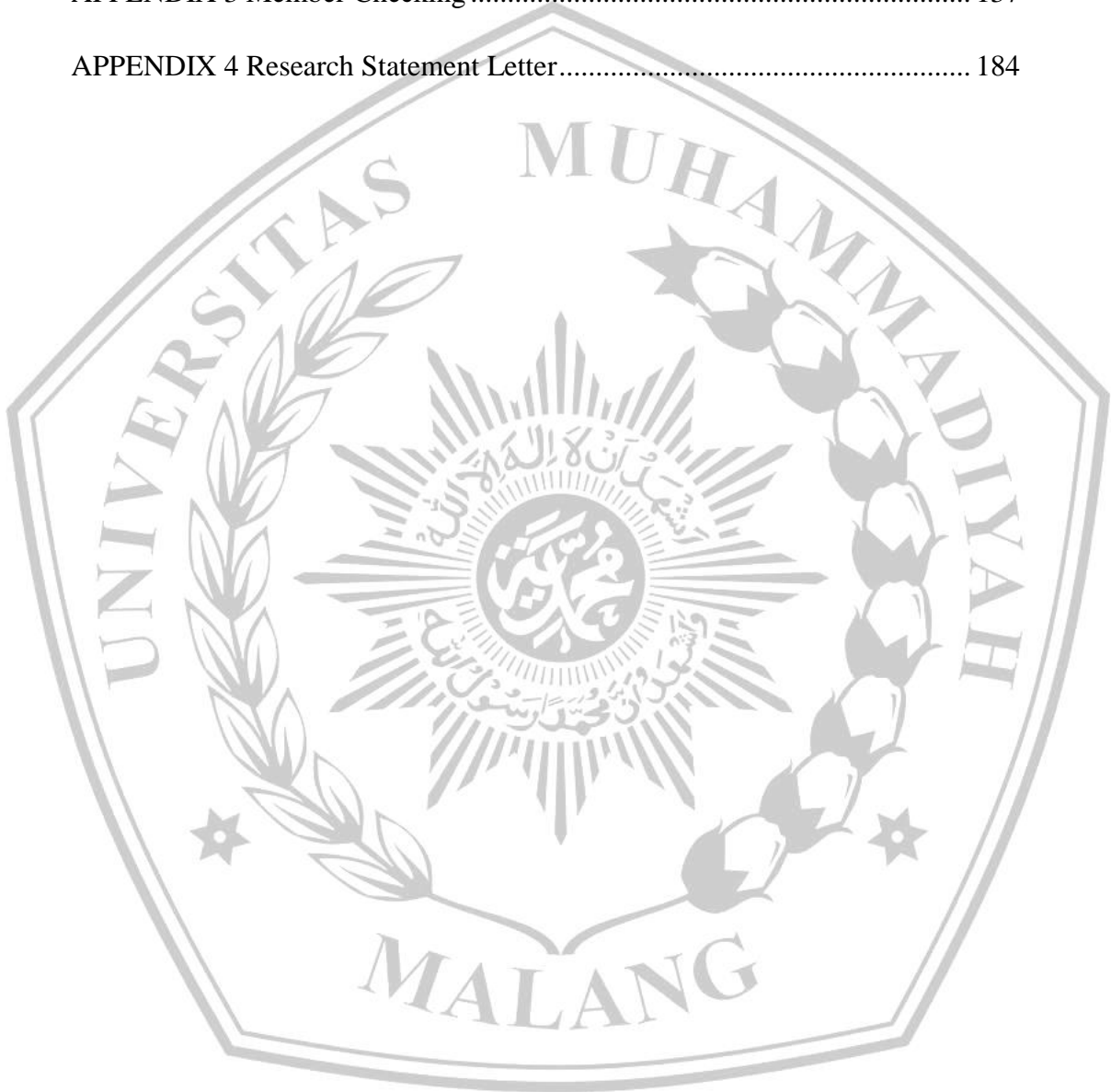
The Researcher

v

TABLE OF CONTENTS

LIST OF APPENDICES

INTEGRATING MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN TEACHING EFL OF SENIOR HIGH SCHOOLS IN JEMBER REGENCY

Erfan Sabani
fans_080808@webmail.umm.ac.id
Assc. Prof. Dr. Fardini Sabilah, M.Pd.
Dr. Rina Wahyu Setyaningrum, M.Ed
Master of English Language Education, Universitas Muhammadiyah Malang
Malang, East Java, Indonesia

ABSTRACT

Technology plays a pivotal role in shaping human life, impacting various sectors, including education, where teachers use cell phones and internet resources to enhance student engagement and learning. The use of technology, particularly mobile devices, has revolutionized learning by providing access to diverse digital materials, promoting lifelong learning, and facilitating cooperative knowledge exchange. While technology offers numerous opportunities to enhance learning experiences, challenges persist, such as the limited utilization of engaging media in English as a Foreign Language (EFL) instruction. Teachers' lack of digital skills and students' excessive mobile phone use pose obstacles to effective technology integration, leading to distractions and poor academic performance. Despite these challenges, Mobile Assisted Language Learning (MALL) has shown promise in promoting interactive English language exercises and improving language proficiency by offering flexible learning environments. The study used an explorative case study that aims to identify the digital learning platforms used by teachers in teaching English skills especially receptive skills (Reading and Listening) and productive skills (Speaking and Writing). The data was taken from the interview. It was analyzed using thematic analysis and member checking to validate. From the findings, some of the platforms that can be used in learning English include Google Browser, VOA Learning English, BBC Learning English, Newsela and Google Sites used in learning Reading skills. As for learning listening skills, there are YouTube, TED-Ed, Nearpod and Podcasts. In teaching speaking skills, there are YouTube, Google Drive, HelloTalk, Duolingo, WhatsApp and Zoom. For teaching writing skills, you can use platforms such as Instagram, Google Products, Jamboard, Hemingway Editor, Facebook and WhatApps. Some of the findings related to challenges include teachers' unfamiliarity with digital platforms, big size class, and limited supporting equipment. Meanwhile, the strategies include participating in MGMP activities, seminars, webinars and implementing collaborative/group learning and using multimedia laboratories, free platforms and the internet (hotspots). Through the effective integration of technology, educators can create dynamic, personalized learning experiences that foster student engagement and drive academic success.

Keywords: Mobile-Assisted Language Learning (MALL), Teaching English skills, The challenges, The strategies

INTEGRATING MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN TEACHING EFL OF SENIOR HIGH SCHOOLS IN JEMBER REGENCY

Erfan Sabani
fans_080808@webmail.umm.ac.id
Assc. Prof. Dr. Fardini Sabilah, M.Pd.
Dr. Rina Wahyu Setyaningrum, M.Ed
Master of English Language Education, Universitas Muhammadiyah Malang
Malang, East Java, Indonesia

ABSTRAK

Teknologi memainkan peran penting dalam membentuk kehidupan manusia, yang berdampak pada berbagai sektor, termasuk pendidikan, di mana para guru menggunakan ponsel dan sumber daya internet untuk meningkatkan keterlibatan dan pembelajaran siswa. Penggunaan teknologi, khususnya perangkat seluler, telah merevolusi pembelajaran dengan menyediakan akses ke beragam materi digital, mendorong pembelajaran seumur hidup, dan memfasilitasi pertukaran pengetahuan secara kooperatif. Meskipun teknologi menawarkan banyak peluang untuk meningkatkan pengalaman belajar, tantangan tetap ada, seperti terbatasnya penggunaan media yang menarik dalam pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL). Kurangnya keterampilan digital guru dan penggunaan ponsel yang berlebihan oleh siswa menjadi hambatan bagi integrasi teknologi yang efektif, yang menyebabkan gangguan dan kinerja akademik yang buruk. Terlepas dari tantangan-tantangan ini, Mobile Assisted Language Learning (MALL) telah menunjukkan harapan dalam mempromosikan latihan bahasa Inggris yang interaktif dan meningkatkan kemahiran bahasa dengan menawarkan lingkungan belajar yang fleksibel. Penelitian ini menggunakan studi kasus eksploratif yang bertujuan untuk mengidentifikasi platform pembelajaran digital yang digunakan oleh guru dalam mengajarkan keterampilan bahasa Inggris terutama keterampilan reseptif (Membaca dan Mendengarkan) dan keterampilan produktif (Berbicara dan Menulis). Data diambil dari wawancara. Data tersebut dianalisis dengan menggunakan analisis tematik dan pengecekan anggota untuk memvalidasi. Dari hasil temuan, beberapa platform yang dapat digunakan dalam pembelajaran bahasa inggris antara lain Google Browser, VOA Learning English, BBC Learning English, Newsela dan Google Sites digunakan dalam pembelajaran ketrampilan Membaca. Sedangkan untuk pembelajaran ketrampilan mendengarkan, ada YouTube, TED-Ed, Nearpod dan Podcasts. Pada pengajaran ketrampilan berbicara, ada YouTube, Google Drive, HelloTalk, Duolingo, WhatsApp dan Zoom. Pada pengajaran ketrampilan menulis, dapat menggunakan platform seperti Instagram, Google Products, Jamboard, Hemingway Editor, Facebook dan WhatApps. Beberapa temuan terkait tantangan antara lain ketidakakraban guru terhadap platform digital, ukuran kelas yang besar, serta terbatasnya peralatan penunjang. Sedangkan strategi yang dilakukan antara lain mengikuti kegiatan MGMP, seminar, webinar serta menerapkan pembelajaran kolaboratif/berkelompok dan menggunakan laboratorium multimedia, platform gratis dan internet (hotspot). Melalui integrasi teknologi yang efektif, para pendidik dapat menciptakan pengalaman belajar yang dinamis dan dipersonalisasi yang mendorong keterlibatan siswa dan mendorong keberhasilan akademik.

Keywords: Mobile Assisted Language Learning (MALL), Pengajaran Keterampilan Bahasa Inggris, Tantangan, Strategi

CHAPTER I
INTRODUCTION

1.1 Research Background

Technology constantly evolves rapidly to meet human requirements and keep up with the times. Human life is recognized to be significantly impacted by technology. Nowadays, practically every sector uses technology, including education. To provide engaging and interactive lessons that encourage students to focus more on the material, current teachers also use technology in the classroom. They use cell phones to access information from the internet. Teachers have been using the abundance of knowledge on the internet to obtain engaging and essential resources to inspire their students. The students were engaged and lively since the teachers utilized the newest technology in their classes. Thus, it is obvious that technology is essential to the learning environment when learning a second or foreign language, particularly English (Rao, 2019). Because these technologies allow students to access digital materials according to their learning modes and to a virtual environment, they could help students prepare for long-term learning (Haleem, Javaid, Asim, et al., 2022). Anwar et al. (2021) stated that today's educational technology serves as both a resource and a tool for instruction. Technology can also be understood as educational resources to master skills with computers or other equipment. Meanwhile, ICT, or information and communication technology, has emerged as a key factor in transforming educational experiences by making learning resources accessible, encouraging lifelong learning, and facilitating cooperative knowledge exchange (Kalyani, 2024).

Mobile phones or tablets have improved and become portable tools. For this reason, mobile learning has become more popular in the educational sector. In a world where connectivity and knowledge availability are becoming more and more important, mobile devices were revolutionary because they exceeded the institutional status of lecture halls and classrooms and the communication channels that go along with them (Nurbanati et al., 2021). Both teachers and students could access a wider and more flexible source of learning resources by using mobile devices' portability than what was currently available in classrooms (Dias & Victor, 2022). Mobile devices were reported to be used by teachers as well as learners to enhance formal EFL instruction (Alshammari, 2020). The availability of internet access in many locations has made it more practical to use mobile devices to support teaching and learning of language. The benefits of technology increase as it develops for teachers and students at all levels of school. There is a big

chance that the advancement of technology will lead to the creation of a new method of language learning. Most of the students are operating their mobile phones during the learning process in the classroom including finding information, reading digital books, etc.

However, the teacher does not use interesting media in their EFL classroom instruction. Although some teachers have used online instruction many teachers still lack the technology or digital knowledge and digital skills. Wirawan (2020) found that most teachers rarely used media in class for some reasons such as lack of ability and understanding to use or operate media in their teaching. This problem creates prominent obstacles to effective technology integration in their teaching process. This problem makes the students more interested in operating their mobile phones for fun than in supporting their learning. Students who lack self-control and use their phones more frequently cause distraction and poor performance in school (Ma et al., 2023). Meanwhile, Dhiman (2022) found that students' learning was distracted by using their phones, and they thought that texting interfered with their ability to study in class. The negative impacts of mobile phones used in college classes were frequently examined, with a focus on the disadvantages of non-academic use, such as interrupting students, promoting dishonesty, and interfering with colleagues' work (Urien & Courage, E, 2024). The students used their smartphones more for social interaction, entertainment, and leisure than for information searches (Wang et al., 2023). Tanjung et al. (2022) showed that the students who were taught using learning media had low learning motivation and poor learning results, while those who were taught using learning media had high motivation and good learning outcomes. To avoid boredom in learning, it requires the teacher's creativity in providing students with learning media that they can easily access, one of them using mobile phones because the advanced technology can be used in the education field so the teacher has to use the technology learning media.

The use of MALL had many benefits such as increased independence, creativity, and flexibility in the teaching and learning process for both teachers and students. It also improved access to learning sources, mentors, experts, researchers, professionals, and peers, eliminated obstacles faced by students with special needs, eased access to learning through E-learning platforms, and encouraged the students to increase their academic results (Nurjaman & Sabilah, 2022). Besides the benefits of MALL in teaching English skills, there are some challenges and strategies that must be known by the teachers. That's why this study is urgent to be done to give contribution to the teachers in implementing

MALL in teaching English skills. It gives detailed information about the challenges of MALL in teaching English skills and lets the teachers know how the strategies of MALL can be implemented by them in teaching English skills, especially for senior high school.

A study on Mobile Assisted Language Learning (MALL) in the classroom gave students the chance to converse and engage with classmates or teachers, as well as access and attempt a variety of English-language exercises (Lizamuddin et al., 2019). One tool that helps in teaching and learning, particularly while learning a language, is MALL. It is the application of mobile technology to the study of languages (Ali & Ahmed, 2021). The use of MALL in language learning significantly enhances learning paradigms such as online, mixed, and hybrid learning that require flexibility, allowing users to study at any time and from any location (Arvanitis & Krystalli, 2021). In addition, another study conducted by Solihin (2021) reported to keep up with the most recent developments in education, the potential to enhance English language learning outcomes, and the application of MALL in the Indonesian context were all positive. Using mobile platforms for English language learning helps L2 learners improve their English proficiency. Learning English as a second or foreign language is aided by mobile applications for L2 learners (Gael & Elmiana, 2021).

In line with the quantitative research on using MALL in learning language showed that they had positive attitudes both teacher and students, had a significant impact on study habits, in listening on TOEIC test, and motivated learning experiences toward implementation of MALL in the classroom (Inggita et al., (2019), Jeong, (2022), Vashist & Thavamani, (2022)). From the research results above, they claimed that MALL has a positive impact on teaching English to improve the student's English skills, especially for senior high school students. The impact of using mobile learning is not only improving the students' learning activity but also can improve the students' English listening skills and improve the student's motivation to learn English.

From the findings of previous studies, we know that using mobile phones as mobile-based self-learning changed the way of learning English. It has a strategy that is called student-centered (Ulwiyah, 2023). However, the research explained the limited exploration of the specific challenges faced by teachers with different degrees of MALL implementation and it does not delve into the specific strategies of smartphone use on the students' study habits which is why this research explored deeply the challenges of MALL and also dug up the strategies to implement MALL in teaching English skills. In teaching English, teachers usually use popular platforms such as Google Forms, Quizizz, Kahoot,

WhatsApp groups, etc. The research on implementing MALL in teaching English has already been done by many researchers either the impact or the use of MALL. In this research, the researcher explored any kind of platform used by the teachers in teaching all English skills. Besides the challenges of using mobile phones in learning, the teacher's strategies also have an important role in conducting the learning process whereas this issue is still limited.

Many learning models are already used in some high schools. In this research, used qualitative research which the researchers investigated to explore the platforms used by the English teachers, the challenges of using MALL, and how the teachers' strategy implements MALL in teaching English skills that was not investigated by the researchers in the previous study using quantitative research. This research was conducted in 5 senior high schools in Jember Regency to know the platforms used by the teachers, the challenges, and the strategies in implementing MALL. This research was conducted to interview 5 English teachers from different senior high schools both state and private schools in Jember Regency who teach in class X and use MALL in their teaching-learning.

1.2 Research Questions

Based on the explanation in the research background, the problems are formed as follows:

1. What platforms are used by the teachers in teaching English skills in senior high schools in Jember?

2. What are the challenges of using MALL for the teachers in teaching English skills in senior high school in Jember?

3. What are the teachers' strategies for MALL implementation in teaching English skills in senior high schools in Jember?

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Mobile-Assisted Language Learning as Teaching Media

2.1.1   Teaching Media in the Learning Process

The most commonly accessible tool for language teachers, teaching media has been utilized for generations to facilitate successful foreign language practice. The media utilized in the learning process and goals can be referred to as learning media (D. Hikmah, 2019). Teaching media is something that we can use to transfer information, it can stimulate attention, interest, and students' thoughts and feelings in learning activities to achieve learning objectives (Andriani, 2022). The media used in the learning process is hoped to facilitate the students to understand the topic that is being discussed in the classroom. Learning media is a tool that can help teachers convey learning material so that children can have an interest and interest in the learning material presented (Wulandari et al., 2023). The creative and innovative media made by teachers will make the students interesting to read. So, at the end of the learning, the students can reach the learning objectives. Hikmah (2019) divided some types of teaching media that are familiar used by the teachers. They are as follows:

1. Visual Media

   Visual media is used through the sense of vision. Visual media can be formed of verbal and non-verbal. Visual verbal usually use pictures that present the idea or learning concepts so that the students easily to get the message while visual non-verbal such as books, comics, maps, etc.

2. Audio Media

   Using audio media makes the students participate in audio form or listening comprehension. Some students can understand reading text when they are listening rather than reading. The audio media that had been used in previous years such as cassette tape, CD (compact disk), and radio. But nowadays, audio media can be recorded on a laptop then the teachers play it in the classroom using speakers. It usually trains the students in their listening comprehension skills.

3. Audio Visual Media

Audiovisual media refers to teaching media using both sight and sound. Audiovisual media contains sound and images such as film, video, and television. In this era, audiovisuals can be taken from YouTube videos. This media will be more interesting for the students because they can watch the film or illustration and listen to the film. So, they can get information or understand the content of the film because of what they see and listen.

4. Multimedia

This media is commonly used nowadays. Using this media, students can be easier to understand because they can use all of the senses (vision, hearing, touching, etc). Examples of multimedia are mobile phones, laptops, internet connections, digital projectors, and PowerPoint presentations.

2.1.2 Technology Media in EFL Context

Using technology media in teaching has become a trend in this digital era. The advancement of technology nowadays grows very fast making the people as net generation which means the generation exposed to the internet. People can find a lot of information on the internet. They can get information from around the world using our gadgets. It allows people to get information faster than they have to go to the bookstore or library to buy or to read books, magazines, or newspapers. Technology is not only for learning but also for communication. The rising availability of new information and communication technologies for students and teachers in classrooms and at home has been closely associated with the promise of using technology to improve students' thinking and problem-solving skills (Pasternak, 2020). Technology offers a variety of chances to make learning more entertaining, interesting, and exciting by presenting the same concepts in different ways such as using other online learning tools, gamifying instruction, and bringing students on virtual field trips (Prayudi et al., 2021). A more individualized learning environment, improved language skills, especially in vocabulary acquisition and listening comprehension, and increased student engagement have been achieved through the use of digital tools and resources in the

classroom (Sari, 2024). Meanwhile, Rintaningrum (2023) found some possible ways to use technology for the learning process. They are:

1. Quiz or test practicing

   We may now find English online quizzes on the internet easily. Even though some of them are not free, the availability of online tests gives additional chances for the English language learners should exercise their proficiency in the four language skills of listening, reading, writing, and speaking.

2. Creating online quiz or test

   The advancement of technology offers options to construct or create online quizzes faster than paper-based tests. Online quiz creators have made it simple for test developers to create new kinds of tests that are different characteristics from paper-based tests.

3. Improving speed in answering questions

   Technology gives the chance to practice more exercises for English language learners in speeding up their responses to questions on online assessments. Students respond to questions faster because they can practice more.

4. Improving test score

   There are various free internet resources available for learning. English language learners can increase their scores by learning from the sources available on the internet. For that reason, learners' skill in English is raised when they study it using technology.

5. Opportunity to master English skills

   Using technology can make the learners practice some language skills such as, by listening to English songs, and they can practice their listening skills. The learners also can improve their speaking by watching movies. They can practice how to pronounce words correctly. The teachers can ask the students to read a certain material and then ask them to summarize it. These activities can improve the student's reading and writing skills.

2.1.3 Mobile-Assisted Language Learning (MALL)

In the 1980s and 1990s, computer-assisted language learning (CALL) gave rise to mobile learning (m-learning) or mobile-assisted language learning

(MALL). Using "personal, portable devices that facilitate learning, emphasizing continuity or spontaneity of access across different contexts of used language," mobile-assisted language learning (MALL) is a method of integrating technology into language instruction (Kukulska-Hulme & Shield, 2008). MALL is one of the technology media that is growing very fast in teaching teaching-learning process at this time. MALL is used among teachers as an alternative learning media that uses advanced technology. Based on the same research conducted by the researchers, showed many English teachers have used mobile phones in their learning process. The use of mobile phones among the students must be utilized to use MALL in the learning process. It is proved that many studies stated that the use of MALL in their teaching-learning process is needed and has a good impact on students in improving their English skills. According to Arvanitis & Krystalli (2021), MALL can be used for some purposes. They are:

1. Improve the students' motivation in learning through the use of technology that is familiar to them such as smartphones, tablets, and laptops.
2. Give the chance to the students to develop their English skills.
3. Encourage the target language used as a communication tool.
4. Facilitate the teaching-learning process in exploring, analyzing, discovering, and choosing activities.
5. Increase any interaction type between real and unreal environments, between not only students in the same classroom but also with the students in other classrooms.
6. Promote interesting learning.

2.1.4 Types of Digital Platforms Used in the EFL Context

The use of mobile phones in the learning process can create interactive learning between the teachers and the students. It is more effective and efficient. According to Herlina & Santoso (2022) stated that mobile platform is a software or program collection that is on a mobile device, the platform expands into various features so everyone can use it easily. The reasons why students like using mobile phones are because they can be used anywhere and at any time, the students can access the learning materials, and the students can improve their communication skills so they become more

8

active. In applying this media, the teachers can use some platforms available on the internet. Several platforms that can be used as follows:

1. WhatsApp

   Nowadays, WhatsApp is more popular among people than any other message service that has the purpose of sending and receiving information. By using WhatsApp, the students can send text, photos, documents, videos, and voice recordings, even then students also can share their position. Teachers and students can create WhatsApp groups which can be used for practicing their English. They can communicate using English in texting or voice note. One piece of technology that can be used in education is the WhatsApp app. WhatsApp can be used to present materials in online education. Teachers can more easily instruct pupils online with the use of WhatsApp. One method that educators can use WhatsApp in the classroom is by conducting autonomous chats. In a dependent conversation, the teacher leads the discussion, but in an independent conversation, students discuss the subject matter with one another while the teacher only observes (Riadi et al., 2021).

2. Google Classroom

   Google Classroom is a platform in the form of an online group or online classroom. On this platform, the teacher can create assignments, quizzes, etc. The students can submit their assignments through this platform. Using Google Classroom allows the teachers to explore the materials anytime they want to share with their students. This Google Classroom application can help strengthen teachers and students in learning and carrying out a deeper learning process. This is because students and teachers can collect assignments, distribute assignments, and grade assignments at home or elsewhere without being bound by time or class time (Herlina & Santoso, 2022).

3. Quizizz

   One of the most engaging learning platforms is Quizizz, which is owned by an Indian educational software firm with 65 million users and teachers in more than 150 countries (Pham, 2022). This platform can assign the test live or assigned as homework by sharing the code so the students can join the game or do the assignment after entering the code. The result of the assignment

can be seen instantly after finishing the game. The majority of students indicated that they felt more motivated to learn the material after using the Quizizz application, which they believed had helped their learning process. A gaming environment and a non-gaming environment can be distinguished by gamification. Students respond differently to instructional gamification (Irwansyah & Izzati, 2021).

4. Duolingo

Duolingo is also a famous platform for language learning. In November 2011, Luis Van Ahn and Severin Hacker founded Duolingo. It is a platform that can be used freely by the students. It makes learning more fun because it combines English skills and games so it can build the students' learning interest. Duolingo combines audiovisual aspects and materials such as vocabulary and grammar. Gamification elements such as leaderboards, games, crowns, leveling up, achievements, live practice, and more truly provide students with a novel approach to studying English on their schedule, at any location. For these reasons, it is evident that one of the most appealing applications for improving or raising students' enthusiasm to learn English on their own is Duolingo (Sari et al., 2022)

5. Ruang Guru

Ruang Guru is one of the Indonesian platforms that is used in the education field. It was created by Adamas Belva Devera and Muhammad Iman Usman in April 2014. Ruang Guru is an education platform that connects students and teachers. It uses a learning management system so the teachers and the students can learn activities online. The positive response to the Ruang Guru application in English learning can be attributed to multiple things. First of all, Ruang Guru offers several intriguing characteristics. Students would receive infographics and animated films in this program, making learning more enjoyable. Second, the tutor has an engaging teaching style. Thirdly, because the content offered by Ruang Guru is based on the Indonesian curriculum, learning through the program might improve their English proficiency score in school (Fatimannisa et al., 2020).

6. Wordwall

This platform was created in 2006 by a secondary teacher in London, UK. Wordwall has the purpose of helping teachers prepare lessons using learning media and fun activities. The platform has 18 features that can be used by teachers in the classroom. The features such as: match up, quiz, random wheel, missing word, anagram, etc. Paksi et al. (2023) found that Students who used Wordwall.net in the classroom were happier and more eager to participate in the learning process.

In this research, the writer does not limit on specific platform used by the teachers. The writer wants to investigate the appropriate platforms that give benefits in teaching English skills, also identify the challenges faced by the teachers in using the platform in teaching English and the teachers' strategies in implementing MALL in the classroom.

2.2 Teaching English Skills Using MALL

Teaching English using MALL can be facilitated through various language-learning apps and platforms. These tools can make the language learning process easier and more engaging for students. Additionally, MALL can help address or reduce potential difficulties in language acquisition. These days, using smartphones and their features—such as apps designed for smartphone use like social media, language learning, utility, and productivity apps—is another aspect of implementing MALL (Amalia, 2023). As new technologies develop, MALL apps are becoming more sophisticated, offering many features to support language learning. These applications make use of mobile devices to facilitate informal, outside-of-classroom learning. Opportunities for learning outside the classroom are made possible by mobile learning, which offers a high degree of authenticity and mobility (Gou, 2023). However, it's important to note that tracking learners' interactions with mobile learning can be challenging due to the ownership of these devices. Therefore, it's essential to ensure that the platform's usage promotes self-directed learning, which is crucial for long-term informal language learning to succeed.

In addition to apps, MALL can also involve mobile game-based learning, which is effective in engaging students and supporting their language learning process. Gamification is currently a trendy term in EFL studies which is used to describe a wide variety of games introduced into the classroom (Reynolds & Taylor, 2020). In teaching English using MALL, the teacher should first select appropriate language learning apps

and platforms that align with the learning objectives and the student's proficiency levels. The teacher should guide students on how to effectively use these apps and provide support in navigating the features and content available. Additionally, the teacher should encourage students to engage in self-directed learning and take advantage of the flexibility and accessibility that MALL offers.

2.2.1 Teaching Reading Skills Using MALL

To teach reading using MALL, teachers can utilize various platforms and platforms to enhance the reading experience for students. For example, instructors can use platforms like WhatsApp (WA) for sending reading assignments with voice recording capabilities. Additionally, platforms like Google Meet can be used for face-to-face interactions to convey reading skills and materials. Furthermore, teachers should optimize platforms that align with the material being taught and create an interactive learning environment to increase students' interest. MALL can also be used to facilitate independent study, allowing students to access reading materials and resources at their convenience. Hardyansyah (2021) in his research found that due to its adaptability, MALL in reading classes is very easy to use and comes near to suiting the meaning. If there is an internet connection, MALL can be utilized at any time and from any location. Students can use it for academic purposes and independent study. Finding the main points, specific information, reference terms, and the meaning of words given in the text is made much easier for students by the availability of reading models and approaches. Of these, MALL strategies can assist students in becoming proficient readers (Juniarta et al., 2020). According to Idami et al. (2022), student's interest and willingness to read are increased when the conventional book-based learning technique is replaced with electronic books. Students will feel more at ease and liberated using e-books since they can find reading material that they can modify to suit their preferences.

2.2.2 Teaching Listening Skills Using MALL

The most important aspect of language education, particularly for those learning English as a second language, is listening. The capacity to translate meaning through analysis and interpretation by comparing what is heard with prior knowledge is known as listening. It is crucial to learning English since the first language mode of acquisition is receptive, meaning that people acquire the language

by listening to lectures, radio, television, and conversations in the community. By using MALL as listening media, the teachers can play recordings and YouTube videos and ask the students to listen and then find the information they have heard. Athoillah & Serang (2022) found that students' listening abilities are greatly influenced. Obtaining proficiency in listening skills includes recognizing intonation and stress, discriminating phoneme discrimination, understanding the meaning of words and sentences, reacting to interpersonal or transactional speech, and responding to monologue discourse. Users can learn English on their own with the help of the online English listening test app. It has many features that make listening entertaining and engaging (A. E. Handayani & Izzah, 2020). In addition, Nabilou et al. (2021) stated that listening is something that human beings are involved with everywhere and every time; therefore, improving this skill also needs a tool such as a mobile phone which can be taken everywhere at any time. Hadi et al. (2021) claimed that one of the applications that can be used for listening exercises is ELLO (English Listening Lesson Library Online). The advantages of using it to improve listening skills for students. These are the following advantages or strengths:

1. This makes students more enjoyable to listen while they can use their mobile phone as an educational tool.

2. Enhancing student's mood while learning to listen.

3. They can increase their listening experience by using apps.

4. It makes listening easier and more enjoyable

2.2.3 Teaching Speaking Skills Using MALL

Speaking is a process in which the speaker and the listener communicate directly or verbally using either words or gestures. Speaking turns into an important aspect of the communication process. It is employed to express feelings, ideas, and thoughts. Athoillah & Serang (2022) stated four functions in the Talk English app, and each one serves a purpose. Listen, Quiz, Practice, and Record are among the features. 1) Listen to Feature: Students can hear the dialogue offered on a variety of topics. Two models contribute to each conversation, which also includes the text. 2) The quiz feature is designed to help students understand the listening exercises they are doing. There are multiple-choice questions on the test. 3) Practice Feature: By selecting one of the supplied role models, students can practice the dialogue. Thus, the Talk English Platform improves students' pronunciation expertise in

addition to their speaking and listening abilities. 4) Record Feature: By selecting one of the models in the given dialogue, students can record their sounds and act as role models.

Since the learning experience on mobile phones is so unique, students can interact, engage, and make decisions directly with their community groups (Raj & Baisel, 2022). In addition, (Hikmah et al., 2023) stated that speaking in front of large crowds of people makes pupils feel nervous and timid, which makes it the hardest skill for them to acquire. When speaking English, students worry about a variety of things, including a lack of vocabulary, incorrect pronunciation, improper grammar, accuracy issues, and fluency issues. It was recommended that MALL enhance students' speaking abilities to solve the issue. To get better at speaking, students can communicate with friends, classmates, teachers, and even native speakers using Skype, MSM Messenger, Google Talk (which was utilized for online conferences), and other apps. It has been demonstrated that these instructional strategies improve students' oral proficiency and make up for their deficiencies (Eshankulovna, 2021).

2.2.4 Teaching Writing Skills Using MALL

Perin (2007) explained that writing is a skill that depends on the student's knowledge and is used to present an opinion with evidence. EFL students can express their thoughts and opinions in writing along with specific details as part of their writing skills. Teaching writing using MALL can be done by the teachers to help students improve their writing skills. The teachers can use WhatsApp group discussions, so the students can practice their writing on this platform. Sari et al. (2021) found that The findings and analysis signify that MALL integration into writing class has helped students improve writing skill improvement. One of the platforms that can be used is *Busuu* (a mobile language learning application offering twelve different languages including English). It was used in the teaching and learning process, students completed exercises on the platform that were related to their studies. They also engaged in peer assessment by assessing the essay writing of their peers (Linuwih & Winardi, 2020). To help pre-service teachers maximize their potential and competencies in gaining linguistic competencies, critical thinking abilities, creativity, and classroom interactions, mob apps are used in the teaching of writing skills in English as a second language (Haerazi et al., 2020).

14

2.3 Teachers' Instruction in Conducting MALL

Teachers are occasionally taken away by how greatly providing students with clear instructions might impact their success in the classroom. Students can interact with the content more successfully and consequently have more fruitful experiences when they are provided with clear instructions**.** Chilcoat & Stahl (1986) stated some functions of giving clear direction should:

1. State the learning objectives involving students with particular tasks so that they can understand what is to be done

2. Extend and relate previously learned materials.

3. Explain to the students the criteria and guidelines that must be followed to set expectations for how a learning task should continue and be completed.

4. Clearly define, describe, illustrate, demonstrate, and list the steps of meaning and relationship of important concepts, processes, ideas, activities, potential difficulties, etc. to organize learning tasks in a sequence of subordinate skills.

5. Check the students' understanding by asking specific questions to clarify the meaning.

6. On completion of introduction, presentation, and assessment for the student's comprehension.

Meanwhile, Jessica & Santoso (2022) claimed that stating instructions clearly and requesting that students repeat them. For instance, when a teacher offers instructions, they should be understandable to the students, unless they are unable to decipher the description of what they are supposed to perform. To ensure that students do not lose points, it is also vital to reiterate the instructions that have already been given. This will help them quickly assess the material before going on to the following session. Barile (2001) stated several steps to ensure the students understand instructions and can complete the assignment, they are using clear and clear language, repeating instructions, elaborating on the task's goal, ensuring that students comprehend, employing the proper tone, outlining the details, giving an example, and dividing the work into manageable portions. From the explanation, we can conclude that giving clear instructions to the students can make the students complete in doing the assignment given by the teachers.

In addition, Isnaeni et al. (2022) reported that establishing design criteria is crucial when implementing MALL for classroom instruction. These are as follows:

a. The use of a genre-based approach in English classes will enable mobile learning to address and surpass curriculum-established learning objectives.

b. The time allotted for mobile learning—two periods of forty-five minutes—should be accommodated and met.

c. Students should be more motivated to learn English if mobile learning is used.

d. Including mobile learning ought to make group learning easier.

e. To facilitate flexibility in learning with camera functionality and video playback, mobile learning should make use of portable devices.

f. A high-speed internet connection and technical equipment should be available at the school.

2.4 The advantages and disadvantages of using MALL

The implementation of MALL in teaching English skills can help the teachers not only to transfer information, and knowledge but also make the students develop their understanding independently. However, the implementation of MALL has advantages and disadvantages. Honarzad (2019) stated that there are some advantages of using MALL such as the students will not lose their work, students can easily access their data anywhere and anytime, they can get any information from the internet, they can interact with the teachers, friends, experts in synchronous or asynchronous format, learning can be embedded in their daily life. While Mohammadi (2020) stated that language and culture are inseparable, MALL offers many benefits, including flexibility, low costs, learner-centeredness, privacy, and the ability to use mobile devices to make learning more comfortable and space-independent. MALL can also help language learners develop their L2 skills and intercultural understanding.

Besides the advantages of using MALL, it also has disadvantages, they are mobile learning involves a high chance of cheating, rapid fading of ideas and contents, limited audio-visual contact, a small keyboard, limitations on the length of messages and data storage, and a small screen that makes it difficult to read. Additionally, MALL makes language learners feel culturally opposed (Mohammadi, 2020). Furthermore, Vemula (2020) stated that the use of MALL through a mobile has various disadvantages such as a small screen, reading problems on such a small screen, especially for the visually impaired, limitations on multimedia depending on the hardware of the mobile such as less RAM and ROM, many of mobiles are not designed for educational purposes, only a few are designed which are very expensive for the poor to buy.

16

2.5 The Challenges of MALL in Teaching English Skills

The challenges of implementing MALL in Indonesian English instruction are influenced by teachers, students, mobile devices, and applications. In addition to the conditions in Indonesian regions, there are also challenges on cultural or ethical concerns. According to Solihin (2021), there were some challenges in implementing MALL, especially in Indonesia, they are:

1. Challenges for teachers

   Many teachers who have employed conventional pedagogical approaches in their instruction might encounter difficulties when attempting to shift towards MALL-centered contemporary foreign language teaching. Inexperienced instructors regarding mobile devices or software applications could also face this challenge.

2. Challenges for students

   Using MALL might present some difficulties for students. At first, students might not have the necessary skills to use those apps and gadgets and connect learning activities to them. Moreover, unregulated access to information through mobile devices and applications may divert students' focus away from their academic pursuits. Students may find it difficult to resist their impulsive tendencies to engage in activities with their devices that are not essential, such as accessing games, they may squander valuable time engaging in conversations, updating their social media statuses, and commenting on others' posts, which may or may not be relevant or significant to their language learning.

3. Cultural and Ethical challenges

   Some individuals exhibit hesitancy in utilizing technological apparatuses as a consequence of their deficiency in requisite competencies or cognizance. Consequently, individuals tend to refrain from engaging with contemporary gadgets. In select Indonesian English courses, an occurrence of this sort has established a distinctive "culture." Within this cultural context, certain parents and educational institutions even impose restrictions upon students, prohibiting the presence of cellular phones on school premises due to the potential for disruption. These matters possess the capacity to impose constraints on the utilization of Mobile-Assisted Language Learning (MALL) within English

classes.

Ethical considerations that pertain to the realm of Information and Communication Technology (ICT), particularly in MALL, are intricately intertwined. Individuals who are concerned about ethical matters argue that employing MALL is like wielding a double-edged weapon. MALL holds the potential to enhance the process of language instruction and the outcomes of language learning; however, it also entails some unfavorable ethical implications. For instance, students may divulge private or personal information to the general public, children possessing more advanced mobile devices may engage in the mistreatment of others using outdated versions, and the students' unrestricted access to the internet may compel them to peruse pornographic content.

4. Challenges related to the mobile devices and applications

The efficacy of MALL in foreign language instruction and learning could be impeded by the inherent difficulties associated with mobile devices and applications themselves. One such challenge arises from the dimensions of the smartphone screen. Different students may utilize phones with varying screen sizes, introducing an additional complication. Moreover, the quality of audiovisual input is an issue that may be limited for certain students. Particularly, those with hearing impairments could encounter obstacles in employing such gadgets in this context. Additionally, the smaller keyboard for data input represents another constraint. Given that the screen might not always correspond to their fingertips, both students and instructors could face challenges in accurately inputting a predetermined number of words within a specified timeframe in the educational setting.

5. Challenges on the condition of some regions in Indonesia

The acquisition of a vast majority of mobile gadgets proves to be a costly endeavor. In certain instances, Indonesian students may find themselves unable to financially support the purchase of a smartphone. Moreover, specific software necessitates the presence of a continuous internet connection and regular updates. Several regions continue to lack access to the internet or even a supply of electricity. The procurement of a robust internet connection within educational institutions must be deemed "excellent" in terms of quality. Any deficiency in this regard would compel teachers and students alike to depend

solely on the offline functionalities of their mobile devices and applications to engage in the acquisition of the English language.

Meanwhile, other challenges such as user interaction create the mobile learning scenario. This can occasionally happen while entering into a system with a unique password. To protect privacy, the URL a user uses to log in should be secure. Mobility alone does not ensure that pupils will learn in the classroom because it is easy for them to get involved in extracurricular activities. When learners' social and personal spaces are threatened by excessive mobile learning integration into formal education, it might lead to an issue of informality as they stop using technology for learning, Two other crucial factors are the duration of information distribution and the amount of interaction (Çakmak, 2019).

In addition, Rintaningrum (2023) found There are eight main problems associated with using technology to learn English, and they are:

1. Type of technology, a teacher has to spend longer time checking the students' assignments.
2. Class size, a larger number of students in the class causes a longer time for the teacher to assess the students.
3. Cost, it is expensive, and not every student can afford it except it is available at schools.
4. Access, not all the platforms or sources can be accessed freely.
5. Time, limited time to learn the newest technology and workload.
6. Age, the teachers think that they are too old to learn a new technology.
7. Ability, some teachers feel that they lack of ability to use technology.
8. Availability, lack of facilities that are available at schools.
9. Teaching overload, numbers of class that must be taught by the teachers.
10. With the rapid development of technology, teachers can't follow the fast growth of technology

2.6 Strategy in Implementing MALL

Implementing MALL in teaching English skills, the teachers use some strategies. According to Çakmak (2019) stated it is possible to distinguish three design dimensions: mobile interface design, environmental design, and process design. The process design, which is the first dimension, outlines the procedure for enlisting and involving learners in mobile learning. The activities in this step such as expected

results must be specified explicitly when creating a mobile learning process for an activity so that students understand their responsibilities when using the m-learning activity or content. The task needs to take into account various learning styles and incorporate data searching, testing, learning consolidation, introspection, and skill building. Immediate, positive feedback ought to be integrated into the curriculum of instruction. It is important to incorporate active learning strategies into programs that let students absorb knowledge through various data visualization formats.

The significance of context and content is emphasized by the second component, environmental design. In this step, the teachers can do the following activities mobility refers to the ability to be connected at all times and places. Users engage in m-learning in different ways depending on the mobile device they use. For instance, an adolescent may use a Facebook device. The content must be delivered in bite-sized chunks and supported by relevant media types. "Connectivity" is the ability to access wireless networks via local area networks (LANs) or mobile phone networks. This allows for the delivery of learning resources. The design of the mobile interface is the third dimension. Presentation modes in mobile learning might be multimodal, visual, aural, or spoken. Solihin (2021) claimed that the possibilities of MALL within the Indonesian environment were Major cities and towns have access to the internet; educators and students can use free resources and applications for teaching and learning English through mobile devices and apps; the government can help by creating laws and providing funding for the implementation of MALL; educators and students can help by constantly trying to understand and improve their skills in using apps and mobile devices; and other stakeholders can help by providing support in the community and at home. Meanwhile, according to Rintaningrum (2023), A clear goal is important, changing the mindsets of technology users, and promoting the values of using technology for work activities as part of lifelong learning are some strategies that can be used to overcome challenges in integrating technology in the teaching and learning of English. Technology integration training for teachers is one such strategy. Another is promoting the potential benefits of using technology for work activities, such as how using technology helps teachers stay current, promote their future careers, and improve knowledge and skills as well as their confidence. Teachers must always be learning, especially when it comes to picking up new skills and using technology in the classroom to foster a culture of lifelong learning.

CHAPTER III
RESEARCH METHOD

3.1 Research Design

The research is a qualitative research approach and it used a case study design. According to Schoch (2020) stated that case study research involves a thorough and in-depth examination of a specific incident, circumstance, group, or social unit. Meanwhile, Creswell & Creswell (2018) defined that an in-depth analysis of a case—typically a program, event, activity, process, or one or more people—is developed by the researcher using the case study design of inquiry, which is used in many domains, including evaluation. An empirical investigation that looks at a phenomenon in its actual setting is called a case study (Yin, 2018).

The research used a multiple case study which purpose is to explore at several examples of phenomenon in order to improve comprehension and theory development (Yin, 2014). This method gave researcher a deeper and more complex grasp of the topic by enabling them to examine both similarities and differences between cases. The purposes of this study are to explore the suitable platforms that can be used in teaching English skills, the challenges in implementing MALL in teaching English skills, and the strategies how to implement MALL in teaching English skills encountered by 5 English teachers of 5 different senior high schools in Jember regency through their activities in teaching English skills using MALL.

3.2 Research Setting and Participants

The research uses purposive random sampling to get participants. Purposive random sampling is a technique for sampling data sources using certain criteria. This particular consideration is for example people who are considered to know best about what we expect (Abdussamad, 2021).

The researcher explores the object/social situation being studied. The criteria of the participants are as follows:

1. The teachers are the English teachers of senior high schools in Jember Regency
2. The teachers have at least 3 years teaching experience.
3. The teachers are familiar with learning platforms.
4. The teachers have ever used MALL in their teaching activity.
5. The teachers teach in schools that are equipped with internet access.

The participants of the research are the tenth-grade English teachers in the senior high school of Jember Regency who use mobile phones in teaching English. The participants are 5 English teachers from 5 state or private senior high schools in Jember Regency.

3.3 Data and Source of Data

Data was taken from the interview. The researcher interviewed the teachers who used MALL in teaching English in the classroom. Edwards & Holland (2013) stated that qualitative research interview was a form of research method that can vary in structure from structured to unstructured, offering different levels of flexibility. They involved interactive dialogue, thematic or narrative approaches, and the co-production of knowledge. These interviews were considered social and learning events for both the interviewer and interviewee. In this research, the researcher used semi-structured interviews since they had a set of open-ended questions that were based on the subjects the researcher wanted to discuss. Respondents to open-ended inquiries must compose an answer in their own words and provide it either orally or in writing (Symoneaux & Galmarini, 2014).

3.4 Data Collection Technique and Instruments

The interview was done by the writer to get the participants' stories of their experiences. Before the interviews, the participants and the writer talked about the goals of the study and the research questions. The researcher employed interview guidelines that were derived from the study's objectives. The instrument was adapted from Rintaningrum (2023). The instrument of the interview adapts the previous research which has similar research questions, they are 16 items on the using digital media used by the teachers, 16 items on the challenges faced by the teachers, and 12 items on the strategies to overcome the challenges in implementing MALL. In addition, Puji Widodo (2014) stated that language teachers use interviews as a professional development technique to do research that looks at classroom reality based on teacher stories. These methodological considerations included:

1. Listening to talking data

   This process, the researcher listened to the recording to understand the main points, identify emerging findings, and connect the data to research questions.

2. Shaping talking data

The researcher presented verbal data in written form, which depends on the methodological orientation and research questions being addressed.

3. Communicating talking data with an interpretative intent

In this phase, the researcher involved presenting verbal data in a methodologically sound manner and interpreted them to convey the inner voices of research participants naturally and credibly.

4. Reproducing or reconstructing talking data

The researcher reproduced or reconstructed talking data involved transforming verbal data into written form and organized them based on the research focus.

5. Building data credibility

This phase involved establishing the trustworthiness and reliability of the research findings through various methods. In this research, the researcher used member checking.

3.5 Research Procedure

According to Yin (2014), the research procedures are as follows :

1. Plan: Identify the research objectives.

The researcher identified the elements that determine or contribute to the phenomenon's occurrence by making research objectives to investigate the platforms used in teaching English skills, the challenges and strategies of MALL implementation of senior high school teachers in Jember Regency.

2. Design: Identify the research design.

The methods, techniques, and case study selection process should all be specified in the case study design. In this research, the researcher used multiple case study design.

3. Prepare: Data preparation and collection.

In this step, the researcher prepared an interview guide and contacted the participants to carry out the interviews.

4. Analyze: Analysis of the cases

In this phase, the researcher identified and classified the data from every case study. This research used thematic analysis to analyse data.

5. Report: Elaboration of report

At this stage, the researcher made a written report of the findings of the research that had been conducted.

3.6 Data Analysis Technique

Thematic analysis is the data analysis method used in this study. The process of finding, examining, and summarizing patterns (themes) in data is known as thematic analysis. It explains your data set in (rich) detail and minimally organizes it (Braun & Clarke, 2006). In this research, the process of thematic analysis was done in six phases, they were:

1. Familiarizing yourself with your data

At this stage, the researcher listened to the recorded interview and then transcribed the raw data from the recording into transcribed data in form of the verbatim English transcriptions.

2. Generating initial codes

In exploring the field texts, the researcher began with the coding processes, which involved attending to field texts in detail and then extracting the essence to capture tentative ideas for codes, issues, and visible themes.

3. Searching for themes

The researcher identified themes, collected, combined, refined, and incorporated the codes into possible themes and sub-themes that were related to the research questions and literature.

4. Reviewing themes

In this phase, the researcher examined and improved upon throughout to ensure their sufficiency, genuineness, and reliability. Links and relationships between topics were displayed in the thematic map created at this step.

5. Defining and naming themes

The researcher defined and further developed the themes in this phase through a comprehensive review to determine the substance of each theme that was relevant to the research questions.

6. Producing the report

In writing a scholarly report during this phase, the researcher entailed interpreting many details found in the field texts and providing a clear, concise summary of the findings.

3.7 Trustworthiness

The researcher employed qualitative validity when verifying data, which entailed using specific processes to ensure that the findings were accurate (Creswell & Creswell, 2018). By returning the final report or particular descriptions or themes to participants and asking them if they believed they were correct, this study employed member checking to assess the accuracy of the qualitative findings. In the verification of members, the member check interview was a more participatory approach to member checking. The first interview's transcript highlights the second interview, where the researcher concentrated on verifying, modifying, and confirming the interview transcript (Birt et al., 2016). In this phase, the researcher did the second interview to the participants. The participants verified, modified and confirmed the interview transcripts. The instrument of the interview was adapted from previous research with similar research questions (Rintaningrum, 2023).
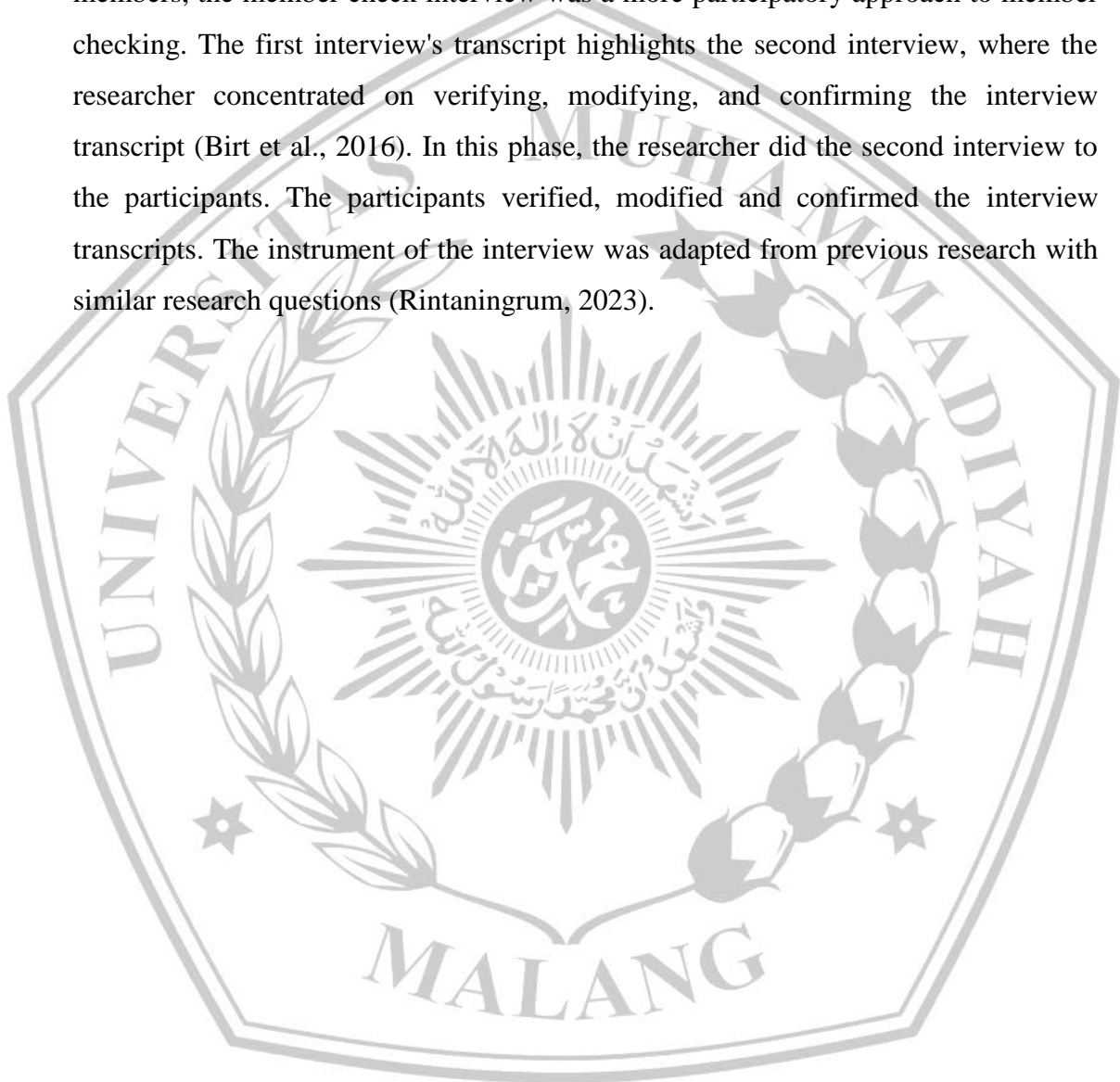
CHAPTER IV
RESEARCH FINDINGS

In this chapter, the researcher presents the results of integrating Mobile-Assisted Language Learning (MALL) in teaching EFL at senior high schools in Jember Regency. The interviews were carried out in May and June 2024. The research participants in this study were five English teachers from five different schools. Three teachers from state schools and two teachers from private schools were being interviewed. The objectives of this research were to investigate platforms used by teachers in teaching English skills in senior high schools in Jember, the challenges of using MALL for teachers in teaching English skills, and the teachers' strategies for MALL implementation in teaching English skills in senior high schools in Jember. They were Mrs. EW from SMA Negri 5 Jember, Mrs. IW from SMA Negri Arjasa, Jember, Mrs. ED from SMAK Santo Paulus, Jember, Mr. SB from SMA Al Ghozali, Jember, and Mr. LY from SMA Negri 2 Jember.

4.1 Platforms Used by the Teachers in Teaching English Skills

The interview started by asking about teachers' experiences of using mobile phones in teaching English. Most of the participants had already used mobile phones in the learning process. The result showed that the participants had used mobile phones in teaching English especially when the students submitted their assignments and did tests. The participants had used a mobile phone in teaching English since the pandemic covid-19. They used it for sending materials to her students and giving assignments. The activities of her learning process using mobile phones in her school made her enjoy teaching English using mobile phones. Meanwhile, other participants said that she had already used a mobile phone before the pandemic. She used it for assessing the students using the Learning Management System (LMS) then she continued using mobile phones for teaching other English skills, creating interactive learning through playing online games, and also for submitting the students' assignments. Meanwhile, other participants thought that using mobile phones in teaching English could improve the student's motivation. In using MALL, the teachers needed preparation before they implemented it in the classroom. The preparation was needed to make sure that it could be done very well and smoothly.

4.1.1 The Platforms Used in Teaching the Receptive Skills

4.1.1.1 Platforms for Teaching Reading Skills

A few platforms were employed in the MALL reading instruction process. The results of this study demonstrate how the Mobile-Assisted Language Learning which teachers and students use throughout the learning process is used to implement English language instruction. A smartphone is a mobile device utilized in this lesson.

a. Google Browser

Excerpt 1

> Mrs. EW: "In teaching reading, I will ask the students to find the idea from the internet and then after that, I will discuss it with them and then ask them to browse more information about the material. So in teaching this skill, I used Google to browse the material". (EW/MI/June 5th, 2024)

In teaching reading, the teacher used the Google browser. She asked for the article or the text from the internet using Google browser. After the students were given a certain topic then the teacher asked them to explore using Google browser to find other sources. Then, she discussed it with the students.

b. BBC and VOA Learning English

Excerpt 2

> Mrs. ED: "For reading, I use the website included as a platform. I mostly use VOA Learning English and then BBC Learning English, and then Britannica. If I'm not mistaken, English tips for you. I also uploaded the reading text to Google Drive and asked the students to download or read it during class". (ED/MI/May 30th, 2024)

The teacher used some platforms in teaching reading skills. She used VOA learning English contained many texts or articles that can be used by the students to read and understand the content of the text. Besides, she also used BBC Learning English and Britannica for reading practices. She also uploaded the text onto her Google Drive and she sent her students a link then she asked the students to read or even to download what would be discussed in reading class.

c. Newsela

Different from her, other participants used Newsela. It is because these platforms provide authentic materials that are suitable with the students.

Excerpt 3

> Mr. SB: "In reading, I only choose one platform. It is Newsela". (SB/MI/June 4th, 2024)

Meanwhile, the other participants used different platforms in teaching Reading. He used Google site.

d. Google Sites

Excerpt 4

> Mr. LY: "I usually go with the applications available at Google because Google already provided us with a lot of applications that we can use. For example, I've been developing my Google site where students can easily access the site. Well, it's like our own website but in a simple version. And there, I attach the materials for them so that they can pace themselves while doing the reading activities. They can read everything at home and then discuss everything later in class". (LY/MI/June 7th, 2024)

The use of Google site in teaching reading, he thought that it was like his own website. So, he could upload the materials such as reading text and it could be accessed by the students. They could read the materials both in the classroom and everywhere then they discussed it in the classroom with the teacher. The data shows that integrating MALL for teaching reading skills can use several platforms such as Google Browser, Google Sites, and Google Drive. Newsela, BBC Learning English, VOA Learning English, and Britannica. Those platforms provide reading material that can be used in reading activities.

4.1.1.2 The Platforms Used in Teaching Listening

Teaching listening in the classroom using MALL can use many various platforms containing recordings that can be played in the classroom or the students can listen by themselves using their devices.

a. TED-Ed

Excerpt 5

> Mrs. EW: "I have one release with Kangguru. id. And then I also find maybe some media from YouTube. I also find the media on TED-Ed". (EW/MI/June 5th, 2024)

While other participants explained the platforms used in teaching listening.

b. YouTube

Excerpt 6

> Mrs. IW: "I usually use Gift Feed for downloading the video from YouTube or maybe downloading the listening test from YouTube. And then I share the link with the students". (IW/MI/June 4th, 2024)

After finding suitable content from YouTube, then she downloaded the video or

recording to be played in the classroom. She also asked the students to listen to the English listening exercise from their mobile phones by sharing the link with the students. Then the students clicked the link from her and they listened to the video from YouTube while they did the exercise.

Excerpt 7

> Mr. LY: "I use YouTube because YouTube is the only one, I guess, students are really familiar with. And we can easily ask students to go and find YouTube and when I go with the link, they can easily spend time doing the listening activity". (LY/MI/June 7th, 2024)

Same as the previous participant, the teacher also used YouTube to teach listening. It was because almost all his students were familiar with this platform. He shared the YouTube link and asked the students to listen to it.

c. Nearpod

Excerpt 8

> Mrs. ED: "Actually, yes, it's similar to a platform used for reading because VOA Learning English has listened to and BBC has also. But I add more one platform, TED. It can be TED Kids because the students of the SMAK level are intermediate. So I use TED Kids or TED Talks sometimes. And I also use Cambridge Listening Extra. Three times, I used Nearpod for listening as well as its task". (ED/MI/May 30th, 2024)

The teacher used the same platforms which she used in teaching reading. The platforms not only provided reading materials but also provided listening material. Besides those platforms, she also used TED, Cambridge Listening Extra, and Nearpod although she used only a few times.

d. Podcast

Excerpt 9

> Mr. SB: "I really like teaching listening because it can engage my students' motivation to join my classroom activities. Usually, I use some podcasts and I play the podcast in my classroom and I ask my students to listen carefully to what the podcast is talking about. So I think that by using podcasts, teaching listening is more fun. Sometimes I use YouTube, but for listening mostly, I use podcasts". (SB/MI/June 4th, 2024)

Besides using YouTube, the teacher used Podcasts. It was very popular among the students so the listening class was more fun. Teaching listening was one of his favorite skills. Using podcasts in teaching listening could engage the students' motivation. He instructed the students to listen to the podcast then they discussed what they had

listened to. In teaching listening, the teachers can use some platforms such as YouTube, TED, VOA, and BBC Learning English, Nearpod dan also Podcast. The platforms contain videos or recordings from native speakers that can be used to train students in learning listening.

4.1.2   The Platforms Used in Teaching the Productive Skills

4.1.2.1 The Platforms for Teaching Speaking

Speaking is an active activity. Teaching speaking can be integrated using MALL. The following study result is the platforms used to teach speaking.

a. Zoom

Excerpt 10

> Mr. LY: "For speaking, actually I go with medias like Zoom and I tried once by using Webex or other stuff but I believe that so far Zoom is quite really good compared to other things. I can go and talk to them live or I split them into breakout rooms and I can easily monitor what happened to their activities. And what was important is I can actually interact by still looking at them although we may not physically meet. I always love to make projects. I always, always love to ask them to show me the proof in the form of video because when I ask them to go with pictures, we can easily make up the pictures but when the video, we can easily assess the student's ability using vlog or TikTok". (LY/MI/June 7th, 2024)

The teacher usually used Zoom in teaching speaking. The teacher gave the topic and the students discussed it using this platform. It is provided with the breakout room facility so he can split the students into the group to discuss the topic. The teacher is also asked the students to make vlogs and upload them to TikTok for speaking projects.

b. HelloTalk

Excerpt 11

> Mr. SB: "In speaking, still the same like I use YouTube and also like HelloTalk and I use like Duolingo to at least to make my students practice their speaking. Because my students here usually is good at grammar, but not really good at speaking. I also ask them to record their speaking by using voice notes and ask them to send the voice notes to my VR using WhatsApp". (SB/MI/June 4th, 2024)

The teacher used not only YouTube but also Hello Talk and Duolingo which provided a global community to practice the students' speaking ability. There, the students can practice with native speakers worldwide. The teacher also used voice notes to record their speaking practice using the WA application.

c. Google Drive

Excerpt 12

> Mrs. EW: "Teaching speaking, I like the students to produce something in their speaking. I don't like to let the students only to perform in front of the class. Usually, I want everybody to submit in my drive, but unfortunately, my drive is not enough. So, the problem is solved by uploading in YouTube and then they just submit the link in my drive". (EW/MI/June 5th, 2024)

Excerpt 13

> Mrs. ED: "I haven't found any application for speaking activity yet. Actually for speaking, sometimes I ask them to make a dialogue or make a roleplay or drama and then they have to record it and then they can upload it to Google Drive or to YouTube and then they share the link. Or sometimes I ask them to upload it to Instagram so I can see their work on Instagram and then I can click the button "love" and I have a score". (ED/MI/May 30th, 2024)

Both teachers used the same platforms in teaching speaking, they used Google Drive and YouTube. The teachers asked the students to record their speaking practice in the form of a video then they were asked to upload it onto Google Drive and share the link to the teachers. The teachers could watch the students' videos by clicking the link. The teachers also asked the students to upload their videos onto YouTube and then share the link to the teachers.

d. WhatsApp

Excerpt 14

> Mrs. IW: "WA, an interesting platform that I asked my students to use. For example, when teaching explanation in the second grade or the eleventh grade of Senior High School, there is an animation and then I asked my students to record their voice explaining the animation. But I also asked them to give the name so that I know who is speaking right now. So, it will make it easier for me to take the score from them". (IW/MI/June 4th, 2024)

Similar to Mr. SB, the teacher also used the WA application by asking her students to record their voices. The students were asked to practice their speaking skills by recording their ideas on a certain topic given by the teacher. By recording their voice, the teacher could score the students' speaking skills. The result of the research shows some platforms that can be used in teaching speaking. They are Zoom, TikTok, YouTube, Hallo Talk, Duolingo, and Google Drive to upload the students' speaking practice. The teacher also used Instagram and a voice recorder in the WA application.

4.1.2.2 The Platforms Used in Teaching Writing

Writing is a productive skill, meaning that students must create work throughout writing assignments. In teaching writing, the teacher used platforms that facilitated the students to produce ideas in written form.

a. WhatsApp and Instagram

Excerpt 15

> Mrs. IW: "Not yet, but sometimes I ask the students to comment on the topic I shared on WAG or sometimes I post a video or theme on Instagram then I ask them to give a response or comment". (IW/MI/June 4th, 2024)

The use of WAG (WhatsApp Group) and Instagram could encourage the students to write their ideas. The teacher posted a certain topic that would be discussed on the platform. The students typed their ideas based on the topic given then the teacher responded to their writing. The teachers also gave feedback on the students' writing. Besides WAG, the teacher also used Instagram to teach writing. The teacher posted a video and then asked the students to comment. Besides, the teacher responded to the student's writing, and the students could respond to each other.

b. Google Products

Excerpt 16

> Mrs. ED: "I used many Google products such as Google Docs, Google Slides, and Google Classroom, but what else? Instagram, Sometimes, I used Jamboard too". (ED/MI/May 30th, 2024)

The teacher used Google Docs, Google Slides, and Google Classroom to train the students in writing class. The teachers shared materials on that platform and asked the students to respond or commend by writing their ideas. Similar to previous participants the teacher used Instagram in teaching writing. She also used Jamboard which is a digital whiteboard that lets the students collaborate with other applications. Using Jamboard, the students could write and draw.

c. Hemingway Editor

Excerpt 17

> Mr. SB: "I think most of the teachers use Grammarly, but I use Hemingway Editor. I ask my students to write, for example, to write their best experience. It is usually called re-contextual. And then I check the content and also the grammar by using Hemingway Editor. So I copy and paste my student's writing to Hemingway and then it will show how many mistakes the students have". (SB/MI/June 4th, 2024)

The teacher used Hemingway editor because it could highlight the length and the common errors in the sentences. These platforms could identify the sentences that might be shortened or split them. It also identified whether the sentences were categorized as dense and complicated. The problem could make the reader difficult to understand so the platform suggested editing.

d. Facebook

Excerpt 18

> Mr. LY: "I go with the old applications like Facebook and stuff where you can easily write everything on your wall. And I try to ask my students to create their own Facebook accounts and write there on a weekly or daily basis. So they write and they post and then we can easily make corrections when necessary. I also like the WhatsApp group and other chat media, it's available 24 hours a day. So I can easily reply to my students' comments or questions outside the learning time at school". (LY/MI/June 7th, 2024)

Mr. LY used Facebook in teaching writing. He asked the students to write their idea or sometimes their feelings on their Facebook accounts. Then, he would check his students' writing. He also used WhatsApp groups that could be used anytime. He could share materials and ask the students to respond by typing their ideas on WAG.

4.1.3 The Platforms Used for Giving Assignments and Assessment

These days, implementing MALL also entails using cell phones and all of their characteristics, including the apps that have been developed for use in assigning and evaluating assignments on smartphones.

a. Google Form

Excerpt 19

> Mrs. EW: "I use Google form and I use a school application. This is a local application by the school. It is also used by the school for having the summative test. Once in a while, maybe I just test the students by giving post-tests in the form of quizzes". (EW/MI/June 5th, 2024)

Google Forms was the popular platform among the teachers for assignments. The teacher used it for giving her students assignments or tests. She also used her school application which was always used for summative tests.

b. Kahoot! And Quizizz

Excerpt 20

> Mr. ED: "For interactive assessment, I use Kahoot, Quizizz, and Google Form". (ED/MI/May 30th, 2024)

Besides Google Forms, the teacher also used other platforms such as Kahoot and Quizizz. This is because the platform could be used for interactive assessment. The teacher could create an assessment and set the time so the students could compete with each other. The quiz was displayed on the whiteboard so every student knew the result directly. The platforms could make the students more active and fun.

c. Liveworksheets

Excerpt 21

> Mrs. IW: "Quizizz and Live Worksheets". (IW/MI/June 4th, 2024)

The teacher used Quizizz and Live worksheets for doing tests or giving assignments. She used it because it was easier to be used by both the teacher and the students. Live worksheets could change from printable worksheets to interactive online exercises which were more interesting for the students in doing assignments.

Excerpt 22

> Mr. LY: "I mostly use my Google Sites because it incorporates so many things. When you click a menu, for example, it could be for accessing the material or I could easily attach the drive where they can click and submit their work in that drive ". (LY/MI/June 7th, 2024)

By using Google Sites for the learning process the teacher could attach the learning materials, it could also be used for the students' assessment. He could attach the link for the students to submit their assignments by clicking it the assignment was automatically submitted. From the result of this study above, we can get information about the platforms that can be used for teaching English skills and also for conducting assessments. The students enjoyed doing English assignments using MALL and it had an impact on the students' scores.

4.1.4 The Integration of MALL in Teaching English Skills.

In integrating MALL into teaching English skills, the teachers used some activities in which the students used their mobile phones to learn or practice their English.

Excerpt 23

> Mrs. EW: "Firstly, I prepare my teaching, once a time I will compose my teaching material. or the way I will ask the students, based on tasking in the form of PPT, so it means that I will use PPT application or sometimes I will use Canva to clarify all the steps of my teaching preparation". (EW/MI/June 5th, 2024)

The teacher prepared the teaching material using PPT or Canva to be presented in the

classroom then the teacher and students discussed the material that had been shared. The teacher gave the students questions based on the material they had already learned and presented by the teacher.

Excerpt 24

> Mrs. IW: "I sometimes use this for giving materials. When giving materials, I use my laptop usually, but when giving assignments, I sometimes use my handphone. For example, when teaching listening and also giving assignments and also giving quizzes like that". (IW/MI/June 4th, 2024)

Similar to the previous participant the teacher used her laptop in presenting the material. The students could learn the material they discussed then they could discuss if they still did not understand. The teacher used a mobile phone in teaching listening by giving the students a link or recording file through their mobile phone, the students could listen to the recording. The teacher also gave the students assignments and quizzes using her mobile phone, so the students could do and submit their assignments or the quizzes using their mobile phones.

Excerpt 25

> SB: "I think I implemented MALL in teaching EFL by integrating language learning applications and facilitating online communication through social media or language exchange platforms". (SB/MI/June 4th, 2024)

The teacher used social media in implementing MALL for teaching English because almost all the students had social media accounts on their mobile phones, so he used it to teach English. The teacher and the students could interact with each other when he shared learning material. The students could ask the teacher about the material they were discussing. Not only the teacher could respond to the student's questions, but also other students could share their understanding.

Excerpt 26

> Mr. LY: "Well, I've been using quite many ways of teaching English by using the mobile as a set language learning. Well, I've been using Zoom, for example, for teaching indirectly face-to-face. I've been using WhatsApp to communicate with my students because it helps a lot. Also, I use social media like Facebook, YouTube, Instagram, and such like that". (LY/MI/June 7th, 2024)

The teacher also used social media in implementing MALL. Using social media for teaching helped him a lot. Besides being used for communication media, it could be used to share learning materials, and practice the students' English comprehension by reading

the teacher's instructions, typing the answers to the questions given by the teacher, and the students could practice their listening and speaking skills. The use of MALL in teaching English skills gave the students a learning experience that could be felt by them.

Excerpt 27

> Mrs. EW: "Mostly, they like it very much. But again, I should be careful with the students. Sometimes, the students are creative". (EW/MI/June 5th, 2024)

The teacher said that her students enjoyed learning English using MALL rather than the conventional method. The students were so creative in making posters, infographics, or other presentations but she was still alert when her students used mobile phones during the lesson.

Excerpt 28

> Mrs. IW: "It makes the class very crowded. It seems that they are happy. They are challenged. It was challenging for them. And then, when they play such quiz whizzer, it's very crowded. That's very interesting for them". (IW/MI/June 4th, 2024)

Another participant explained that using MALL in her English class made the students happy and the class became crowded. It was because the teacher used a certain platform that the students could compete with their friends. The exciting learning game could make the students enthusiastic about learning English.

Excerpt 29

> Mrs. ED: "They feel excited. Excited, of course. Interested. I see full of enjoyment, I think they are more excited than using the paper-based one". (ED/MI/May 30th, 2024)

The teacher said that her students became more excited than learning using conventional methods like reading textbooks and then doing the exercises on their printed worksheets. Most of the students enjoyed learning using technology or online-based learning rather than paper-based learning.

Excerpt 30

> Mr. SB: "They like so much as I said before using this platform makes the students have more motivation because I think motivation plays an essential role in teaching learning activities". (SB/MI/June 4th, 2024)

Similar to the previous participant, the teacher said that using MALL in learning English made the students motivated. He thought that the students who had high motivation in learning would have a good impact on their studies. Using a certain platform in teaching

was one of the ways to increase the student's motivation.

Excerpt 31

> Mr. LY: "They mostly say it helps a lot because students nowadays don't go with printed text. They want something efficient. They want something quickly accessible and so they can easily access the materials by a single click or record their voice and stuff like that. They really enjoy it". (LY/MI/June 7th, 2024)

The teacher said that using MALL in his English class made the students enjoy learning English materials. It was because students nowadays are more familiar with online material than printed material. They preferred using the MALL rather than using the conventional one. The use of technology in education made the learning process became more efficient and could be accessed easily by clicking the link. Not only did the students feel happy and enjoy learning English using MALL but also the teacher enjoyed and helped them a lot with teaching activities.

Excerpt 32

> Mrs. EW: "Mostly, I feel enjoy. But sometimes, if we are not prepared enough, for example, coincidentally, we have a guest, and the time is not enough, or the situation of the class is not quite conducive. Sometimes, it's tiring for me. Why? To make the students, you know, by taking a little time to prepare everything". (EW/MI/June 5th, 2024)

The teacher enjoyed teaching English using MALL although she felt tired. She had to prepare the material, the tools, and the internet connection before she used it. If she had not prepared it properly, the class would not have been conducive.

Excerpt 33

> Mrs. IW: "Happy. Happy. Effective. Easy for me. Challenging for the students, I think. Although it is tiring". (IW/MI/June 4th, 2024)

The participant also felt happy because teaching English using MALL could be an effective way to teach the students. Moreover, MALL could be easily used by both the teacher and the students and the activities became more challenging. She also felt tired though.

Excerpt 34

> Mrs. ED: "I enjoy it more than using the traditional one because it saves my time. It saves my energy too. I see. I don't have to force myself and I don't have to use all of my energy to explain. If I use the traditional one, of course, I need to explain for a long time". (ED/MI/May 30th, 2024)

Another participant explained that she enjoyed using MALL more than the conventional method which the teacher had to explain the material to the students. Using MALL could

save her time and energy because she did not need to explain the material, type the worksheet then print it to be done by the students. She just uploaded the material onto the platform and asked the students to read then she gave her students an online worksheet by sharing the link.

Excerpt 35

> Mr. SB: "I feel really good, sir, when I teach my students using MALL but honestly speaking sometimes I feel worried because I'm afraid that my students access something inappropriate. That is my worry but so far so good. So I usually control my students whether they open the link or the inappropriate one but so far so good". (SB/MI/June 4th, 2024)

The teacher explained that teaching English using MALL helped him very much but he felt worried when his students operated mobile phones during the lesson, they opened inappropriate links so he controlled his students when they were doing learning activities using mobile phones. He never found his students opened inappropriate websites when they were learning using mobile phones.

Excerpt 36

> Mr. LY: "I enjoy working with mobile-assisted learning because it helps me a lot. I mean, the preparation stage, for example, I can easily do while I'm going out with my kids, we're hanging out, and while at the same time, I could easily check the materials on YouTube, for example. At any time, I can find the inspiration. So, well, I guess it helps a lot". (LY/MI/June 7th, 2024)

The other teacher also explained that MALL helped him a lot. He could prepare the learning material and the students' assignments anywhere even when he hung out with his family. He also could find many inspirations to be used for learning material on the online platforms. The participant also explained the differences between teaching English skills using MALL and without using MALL.

Excerpt 37

> Mrs. EW: "The first one, when I'm teaching using MALL and I'm teaching not using MALL, maybe for a time, it is a little bit taking more time in using MALL than conventional one. Then the school will be more fun on that. And then the students will be more creative on that. And I spend the time teaching easily then. And teaching without a MALL is a little bit more tiring than using that one. Why? Because we have to handle the students all the time. Yeah, and then the students will maybe just listen by having a boring situation". (EW/MI/June 5th, 2024)

The teacher said that teaching English using MALL made the students more creative and fun than teaching English without using MALL although the preparation took more time

when teaching using MALL. She added that conventional teaching made the students bored because they just listened to the explanation from the teacher. She also had to handle all the students during the lesson time.

Excerpt 38

> Mrs. IW: "Truthfully, actually, I like teaching using MALL more. Because we do not need to make such kinds of materials because we can also have them on the platform. For example, in quizzes, there is not only just quiz style but also there is the materials. We just copy the link and share it with the students. It also happens in the live worksheet. But when we do not use this MALL, I should browse things sometimes. I have to prepare materials because I do not just focus on the book. It will make my students boring. Using MALL is more efficient". (IW/MI/June 4th, 2024)

The teacher said that she preferred teaching using MALL because it was more efficient. She could get a lot of learning materials on the internet then she just copied the link to be shared with her students. She also used for students' exercises using online worksheets, so she did not need to print the worksheets. Teaching without using MALL caused the learning situation to be boring.

Excerpt 39

> Mrs. ED: "Of course, it has many differences. If we use the traditional one, of course, we have to prepare the material, prepare the worksheet, we have to print it out. Yeah, only that. But if we use MALL, as I said, of course, we have to prepare the material too. But at least it doesn't take much time to print it out". (ED/MI/May 30th, 2024)

Almost similar to the previous participant, the teacher thought that teaching using MALL was more efficient because she did not need to type the material, the students' worksheet, and print it. Although teaching using MALL and without using it, she had to prepare everything but teaching using MALL was more simple and efficient.

Excerpt 40

> Mr. SB: "Using mobile phones or using digital platforms makes the students more active and submits the assignment easily than using traditional ones". (SB/MI/June 4th, 2024)

Other participants also explained that using mobile phones (MALL) in teaching English made the students more active because they could do and submit the assignment easily and faster than they did not use MALL.

Excerpt 41

> Mr. LY: "Partly they can do their job more efficiently, more effectively, but the next thing that I love about using the MALL is that we can easily review their mistakes and make it better, make it correct, while at the same

time, the mistake exists and they can easily go back to that mistake and see which points they made. They need to make it better". (LY/MI/June 7th, 2024)

The teacher said that using MALL made his teaching activities more efficient and effective. He could check the students' assignments and the students could easily identify their mistakes then they could learn and make it better. The use of MALL in teaching English skills also had a good impact on the teachers themselves.

Excerpt 42

Mrs. EW: "I am more creative. And then I am happier in teaching. And then, you know, I can explore more. Sometimes I can explain to the students simpler using mall than only conventional teaching". (EW/MI/June 5th, 2024)

Excerpt 43

Mrs. IW: "The impact for me, as I told you before that it makes me happier seeing my students happy studying in the class. It is more effective for me for giving them the materials or also the assignment because the score has already shown there. And also I can take the materials". (IW/MI/June 4th, 2024)

Both teachers explained that MALL gave them positive impacts such as they became more creative in making teaching materials. They also felt happier than conventional teaching without using technology media. They said that they could find many things on the internet that could help them and students in learning English. The use of MALL in teaching made the learning process simpler because the teachers just shared the materials via an online platform then the students could study and do the assignment using their mobile phones and the score could be seen directly.

Excerpt 44

Mr. SB: "For me, I feel that I can upgrade my IT skills, which is very essential in this modern era. So, that is the impact that I feel". (SB/MI/June 4th, 2024)

The other participant added that using MALL in his English class could upgrade his teaching and information technology (IT) skills. He explained that the teacher had to master IT skills because of the advances in technology. The students were very familiar with operating gadgets, the teacher had to improve his ability to use technology in his subject.

Excerpt 45

Mr. LY: "It helps me a lot. The preparatory time becomes short. And then the teaching-learning process becomes efficient. But right now everything is set by the online materials and all I have to do is give the link. And we, I mean I and students, can easily access the same material at the same time,

at the very same time, in real-time. So I guess the time for teaching is a lot more spacious because the preparatory time is cut short". (LY/MI/June 7th, 2024)

Furthermore, the teacher said that teaching using MALL was very helpful. He did not need to spend more time preparing printed materials. He just uploaded the materials onto the platform then he shared them with his students. By clicking the link, the students could read and study the material that was being discussed so the teaching and learning process were more efficient.

4.2 The Challenges Faced by the Teachers in Integrating MALL

Many barriers prevent MALL from being used as a medium for English language learning, even though employing technology has many advantages for English language acquisition. Several issues that come up when utilizing MALL to study English are based on the interviews.

4.2.1 The Teachers' Unfamiliarity with MALL

The teachers who had experience in using mobile phones for teaching English did not realize that they had implemented MALL in their classrooms. Some teachers were not familiar with MALL and the applications that can be used for the teaching-learning process, meanwhile, some other teachers have known MALL for teaching English skills.

Excerpt 46

> Mrs. EW: "Not quite familiar with that term, but if it is related to mobile-assisted language learning". (EW/MI/June 5th, 2024)

Excerpt 47

> Mrs. IW: "Not yet. This is not the first time I used a mobile phone for teaching English, but this is the first time for me to hear about more mobile-assisted language learning". (IW/MI/June 4th, 2024)

Excerpt 48

> Mrs. ED: "I just heard it. Because before that, I just knew, I think, CALL, Computer Assisted Language Learning. But for Mobile Assisted Language Learning, I have just heard from you. Simply, based on the abbreviation, Mobile Assisted Language Learning is a kind of method probably. The teacher can use to teach the student using a mobile phone or mp3, tablet, or iPod". (ED/MI/May 30th, 2024)

From the result above, the three participants were not familiar with MALL even though they had just heard about MALL after the researcher explained what MALL was. After

knowing MALL, they realized that what they had done in the classroom by teaching English using mobile phones was the implementation of MALL in teaching. One of the participants, Mrs. ED, has known CALL (Computer Assisted Language Learning) that had been used in her school a long time ago before the emergence of the mobile phone. She used a computer laboratory to watch the video or listen to the recording. Meanwhile, two other participants knew what MALL was.

Excerpt 49

> Mr. SB: "Yes. I think it uses mobile devices to provide flexible and then on-the-go language learning through applications and digital tools. I think it enhances language acquisition with multimedia and interactive features, making it easier to practice in real-life contexts. So I think that's what I know about MALL. Mostly I use a mobile phone, but sometimes if the situation doesn't support it, I use a laptop". (SB/MI/ June 4th, 2024)

The teacher described MALL as the use of mobile devices using certain platforms that can be used for learning anytime and anywhere. The teacher was not only using a mobile phone but also he used his laptop to teach English to his students. The other participant also has known MALL although he did not understand very well what MALL was.

Excerpt 50

> Mr. LY: "I've heard once, but I haven't been really into it so much". (LY/MI/June 7th, 2024)

The teacher knew the definition of MALL and he also implemented it in his English classroom but he did not understand much about MALL and the kinds of interesting platforms of teaching.

4.2.2 Big Class Size

It refers to the number of classes and the number of students in each class. The informants explained that they mostly had a large number of classes and students.

Excerpt 51

> Mrs. EW: "Eight classes, around 33 to 36 students in each class". (EW/MI/June 5th, 2024)

Excerpt 52

> Mrs. IW: "I teach four classes for the 10th grade and then two classes for the 11th grade and then three classes for the 12th grade, 36 students in each class". (IW/MI/June 4th, 2024)

Excerpt 53

> Mrs. ED: "9 classes. 5 classes for 12th graders and 4 classes for 10th graders. It depends on the class. If it is a social one, it's around 28. Approximately 28. If it's the nature science one, the students are 23 or 24". (ED/MI/May 30th, 2024)

Excerpt 54

> Mr. LY: "Five classes, 35 to 36 students each class". (LY/MI/June 7th, 2024)

Excerpt 55

> Mr. SB: "Four classes, it is around 26 to 29 students each class". (SB/MI/June 4th, 2024)

From the result of the study above, the teachers taught 4 to 9 classes and the amount of students was about 29 to 36 in each class. The amount of classes and students they taught influenced the teachers' preparation and also energy. Teaching English using a mobile device that was connected to the internet access made the teacher worried that his students would open inappropriate web. So, it needed more energy to control the students in learning English using mobile phones. They had to make sure that the students learned and accessed the platforms or the link given by the teacher.

4.2.3 Limited Availability of Equipment/ Teaching Support

Teaching English using MALL needs mobile devices such as mobile phones, laptops, or tablets. The device has to access the platforms used in the teaching and learning process. The device must be supported by enough memory so the students can browse or download a certain application. The students have to spend their money to buy the gadget. Although it is a little bit expensive almost all students have a mobile phone. The result of the study showed that all students had mobile phones rather than other devices for the learning process.

Excerpt 56

> Mrs. EW: "All of the students have a mobile phone". (EW/MI/June 5th, 2024)

Excerpt 57

> Mrs. ED: "Most of them. All of them have handphones, but I don't know whether it is the tablet or laptop". (ED/MI/May 30th, 2024)

Excerpt 58

> Mr. SB: "Almost all of the students have mobile phones, but for the laptop, I think only a few of them". (SB/MI/June 4ᵗʰ, 2024)

Not only the availability of gadgets or devices that would be used in teaching the teaching-learning process but also the ability of the device to access platforms. The teachers and students have to be familiar with using the platforms before using them. There are many platforms available on the internet that can be used to teach English. But, not all the platforms can easily be accessed. The users have to subscribe and pay some money if they want to use the wider facility provided on the platforms.

Excerpt 59

> Mrs. IW: "I think so. Because as you know some of our students, they're coming from some of the schools here. But some of my students who are coming from urban or rural areas, for example, the junior high school in an urban or rural area, they still do not know, they never use this or they still do not know about this". (IW/MI/June 4ᵗʰ, 2024)

In her class, some students were not familiar with the platforms because they never used mobile phones for learning when they were in junior high school. The students mostly lived in rural areas.

Excerpt 60

> Mr. SB: "I would say 90% of them". (SB/MI/June 4ᵗʰ, 2024)

Another informant said that 10% of his students were not familiar with using gadgets for learning. Besides some students living in rural areas, some students also stayed in boarding houses so they were not allowed to bring mobile phones. Meanwhile, other students were familiar with using the gadgets for learning.

Excerpt 61

> Mrs. IW: "Sometimes some of the students, their handphones do not support the platform. It may be because of the RAM. They cannot download". (IW/MI/June 4ᵗʰ, 2024)

Excerpt 62

> Mr. SB: "Some of their gadgets sometimes do not support the access but I don't know why this happens maybe the memory is not enough". (SB/MI/June 4ᵗʰ, 2024)

Excerpt 63

> Mr. LY: "Well, I happen to find, although it's very, very unlikely and very, very rare, yes, I found one or two. But then the next problem is mostly not

whether their gadget supports the application or not, but most of the time it's the connection actually". (LY/MI/June 7th, 2024)

Based on the result above, some students had problems accessing platforms or links given by the teacher to study English. The students' devices could not support to access it for some reasons. One of them was the memory of their devices. Because of this problem, the devices could not access the platforms or links. While another problem found was the connection. The device could not connect to the internet so they could not access it. One challenge was the accessibility of the platforms. There were many platforms available on the internet. The platforms provided both free and paid services to access and use the platforms for teaching.

Excerpt 64

> Mrs. ED: "I don't know how to pay the paid one. I don't know how to use PayPal". (ED/MI/May 30th, 2024)

The platforms for teaching English could be found easily on the internet. They were free access and paid to use those platforms. From the result above, the teacher used free access platforms on the internet although they had very limited access such as the facility provided, the amount of the students could access, the period of accessing the platforms, etc. The free access platforms were used to log in using the e-mail account to use them. The free access platform usually provided very limited access.

Excerpt 65

> Mrs. ED: "I mean, sometimes some features can be accessed. But the advanced ones cannot be accessed. I think it is enough for teaching using the basic because it is free for the teachers". (ED/MI/May 30th, 2024)

Excerpt 66

> Mr. LY: "Yes. One I use regularly is Zoom. Using basic Zoom is so limited time. So, it must be upgraded to make it longer". (LY/MI/June 7th, 2024)

The teachers had to pay the paid platforms offered several types of subscriptions ranging from monthly to yearly. The other teachers sometimes used paid platforms to get extra facilities than the free access. One of the most important facilities needed in integrating MALL for teaching English is the availability of an internet connection. Although almost all schools provide the facility with internet access there are still problems regarding the connection.

Excerpt 67

> Mrs. EW: "Yeah. Not quite. Frankly. Yeah, you know, we have all the spots in every class. But, you know, the problem is there are so many students in the class for one spot. So, sometimes the sooner they get first". (EW/MI/June 5th, 2024)

Her school provided internet access for the students. Although it was available in several spots, it was not enough for all the students who would access it. The students had to log in as fast as possible because the late entry students would have problems connecting to the internet.

Excerpt 68

> Mrs. IW: "Yeah. But sometimes, my students say it is too low or slow". (IW/MI/June 4th, 2024)

The number of students who accessed the internet in the school made the connection so slow. It affected the students who joined the game or the test using online platforms. Meanwhile, another participant said that his school provided internet access for all the students.

Excerpt 69

> Mr. LY: "I have to say that we are very lucky because our school facilitates free access to the Internet. And it's quite helping the students a lot because the free access gives them unlimited bands to use. So they can go with the materials and access it". (LY/MI/June 7th, 2024)

From the result above, we can conclude that an internet connection is one of the important parts of doing online learning or integrating MALL in teaching. Most applications or platforms can be accessed online using an internet connection.

4.3 The Strategies for Integrating MALL to Teach English Skills

It is impossible to ignore the acceptance of digital transformation in education in general and English language instruction and learning in particular. This change is not shocking news because real-world teaching and learning activities change as a result of technological advancements. The use of technology in the workplace is only an acceleration of the long-term digital transformation, which alters people's mindsets and behaviors. To meet the demands of modern education, both teachers and students must embrace new technologies. This section describes ways to get around obstacles in the way of integrating technology into English language instruction.

4.3.1 Teachers Professional Development for MALL Implementation

In implementing MALL in the teaching-learning process used various platforms. The teachers have to understand the platforms before they use them in the classroom. They got many kinds of platforms from several sources then they learned how to use them before they used them for teaching media. Technology is growing rapidly nowadays. Teacher especially has to be updated in their ability to use technology for education. The teachers have to know the interesting platforms that can be used for the learning process.

Excerpt 70

> Mrs. IW: "First, from my friend's information, and second, I also used to join in the webinar or seminars held by such kind of university or any kind of institution, so I use all these kinds of platforms can be used for teaching English". (IW/MI/June 4th, 2024)

The teacher knew the information on the interesting platforms was from her friends that already used it. She also got information about education technology from joining the webinars. What she had done could make her understand the platforms used for teaching so she updated her skill in using learning technology media.

Excerpt 71

> Mrs. ED: "From the workshop. Because sometimes, MGMP teacher's sharing is not enough. I got the new platform from the English Competition too". (ED/MI/May 30th, 2024)

She updated her skills, especially in using technology media by joining workshops and also from her friends in the teacher's association (MGMP). She also got the information when she accompanied her students joining the English competition that used a certain platform.

Excerpt 72

> Mr. SB: "We can ask Google, we can find on. YouTube which platform is easy to use for classroom activities". (SB/MI/June 4th, 2024)

The teacher got the information from social media such as YouTube. He upgraded his teaching skills by watching best practices from these platforms. He also knew the platforms that could be used for teaching from watching the video.

Excerpt 73

> Mr. LY: "Well, I share information with a lot of friends. I've got friends from other countries too". (LY/MI/June 7th, 2024)

Besides joining the teacher association in his town, he also had a teacher community

from other countries. Sometimes, he got information on interesting platforms for teaching from his colleagues from other countries. The study result above showed that technology is growing very fast. Not only in daily life but also in the field of teaching. The teachers have to upgrade their skills in teaching, especially in using technology media. The teachers have to find interesting platforms that can be used in the classroom. Besides, the students are interested in learning but also the students can easily reach the learning goals. The participants used the platform right after they learned the newest platform for teaching English in the classroom. They wanted his students to have a good ability to understand materials using technology media. In integrating MALL into the classroom, the teachers had to prepare before it was used. Not only did they apply it for themselves, but also they shared their understanding of using MALL with other teachers in their schools or shared with other colleagues from other schools.

Excerpt 74

> Mrs. EW: "Mostly, I know it from a friend of mine. And then, they are going to share with me. Oh, really? This is the way to do it. This is the way. And you know, in my school, we have always, periodically, at the beginning of the year, we have in-house training. So, in the in-house training, some person will present one new platform". (EW/MI/June 5th, 2024)

Excerpt 75

> Mrs. IW: "With my friends or my colleagues. With my colleagues at school. Not only in my English teacher's friends but also others' lessons too". (IW/MI/June 4th, 2024)

Excerpt 76

> Mrs. ED: "Of course with my friends. All English teachers. I share the application on the platform that is very interesting for teaching English in the classroom". (ED/MI/May 30th, 2024)

The participants thought that by sharing the information about the newest technology media, other teachers would apply it in their classrooms. It was the strategy to improve the student's interest in learning English. Designing interesting, innovative, and interactive learning media could make the students understand the materials easily. To improve the teachers' understanding of using technology for education, the teachers tried to get information from other resources such as the teachers' colleagues.

Excerpt 77

> Mrs. EW: "Mostly, I know it from a friend of mine. And then, they are going to share with me. Oh, really? This is the way to do it. This is the way. And you know, in my school, we have always, periodically, at the beginning of the year, we have in-house training. So, in the in-house training, some person will present one new platform". (EW/MI/June 5th, 2024)

She improved her understanding of using technology media by sharing information with her colleagues. Her friend shared the platform and the way how to use it. In her school, the teachers who had new information about the new technology in education were asked to share it. The teachers presented the forum for in-house training at the beginning of the new academic year.

Excerpt 78

> Mrs. IW: "With my friends or my colleagues. With my colleagues at school. Not only in my English teacher's friends but also others' lessons too". (IW/MI/June 4th, 2024)

Excerpt 79

> Mr. SB: "With other teachers. Because sometimes they usually have ever used the platform too". (SB/MI/June 4th, 2024)

Not only they got information from other English teachers, but also they got information about technology media from other teachers who taught other subjects. The teachers who shared the information had already implemented the use of the platform in their teaching-learning process.

Excerpt 80

> Mr. LY: "I share information with a lot of friends. I've got friends from other countries too. I still remember the last one was Padlet. Before Padlet was used in Indonesia, I've already heard about the use of Padlet a year ahead of time. So my students from Europe, they said, you try this. Also the Flipgrid. You try this. And when I tried that, every friend in Indonesia asked, what is the application? What is that? What is this? And then I said, oh, please use this". (LY/MI/June 7th, 2024)

The teacher not only got information from his colleagues in his school, but also he got the information from the other county teachers. He shared the platform used in his classroom and also his friends shared the interesting application for teaching English.

Excerpt 81

> Mrs. ED: "I will find out the answer from YouTube. It provides a lot of answers for my difficulties". (ED/MI/May 30th, 2024)

According to the participant, YouTube provided a lot of information including the education technology that could be used in the teaching-learning process. It also helped her to find the solution when she had problems operating the platforms she used in teaching. She got the information on how to operate the application by watching the instructions on YouTube.

Excerpt 82

> Mr. LY: "Some of my students are becoming more aware than I am. And I'm very happy because my students love to discuss it with me". (LY/MI/June 7th, 2024)

Different from other participants, he got information about the interesting platforms or applications from his students. Nowadays, students are technology-minded and they are the digital generation who are familiar with using gadgets and understand them well on technology. His students shared his understanding of using applications for teaching with him. After he learned and tried, he integrated that application into his teaching and learning process. Sharing information about educational technology with other teachers or colleagues even with the students created a new culture in the school. The teacher would be familiar with the new information of technology media that could be used in teaching English in the classroom or outside of the classroom. The teacher would not shutter in using technology to make the students were interested in learning English. The teachers were asked to improve their skills in teaching. The government created many applications that might be used by the teachers in teaching. Hopefully, it created an interesting learning environment. The government and the headmaster could supervise the teachers' activity in the classroom including the use of interesting media that was able to motivate the students in learning.

4.3.2 Strategies Dealing with the Big Class Size

The strategies for learning English using MALL (Mobile-Assisted Language Learning). This is also adjusted according to the number of classes that the teacher has to teach using MALL. Given the number of classes and the number of students

in each class, the teacher must be able to manage the classroom as effectively as possible.

Excerpt 83

> Mrs. EW: "Simply, usually I begin my teaching by having a kind of introduction to the students about my objective of learning after that when I need the students to find some information in a certain material, I will ask the students to find by doing browsing after that I will ask the students to do another thing, like completing the task for me using a certain model of learning and after that, the submission of the students can be like I will test the students using quizzes or I will also ask the students to submit their product or their portfolio using my drive". (EW/MI/June 5th, 2024)

The teacher explained that she started with the introduction. In this step, she informed the learning objectives so all the students knew what they would reach in learning the materials. She also asked the students to browse using their mobile phones to find new information regarding the material that was being discussed. After discussing the material and making sure that the students already understood the material, she continued giving the students exercises in the form of quizzes or portfolios that could be submitted using certain platforms.

Excerpt 84

> Mrs. IW: "I use it at the end of the lesson. But sometimes, as you know, I choose the method that is suitable to the students' competency. When I give them a live worksheet, they still need half an hour to do the live worksheet. But sometimes, in another class, they just need an hour to do the live worksheet". (IW/MI/June 4th, 2024)

The other teacher said that she used MALL before the lesson ended. She started with an introduction such as greeting the students, praying, telling the learning objectives then she continued to present the material. She used a certain platform to give them assignments but she had to check the suitability of the content and her students' competency. It caused the duration of integrating MALL in her English class to be different. Classes with students who had better competencies would complete their work faster compared to other classes.

Excerpt 85

> Mrs. ED: "Actually I could make it for a whole time of teaching, 90 minutes using mobile. But I think I'm afraid that they will get bored. So I mix it with the traditional one. Mostly I used it for vocabulary building for 10 minutes, reading for 20 minutes, or doing tasks for 20 minutes". (ED/MI/May 30th, 2024)

The teacher explained that to avoid the students' boredom in studying English using MALL, she divided it into 3 activities before learning English using their mobile phones. She did an activity to improve the students' vocabularies then asked the students to read the material from their book after that they did the task. In this activity, the students could use their mobile phones because she had uploaded the material and the task onto the platform.

Excerpt 86

> Mr. SB: "Of course, I prepare everything before the class is started. So I don't waste too much time in preparing all the stuff. So as soon as I enter the classroom, I have good preparation and I directly ask my students to join the activity by using their mobile phone or MALL". (SB/MI/June 4th, 2024)

Another participant reported that he had to prepare the tools before teaching. After the preparation was well prepared, he taught the material by asking the students to join the activity using their mobile phones.

Excerpt 87

> Mr. LY: "I usually start by going on with the stimulus, talking to them personally, and then allocating for around 10 or 15 minutes to go with the direct communication as a human. And then later I would go with roughly 50% of the classroom allocation to go with the MALL in the classroom. But outside the classroom, it could vary". (LY/MI/June 7th, 2024)

Furthermore, the teacher explained that the learning began with interaction between the teacher and the students, such as asking about their condition and the feelings experienced by the learners. This fostered a good human relationship between the teacher and the students. Then he continued with discussing material using the mobile phone. The learning materials and the task had already been uploaded onto the platform. With a very heavy workload, teachers might be able to manage their time as effectively as possible. Not only did teachers prepare teaching materials and teach in the classroom, but they also had to check students' assignments. The teachers also did group work to manage the class with a large number of the students in the classroom.

Excerpt 88

> Mrs. EW: "I ask the students to do with friends". (EW/MI/June 5th, 2024)

Excerpt 89

> Mr. SB: "I asked that student whose mobile phone doesn't work to join their classmates". (SB/MI/June 4th, 2024)

Doing group work could be an effective way to manage the classroom amid teachers' workload.

4.3.3 Strategies Dealing with Limited Availability of Equipment/ Teaching Support

The information about the newest technology that can be used for education is got from joining the training. The teachers join training to improve their understanding and ability to arrange learning materials including learning media. The advance of technology makes the teachers familiar and apply it in the classroom. Using MALL in teaching had to make sure that every student could access the platforms that were used by the teachers. Some barriers in assessing the online platforms for teaching could be solved by doing several ways, such as:

Excerpt 90

> Mrs. EW: "I ask the students to do with friends, but it rarely happens to my class. Because, you know, maybe most of the students have a very good and even better cell phone than mine". (EW/MI/June 5th, 2024)

Although it happened in her classroom, she anticipated by asking the students who had problems assessing the link or joining online learning to do with other students whose mobile phones could access the platform very well. It was the way taken to make all the students could join the learning process using MALL.

Excerpt 91

> Mrs. IW: "I ask them to borrow their friend's mobile phone. But sometimes I also lend my own mobile phone to my students". (IW/MI/June 4th, 2024)

Besides she asked the students who could not join the learning activity using their mobile phones to do with other classmates, she sometimes lent her mobile phone to be used by the students whose mobile phones had problems accessing it. The teacher used another mobile phone or her laptop to direct the students in the teaching-learning process using MALL.

Excerpt 92

> Mr. SB: "Maybe because the capacity of the mobile phone cannot support to access it. I asked that student whose mobile phone doesn't work to join their classmates". (SB/MI/June 4th, 2024)

The integration of MALL in teaching used enough memory space for mobile phones. The students had to assess the links or platforms that would be used in learning even if the students downloaded the applications on their mobile phones.

So, it needed enough memory in a mobile phone. The students who had problems downloading or accessing the link were asked to do so with other students.

Excerpt 93

> Mr. LY: "I'm very lucky because, at my school, we already have a laboratory with a lot of computers available. So when there is a time of teaching and one or two of my students were not able to access the material by using their gadgets, I always take them to the laboratory just in case, just a preparatory precautionary action that I did". (LY/MI/June 7th, 2024)

Using MALL in learning needed a mobile phone that could access the platforms. There were many causes that mobile phones could not access the platform. It would be the problem in learning using MALL. He would use the computer laboratory available in his school. When there were the students had problems accessing the platform or downloading applications, he asked the students to use the computer in the laboratory. The use of technology in education is expected to create an interesting atmosphere in learning. The teachers are asked to change their method from traditional to modern method. The use of technology in education is one of creating an interesting learning environment. The changing of methods from traditional to modern is a new culture in the learning process.

The implementation of MALL in teaching English cannot be separated from the use of digital platforms that can be accessed by both teachers and students when implementing mobile learning. Many platforms are available on the internet.

Excerpt 94

> Mrs. ED: "Free access, of course. I don't know how to pay the paid one. I don't know how to use PayPal". (ED/MI/May 30th, 2024)

Excerpt 95

> Mr. SB: "I always use free one. There are so many free access platforms." (SB/MI/June 4th, 2024)

Excerpt 96

> Mrs. IW: "Free, of course. Although there are so many limitations." (IW/MI/June 4th, 2024)

Excerpt 97

> Mrs. EW: "Sometimes paid one, but I don't want to let the students to do the paid one. So, I just do something free." (EW/MI/June 5th, 2024)

Excerpt 98

> Mr. LY: "Some, I go with the free and it's like YouTube and then the, what is it, the social media. But also I go with the paid account, for example, for Zoom, because when we go with the paid account, we can have unlimited time. Of course, it is really uncomfortable when you are having a conversation and then suddenly it stops". (LY/MI/June 7th, 2024)

The participants said that mostly they used free-access platforms that were freely used by both teachers and students without paying. Although, the free-access platforms gave limited access of the facilities. Some participants used paid-access platforms to get premium facilities offered by the platforms. In assessing the platforms or applications that were used for teaching needed an internet connection. It is one of the important means of using technology for online learning. Schools nowadays are provided the internet connection, especially schools in urban areas but in some schools, it was limited.

Excerpt 99

> Mrs. EW: "They will use the packet data. I believe that all the parents here have already understood that they should have the packet. But, once in a while, I let my packet data be shared with the students. This will happen to me. Okay, guys, this is my password. Okay, you can use my packet data. I have 15 gigabytes. You can use it. I don't want to let my students to get the burden on that". (EW/MI/June 5th, 2024)

Excerpt 100

> Mrs. IW: "But now, lately, I buy my own wi-fi to support my students because some of them, you know, we live in rural areas. They cannot support data for their handphone. So, I support them by buying my own wi-fi. And when we have an online teaching-learning process or using mobile phones, I will ask them to use my wi-fi in the class". (IW/MI/June 4th, 2024)

The students were asked to prepare before they used online learning. They had to buy an internet package so it could be used for accessing links or platforms that were shared by the teacher. The participant also shared her internet by sharing her hotspot portable from her mobile phone. By giving the students her hotspot password, they could be connected to the internet so they could access the links or platforms shared by the teacher.

CHAPTER V
DISCUSSIONS

In this part, the researcher presents the discussion of the research findings. There are three research questions in the study. The first discussion is about the kinds of platforms used in teaching English skills in senior high schools in Jember Regency. Meanwhile, the second discussion focuses on the challenges of using MALL for the teachers in teaching English skills in senior high school in Jember. Next, the last discussion is about how the teachers' strategies of MALL implementation in teaching English skills in senior high schools in Jember.

5.1 The Platforms Used by the teachers in teaching English skills

5.1.1   The Platforms Used in Teaching the Receptive Skills

5.1.1.1 The Platforms Used in Teaching Reading Skills

Based on the interview results, the platform that can be used for teaching reading is using Google Browser (Excerpt 1). Google Chrome is a user-friendly web browser that can be downloaded for free from Macintosh and Windows PCs and is installed on Chromebooks (Ok & Rao, 2019). The newest and best kind of media to use in the teaching process is an online website. An online website is a collection of different web pages that are correlated with one another in an attempt to share current information. Users, including students and teachers, can easily access these web pages through the internet domain by using a web browser. A quality website will have a range of information, including text, audio, video, diagrams, and photos, all of which have been attractively created in terms of writing, color scheme, and layout.

Teachers and students will be able to access the website from a variety of devices, including laptops, computers connected to the internet, and mobile phones. Both teachers and students can browse the reading material on this platform. Teaching reading comprehension using internet browsing is considered effective in increasing students' skills in reading comprehension (Kalangi et al., 2019). According to Wahyuni et al. (2020) explained teachers can produce engaging instructional materials in the forms of text, audio, video, images, and diagrams using websites. So that content that at first seems hard to understand can be presented engagingly and straightforwardly, stimulating students' interest and encouraging them to learn the lesson.

Other participants recommended VOA Learning English as the platform that was suitable for teaching English skills (Excerpt 2). The Voice of America (VOA) app, which can be downloaded for free, is one of the apps that is anticipated to boost students' interest

in reading. The VOA can help students understand the value of reading, increase their interest in what they read, and gain a deeper understanding of the texts' meanings (Yultisa et al., 2020). Articles from news sources are one kind of real reading. A reading comprehension class can benefit greatly from the use of VOA. It covers a wide range of subjects that are fascinating and varied. Reading VOA news articles improves vocabulary acquisition and reading comprehension (Ningsih & Zalisman, 2023). She also used BBC Learning English in teaching reading (Excerpt 2). Indriyani et al. (2021) stated to teach English to a global audience, BBC Learning English provides free audio, videos, and texts to students worldwide. Multimedia language teaching resources are available from BBC Learning English to meet the needs of students. The BBC Learning English app is a useful resource for increasing students' strategic competency in the English language. It enables students to advance their speaking and communication abilities in an English-speaking environment while also strengthening their listening, reading, and grammatical skills (Konotop, 2024).

Newsela is also one of the platforms that can be used for teaching reading (Excerpt 3). Newsela is an online platform/app that may be used to add integrated tasks to curricula or serve as a library of articles for students to read on their own or receive customized teaching. With reading exercises at five different reading levels, Newsela provides over 6000 news items from reputable news sources including the Washington Post, Scientific American, and Smithsonian.com. Because Newsela's articles are updated and inform readers on scientific and educational advancements, they improved students' broad knowledge across a variety of subject areas. Teachers can assign reading materials that are relevant to the students' levels. Newsela creates reading articles at various reading levels with the assistance of its employees and artificial intelligence so that all students can make use of the platform (Nushi & Fadaei, 2020). Newsela is an interactive annotation tool that improves reading comprehension and motivates students to actively participate in educational events. It not only improves understanding and fosters the growth of critical thinking abilities, but it also promotes discussion and involvement with the content (Patel & Shah, 2024). Newsela.com is specially made for language learning classes that use reading texts with vocabulary and writing as sub-skills. Newsela encourages learning autonomy by providing students with the option to adjust their reading abilities according to their proficiency levels. For example, instructors can demand that students complete the quizzes with flawless ratings (Bakoko. R. & Waluyo, 2021).

Based on the findings, another platform that can be used for teaching reading is Google Site (Excerpt 4). Google has a tool called Google Sites that makes website creation simple. Because Google Sites are simple for regular users to develop and maintain, users can benefit from them. so that anybody, especially a subject teacher, can utilize or develop Google Sites (Jusriati et al., 2021). The impact of using Google Sites on reading skills was proved by Bangun et al. (2022) that the usage of Google Sites as a learning tool for advanced reading comprehension had an impact on how well students read comprehension throughout this level of instruction. Students' interest and drive to read can be influenced by Google Sites' interactive features and engaging content design, which can raise reading literacy scores (Mulyaningsih et al., 2023). Meanwhile, Wicaksono Dwi et al. (2023) explained that among the advantages for educators were teachers can use Google Sites to effortlessly create, manage, and collaborate on websites with other teachers, as well as to adapt media to students' learning styles while saving money, energy, and working hours. Some of the benefits that students feel are that their education becomes more purposeful, more effective, and more efficient and that they become more involved and imaginative in their learning.

5.1.1.2 The Platforms in Teaching Listening Skills

The study result found some platforms that were used to teach listening. One of the popular platforms among the teachers was YouTube (Excerpts 6,7). The well-known video-sharing website YouTube was founded in February 2005 by PayPal employees Chad Hurley, Steve Chen, and Jawed Karim. With over 65,000 new video submissions over the summer of 2006, YouTube emerged as one of the websites with the greatest growth rates on the Internet. YouTube videos offer the real world on its platform as genuine materials. Students can swiftly acquire background knowledge on topics by watching real-world situations and participating in films that talk in the original tongue as spoken by native speakers (Yuyun & Simamora, 2021). Students were so strongly stimulated by YouTube videos that many believe they should be used in the classroom. Additionally, students thought that watching videos on YouTube improved their language proficiency in all domains, particularly listening, and they particularly enjoyed watching content produced by native speakers (Handi Pratama et al., 2020). Students who used YouTube were engaged, enthusiastic, energetic, productive, and loved the listening exercise. As a result, it appears that YouTube videos might offer educational resources, particularly when it comes to instructing children in listening skills (Yasa, 2021). In addition, Chien et al. (2020) stated that creative pedagogy and contemporary environments, like YouTube, can

work together to augment what traditional teaching methods cannot, helping the instructor create a new and engaging learning environment while simultaneously tracking students' learning effectiveness.

Another fantastic platform for teaching and learning activities is TED-Ed, particularly for listening exercises. The abbreviation TED-Ed, TED is an acronym for design, entertainment, and technology. Ed, on the other hand, represents education (Excerpt 5). It is essentially an animated video website covering a wide range of subjects, including science, math, literature, and more. Both the teacher and the pupils can browse and see the movies on the website. Every video has several associated questions and discussion boards that viewers can work on. TED-Ed's effectiveness stems from the fact that visitors may reach the website with just a browser search and that it consumes minimal internet data and device memory. After watching the video, students can explore deeper and expand on their thoughts in the discussion forum because TED-Ed also provided extra information about the subject. The animated TED-Ed video helped the students understand the topic of the video better, which in turn affected their understanding when doing the post-listening activity (Merdianti et al., 2023). When TED-Ed videos were shown in listening activities, students' listening comprehension scores improved compared to when other videos were shown. As a result, students' perceptions of TED-Ed videos were positive, with many believing that they could be helpful for anyone looking to expand their knowledge and engage in contemporary issues, particularly when learning a new language (Damayanti & Sumarningsih, 2022). Besides TED-Ed, the students also could use TED Talks to learn listening which is provided in video form on the TED website. The fact that the majority of TED Talks address current concerns across a wide range of themes is undoubtedly one advantage that students could derive from them (Gavenila et al., 2021). According to Fitria, T.(2022), TED Talks are beneficial for improving listening skills such as teachers and students felt more at ease utilizing them to conduct the teaching-learning process, and they had a significant effect on students' listening abilities, students also felt that they were improving their memory retention and were able to focus more on the assigned task because the videos were age-appropriate.

The study also found Nearpod for teaching listening (Excerpt 8). With the use of Nearpod, a cloud-based program or application, teachers and students can access the lesson on any kind of computer or mobile device. To help the students learn, a teacher could make interactive presentations that include polls, videos, collaborative boards, quizzes, and other interactive lessons. In addition, teachers could look for movies or audio in the listening

section to use as teaching aids or resources for their students. As long as each student had access to a device, the Nearpod Website Strategy for the listening exercise was beneficial to utilize in both online and offline learning environments. Furthermore, by using the Nearpod Website Strategy to deliver engaging activities, students' listening skills could be enhanced and their attention drawn to enjoying the learning process (Turahmah et al., 2023). Meanwhile, Kalsum (2021) stated that students were able to avoid boredom during the learning process because of Nearpod. Stated differently, the Nearpod's affordance facilitated greater student-teacher engagement and thereby enhanced the student's comprehension of the subjects being taught. A study conducted by Ahada (2024) found that the data obtained from the Nearpod game technique discussed in the previous section shows that students' progress in learning English for listening comprehension has risen.

Podcasts are online programs that consist of audio and video content that is updated regularly (Excerpt 9). Students can download and upload episodes to their own PCs, MP3 players, iPods, and cell phones, or they can listen to the episodes on the computer. It is a platform that can be used for teaching listening skills. Syahid et al. (2022) explained because of the topics covered in the podcasts they listened to, students learning English through podcasts were exposed to actual English usage. The fact that the podcasts they listened to covered a wide range of subjects that they were generally interested in made it fascinating to the students as well. Meanwhile, using podcasts for the English learning process gave the students the freedom to learn at the time and location that best suits their needs. As a result, the podcast was a collection of audio recordings that provide detailed instructional content to help the user become an advanced student (Syahabuddin & Rizqa, 2021). In addition, students who listen to podcasts multiple times become more used to the subject matter and may become more adept at finding detailed information and detailed descriptions (Pratiwi et al., 2024).

5.1.2 The Platforms Used in Teaching the Productive Skills
5.1.2.1 The Platforms in Teaching Speaking Skills

The result of this study found that the teachers used a very famous platform that is YouTube in teaching speaking (Excerpt 12). It is a useful tool for teaching and learning English, particularly for speaking. Many films are available on YouTube that students can use as educational materials. Short English movies, English tutorials, and English videos can all help students learn the language. Accuracy, fluency, and performance were among the areas where students' speaking abilities improved when they used the YouTube training

video (Kristiani & Pradnyadewi, 2021). Meanwhile, Suseno et al. (2024) reported that using authentic language through YouTube can make learning more successful and enjoyable. Students can enhance their speaking abilities and improve their ability to communicate concepts by getting out a pen and paper, finding an interesting YouTube video, and scribbling while narrating. In addition, students who used YouTube videos to imitate native speakers and learn how to talk are now more self-assured and possess appropriate expressions, intonations, and gestures. They are also speaking more fluently and employing the appropriate language phrases (Meinawati et al., 2020).

The teacher also used Google Drive which both the teacher and students could upload the video (Excerpts 13). A variety of important files, including Microsoft Office Word, Excel, and PowerPoint as well as PDFs, XPS, JPGs, PNGs, RAR files, and other media, can be saved to Google Drive. The main goal was to give students a basic tool so the students were required to use the cameras on their smartphones to record their performance when narrating the stories at home, and then electronically upload the finished video recordings to their Google Drive account (Rabbani Yekta et al., 2020). Hakeem (2021) stated that students viewed Google Drive as one of the e-learning-based learning resources that enhanced the usage of the internet system to make teaching and learning more dynamic and creative.

Using the HelloTalk program is one method of teaching speaking (Excerpt 11). English language learners can converse with foreigners worldwide. As a result, whenever students would like to, they can converse or speak with them to practice their English. Lisa et al. (2023) explained through HelloTalk, students started texting, calling, or sending voice and video messages to their language exchange partners. This allowed students to practice speaking English in real time while receiving immediate feedback from native speakers, which helped them improve their vocabulary, pronunciation, fluency, and general communication skills. In addition, the following factors had an impact on how well students speak English when using HelloTalk, students feel comfortable practicing their English, they frequently ask teachers about new material, and they acknowledge that learning English with HelloTalk is more enjoyable than it was before and the HelloTalk application encourages students to expand their vocabulary so they can speak with foreigners without any difficulties (Yorlanda & Abbas, 2022). Rosilah & Ulfa (2024) argued that the platform boosted students' confidence and enthusiasm when speaking English. Students who used HelloTalk to routinely converse with native English speakers

have been able to get over their anxiety about making mistakes and develop self-confidence in their ability to communicate.

Another platform used for teaching speaking is Duolingo (Excerpt 12). The Duolingo app is a mobile-friendly social network that is specifically made for language learning. It is available for download. Furthermore, because it only relies on games and informal chats, this program makes learning languages enjoyable. Enabling pupils to communicate or make calls to native English speakers is one of its main functions. Alfuhaid (2021) stated that those who incorporate Duolingo into their learning process see improvements in their speaking abilities. Furthermore, Duolingo's effectiveness as a dynamic and significant instrument for language learning highlights the platform's critical role in enhancing speaking ability and promoting immersive language learning environments (Kazu & Kuvvetli, 2024). In addition, Syafrizal et al. (2022) argued that the chance to improve and expand students' English-speaking skills is just one advantage of utilizing Duolingo as a teaching tool in the classroom.

WhatsApp is a messaging program for social media that allows users to share videos, images, phone calls, and text messages (Excerpts 14). Indeed, WhatsApp has grown to be a necessary component of social communication among people. Teaching speaking can use WhatsApp. Albogami & Algethami (2022) stated that the students' pronunciation, vocabulary, and fluency all improved as a result of using WhatsApp Voice Messaging (WVM), which is beneficial for proficient foreign language speaking. Through the use of the WhatsApp-Based Speaking Instructional Material (WABSIM), which is a designed learning resource for speaking materials, students were able to expand their vocabulary and practice speaking in dialogues, interviews, pairs, and groups. This allowed the students to show a great deal of interest in developing English sentences by asking and answering questions, improving learning collaboration, increasing learning engagement, improving self-awareness, and automating responsible mess (Maulina et al., 2023). In addition, (Khan et al., 2024) found that the students were in favor of utilizing WhatsApp integration to improve their vocabulary retention and usage for speaking competency. Furthermore, the use of voice notes in teaching speaking was well received. The teacher's method of giving thorough directions and explanations via voice notes on the WhatsApp platform was highlighted, and the student's ability to practice pronouncing words correctly by recounting text stories as monologues for teaching speaking was also emphasized (Aryanata et al., 2022).

The Zoom program uses a webcam and a headset to facilitate communication (Excerpt 10). Face-to-face Internet chats and conferences between individuals or groups allow users to communicate without being constrained by time or location. Zoom is a platform that can be used for teaching speaking skills. According to Dharmawati (2023), the Zoom platform proved to be an efficient tool for teaching speaking and enhancing students' speaking abilities because using the Zoom app to learn also gave the students more confidence to communicate in English. Meanwhile, using the Zoom platform in an online classroom, students' speaking activities revealed a considerable difference in needs, wants, and deficiencies (Kamaliyah & Zainil, 2022). Despite students' belief that using Zoom enhanced their speaking abilities, the majority of students could enhance their speaking abilities through online Zoom Meetings because it was easier for them to follow the lecture when Zoom meetings were used in speaking classes (Chusnatayaini, 2022). In addition, students' speaking skill scores significantly differed before and after using the Zoom conference system as a teaching tool (Daud & Rama, 2021).

5.1.2.2 The Platforms in Teaching Writing Skills

Most students may find it difficult to improve their writing abilities when learning English. The usual writing structures quickly weary them, thus they frequently ignore such assignments. Teachers constantly look for innovative, cutting-edge instructional resources to help students get more involved in the writing process and to increase their interest. Writing texts on Instagram can be one of the solutions to teach writing skills. Students' writing skills improved in terms of learning a new language using the Instagram app, which also increased their ability. Additionally, the process of producing captions assisted students in expanding their vocabulary. Students were able to communicate their thoughts and feelings, and even inspire others to write well by using a variety of terms (Hasanah & Ekawati, 2024). Meanwhile, learners are more enthusiastic, engaged, and self-assured when expressing their thoughts; utilizing Instagram to teach writing motivates learners to complete assignments (Excerpt 15). Instagram helps students improve their writing skills by facilitating easy idea exchange and helping them comprehend the content (Nurdiansyah & R. Abdulrahman, 2020). Students could learn how to write recount texts and improve their writing skills by using Instagram captions. Instagram usage was also encouraged by a process-based approach that helps students generate ideas and then submit their content (Avivi & Megawati, 2020). Furthermore, Khulel (2022) argued it was effective to combine process writing, Instagram, and project-based learning to increase students' ability to

produce analytical exposition text. Instagram, process writing, and project-based learning increased the students' development.

Google Docs is one of the tools used by Google to teach and learn collaborative writing (Excerpt 16). A Web 2.0 tool called Google Docs makes it simple for users to create, share, and modify documents, spreadsheets, presentations, and forms online. By using Google Docs, students were able to write more effectively, share and organize their thoughts more effectively, and get over their fear of making mistakes while creating sentences in a language that makes sense (Saleh et al., 2021). Nguyen & Nguyen (2022) stated that one useful resource for improving students' writing skills and motivating them to create more written work is Google Docs. Moreover, Wibowo (2021) found that students could write, check grammar, remark on, revise, and edit their work after receiving feedback from peers using Google Docs, which facilitated productive and collaborative writing. Another Google product that can be used for teaching writing is Google Slides. Google Slides presentation is the same as that of a PowerPoint presentation: to accompany an oral presentation visually. The benefit of using Google Slides is you can store your presentation on the Google cloud and view it from any location or device. Multiple users can edit the same presentation at once, and the auto-save feature ensures that all changes are automatically saved. According to Kusumaningrum & Pratiwi (2024) argued Google Slides was hugely beneficial for improving vocabulary growth, idea generation, and collaborative writing techniques.

Meanwhile, another platform from Google products is Google Classroom. Google Classroom is a free online learning tool that allows teachers to manage classes virtually, design curricula, and electronically distribute assignments to students. The applications of Google Classroom for writing proficiency are easy to use and useful. It is practical because all that is required of the students is typing; they do not need to meet with the teacher in person or send emails or print their homework (N. P. A. R. K. Dewi et al., 2022). When Google Classroom was used as a teaching tool, students could actively participate and behave well. Google Classroom offers numerous advantages to students. For example, students felt more comfortable writing in English because they received feedback from teachers and classmates, had convenient access to learning resources, and participated in classes from different locations (Andewi & Pujiastuti, 2021). Meanwhile, Albashtawi & Al Bataineh (2020) stated that numerous elements contribute to the students' improved reading and writing skills. The first is the effective usage of Google Classroom by the instructors, who were able to upload the necessary materials and use them in conjunction

with in-person classes. Second, the student's performance improved as a result of the intervention program's duration. Third, it's easy to comprehend and use Google Classroom's capabilities.

Teaching writing also used Jamboard application (Excerpt 16). With the right URL and editing permissions, anyone can access Google Jamboard, an online tool that offers a collection of digital whiteboards, or "Jams," for collaborative contributions. Susanti & Agung (2023) stated that the features of Jamboard had the potential to motivate students to participate in pre-writing activities by helping them come up with ideas for their topic. It helped students to organize knowledge and ideas by providing a visual representation of important components and ideas. Meanwhile, Carlos (2022) argued that writing skills needed to be developed in the most efficient, suitable, supportive, and necessary environments and platforms, like Google Jamboard, which served as an interactive platform for students' writing ability. Using Google Jamboard to teach writing skills is a very effective way to use digital media to facilitate virtual and collaborative learning (Marwah, 2023). In addition, Google Jamboard is a kind of digital whiteboard that allows students and teachers to communicate virtually. Jamboard is specifically designed to enable real-time collaboration between educators and learners, enabling them to create more engaging and interactive learning experiences (Siriwongs, 2024).

A writing tool called the Hemingway Editor aids users in making their writing more readable and clear (Excerpt 17). Everyone who wishes to increase the impact and clarity of their writing such as professionals, students, and content creators can benefit from using The Hemingway Editor. Students could examine their sentence construction using the Hemingway App, learned from the ideas over time, and improved their writing speed. Long, complicated sentences written by students were of higher quality due to the Hemingway app evaluation, which also highlights typical mistakes (Imran, 2022). In addition, Alkhaldi (2023) that the Hemingway Editor helped students write more succinctly and with more precision.

Facebook is an international social networking platform that facilitates global user interaction and information sharing (Excerpt 18). This platform can be used to teach writing skills. Facebook can be utilized as a teaching tool in the classroom, particularly when it comes to writing instruction. Students can prevent the negative effects of Facebook use and learn about the social media platform actively and successfully by using it as a learning tool (Rahman et al., 2024). There were plenty of opportunities for students to write in English without time constraints when teachers encouraged their participation in Facebook

discussions both within and outside of the classroom. Additionally, a learner-centered approach was supported since students write and study at their own pace (Lirola, 2022). Furthermore, Thuong (2022) stated that Facebook use was beneficial for improving writing abilities in English as a second language. This was particularly true when it came to helping students organize and shape their thoughts, boost their motivation, foster peer collaboration, expand their vocabulary, and overcome shyness. Meanwhile, Hayus (2022) reported that the use of social media such as Facebook was a very successful strategy for improving students' writing abilities. Facebook users could find and learn a lot from one another, making it an effective teaching tool for helping students find the knowledge they need.

Teachers can utilize WhatsApp as an engaging tool to help students become more motivated to write by providing them with enjoyment and enjoyment during the learning process (Excerpts 15). According to Syarif & Zaim (2021), students communicated with one other and with ideas via the group WhatsApp chat. They could express their emotions by using the emoji and they could freely share their work without worrying about mistakes by using the WhatsApp group chat. When teaching writing through WhatsApp, the teacher could ask the students to remark on the conversation topic or complete more difficult writing assignments (Malilla & Irwandi, 2022). Teachers could encourage students to write essays and share them with their own WA or the group WA, based on their desire, because WA was supported by a variety of file types, including DOC and PDF. After that, the teacher used WA to provide each student with personalized comments on their writing (Alberth et al., 2020). Students got benefit and positive experiences from learning through writing using WhatsApp groups because they could provide comments, edit each other's writing, and engage in topical debate with others, students think that the WhatsApp group helped them improve their writing by exchanging knowledge and information, students could increase their interaction (E. T. Handayani & Aminatun, 2020). In addition, Naji (2023) stated that the use of technology, such as WhatsApp chat, has been successful in helping EFL students improved their writing skills and had also helped students become more communicatively competent in the English language in general and in writing skills specifically.

5.1.3 The Platforms Used for Giving Assignments and Assessments

One of the Google Docs services is Google Forms. The Google Form for Education can be used to create online practice/test assignments via website pages, get feedback, gather different types of student and teacher data, create online registration forms for

schools, and send out questionnaires to individuals online. Furthermore, a Google Form can be utilized to evaluate students' English language skills. As an EFL assessment tool, Google Forms has the advantages of being time and energy-efficient, adapting to the peculiarities of the students, being less expensive, providing detailed results, and having useful features (Excerpts 19). Stated differently, the important implication is that lecturers' workloads can be reduced by using Google Forms as an assessment tool (Adelia et al., 2021). Radhaswati & Santosa (2022) stated the usage of Google Forms by teachers yielded five benefits, including the ability to fill in student administrative data, take part in activities related to student attendance, survey parents and students to get their perspectives, instruct students on how to use IT as a tool for learning, and it can conserve phone memory. The student's grades and vocabulary mastery increased as a result of using this Google Form. There are a few reasons for this, including the fact that students are not bored and find the use of Google Forms as a means of assessing their vocabulary mastery to be more interesting and challenging (Rinaldi et al., 2022). In addition, English teachers could develop forms using Google Forms' many features and benefits, which include: free use, easy to use, and combining Google Sheets with sharing Google Forms is simple. There were several ways to offer respondent data presentation formats. Google Forms was free and open source, saving money, time, and energy, real-time survey results, auto summary, and many quiz menu options (Fitria, 2023).

Google Classroom is a combination of various Google applications, including Google Drive for assignment creation and distribution, Google Docs, Sheets, and Slides for composition, Gmail for correspondence and message sending, and Google Calendar for organizing and scheduling class events (Excerpt 19). Google Classroom is viewed by educators as a useful platform that is simple to use for teaching, easy to pick up and comprehend, and easy to adapt (Awofala et al., 2022). The use of Google Classroom as an assessment platform was simple because of its design, functionality, and features, which make it easy and comfortable for students to complete online assignments. It was also a practical tool that helped students organize and complete online assignments, and it was a flexible tool that allowed students at any time and from any location to complete online assessments (Awofala et al., 2022). Furthermore, Rinanda et al. (2021) claimed that there were some reasons why students felt this way about using online assessments, including the fact that Google Classroom was incredibly simple to use, had visually appealing and interactive features, allowed students to save time, and allowed them to take the test anywhere at any time. Google also has a tool called Google Sites that makes creating a

website easier (Excerpt 22). Because Google Sites are simple for regular users to develop and maintain, users can benefit from them so that anybody, especially a subject teacher, can utilize or develop Google Sites. Test results had been linked to using mobile e-portfolios on Google Sites, along with greater student interest, enthusiasm, and involvement in the learning process and an enhanced capacity for project planning and presentation (Anh & Truong, 2023). Student assignments can be easily assessed with the use of the Google Site's portfolio assessment tool (Rustandi et al., 2023).

Another assessment platform is Quizizz (Excerpts 21). It offers multi-player activities that make classroom tasks like answering questions more engaging and enjoyable. Using Quizizz, you can make interactive quizzes that can be used in the classroom as an assessment tool. Selecting the right response is how you complete the interactive quiz. Zuhriyah & Pratolo (2020) found that Quizizz was a useful and engaging application tool for students to complete assignments in English classes. It also boosted students' confidence and motivation. Meanwhile, Handoko et al. (2021) stated that Quizizz was a highly useful tool for facilitating the assessment process in educational activities. Quizizz offered a comprehensive analysis of student test answers, enabling them to be utilized as educational resources for assessment in the future. Because Quizizz allowed students to take tests in the classroom and see their ranking in real-time, they were able to compete with one another to motivate themselves to study. Teachers, on the other hand, could monitor the entire process and download the student progress report once the test was finished (Junior, 2020). The fascinating features of the Quizizz program, which allowed users to view ranks and their quiz scores, students became more interested in studying English (Pertiwi, 2022). Incorporating game components such as leader boards, competitions, and points improved student interest and engagement in the English language classroom (Aulia & Warni, 2024).

A Liveworksheets is an additional tool that teachers can utilize to support the implementation of their lessons (Excerpt 21). The Liveworksheets platform is a website that offers services to help teachers use LKPD and transform it into an interactive online form called E-LKPD. Using a computer or mobile device, go to https://www.liveworksheets.com/ to access this platform. Hernanto et al. (2023) stated that the Liveworksheets platform could boost students' interest and motivation and support independent learning, this platform is a useful assessment tool. Liveworksheets could improve students' comprehension and boost the efficacy of the learning process because students were able to practice interactively, apply the concepts they had learned, and gain

a deeper comprehension of the subject matter through direct exposure with Liveworksheets (Rusdan & Mulya, 2023). Furthermore, this Liveworksheets application of the project approach was highly fascinating because it emphasized students' knowledge and skills in particular as well as increased their desire and involvement to promote autonomous thought, self-assurance, and social responsibility (Ratnawati et al., 2023). Meanwhile, Meilina & Andriani (2023) found when Liveworksheets was used in collaboration with the TPACK (Technological Pedagogical Content Knowledge) approach, it could improve students' critical thinking abilities and motivation to study. In addition, Liveworksheets was a collection of helpful interactive worksheets with several benefits, including quick accessibility, a formative assessment tool that is available immediately, a variety of assignment types, environmental friendliness, and flexibility (Ha Le & Prabjandee, 2023).

Educational institutions have been using Kahoot!, an application that is becoming popular and easy to use for game-based learning (Excerpt 20). Teachers may design poll questions, puzzles, debates, and multiple-choice quizzes using this interactive game-based learning platform. Students' interest and engagement were increased when Kahoot! was used as a formative assessment tool in remote teaching and learning because it gave them the chance to participate actively and collaborate with others as a community of practice (Mdlalose et al., 2021). By fostering an enjoyable environment that encouraged students and changed the dynamics of the lesson, Kahoot gave the students more opportunities to engage with the material, their peers, and the teacher (Alharthi, 2020). Moreover, due to its effectiveness in motivating students and keeping them engaged with the contents being taught in the classroom, the integration of Kahoot as one of the gamification tools has been shown to have good potential in the educational sector (Binti Rosdy & Yunus, 2021). In addition, Fakieh Mansy Ali et al. (2022) argued that Kahoot! provided an engaging learning environment with playful design, quick feedback, and rewards for the right answers. Students' intrinsic motivation to study was stimulated and encouraged to pursue knowledge acquisition as a result of the pleasant emotional association and reinforcement of positive conduct that this produces.

5.1.4 The Integration of MALL in Teaching English Skills

The use of mobile devices in learning English gave many responses among the teachers and the students. The students found it easy to do their learning activities through mobile devices. With the use of mobile devices, teachers and students were able to communicate more easily than would have been possible without them (Excerpt 28). Teachers could easily access mobile devices, which connected them in an appropriate way

(Halepoto et al., 2022). Pane & Geroda (2023) stated that students might discover content more easily and utilize their phones anywhere, as long as they had internet connectivity, at any time. He also stated that using a mobile smartphone as a resource for English language instruction. Students might search up information and have class discussions about it, view instructional videos to learn new vocabulary and how to pronounce words correctly, and listen to audio to enhance their listening skills.

The use of MALL also made the students motivated (Excerpt 30). MALL can enhance motivation and encourage learning through a variety of activities, but creativity and open-mindedness above all (Chirobocea, 2019). The creation of computer-based course materials and the integration of mobile devices, computers, and technologies (MALL) in the classroom can enhance students' motivation and understanding of academic performance (Tajik, 2020). Meanwhile, Pebiana & Febria (2023) found when mobile-assisted language learning (MALL) was used, the students were more engaged, enthusiastic, and appreciative of the material being taught. The implementation of MALL also helped the students a lot in learning English. Using mobile applications for English language learning helps L2 learners become more proficient in the language since these apps facilitate learning English as a second language as well as a foreign language (Gael & Elmiana, 2021). Positive outcomes were obtained from using the MALL's various apps and gadgets, which increased student academic learning, motivation, engagement, and time on task (Nur & Alimuddin, 2022). The use of MALL could save time because it was effective and efficient (Excerpts 31). Students can access digital learning materials more easily and at any time due to the applications that are displayed, which means that in the current period, the effectiveness and sources of autonomous learning can be adequately fulfilled (Mahrani et al., 2022). The integration of mobile learning made the students felt fun and they enjoyed learning through games (Excerpts 32,34,36). Salhab & Daher (2023) found that the indication of good attitudes for m-learning, which was enjoyable for learners on the go and facilitates the quick consumption and enhancement of knowledge through the use of gamification technologies.

5.2 The Challenges of Using MALL for the Teachers in Teaching English Skills

5.2.1 Teachers' Unfamiliarity with MALL

The integration of MALL in learning cannot be separated from the development of technology, one of which is mobile phone technology. The widespread use of mobile phones by society today greatly influences people's lifestyles, including issues related

to learning. The use of mobile phones as a learning medium had already been implemented before the COVID-19 pandemic and became even more widespread during the pandemic, which necessitated online learning. As seen in the findings above, teachers have been using mobile phones as a learning medium both before and during the COVID-19 pandemic, and even now, many teachers continue to use mobile phones in their teaching. Before the pandemic, mobile phones were used to practice listening comprehension and pick up language from movies, music, and social media. To improve their written communication skills and English speaking, they also used social media and other platforms (Basheikh, 2022). The global COVID-19 pandemic has confirmed the need for different e-learning approaches. Mobile learning, as an approach, refers to any type of learning that takes place on a mobile device, such as a tablet, laptop, or smartphone. It can include anything from reading articles to listening to podcasts to finishing an entire e-learning course (Alanezi, 2020). In addition, Azar & Tan (2020) in their results suggested that interns thought it was important to use ICT technologies (VR, MALL, and gamification) to teach English to secondary school students during the COVID-19 pandemic since they might make learning engaging and entertaining for students.

Furthermore, the language learning apps, which take into account the COVID-19 standards, offer students who are interested in learning foreign languages an excellent opportunity to do so by utilizing the most recent mobile apps that are equipped with advanced technological capabilities (Haidov & Soykan, 2022). Since mobile phone-facilitated learning could give students who lived in rural and distant areas better access to educational materials and services, m-learning contributed positively to the continuation of learning throughout the Covid19 crisis (Bacolod, 2022). According to Reyes-Avila et al. (2023), higher education was evolving; knowledge was no longer just imparted in physical classrooms and was no longer viewed as a factual narrative since the COVID-19 epidemic two years ago caused education to shift to virtual, information to be shared via digital platforms, and learning to occur in multiple ways. Over time, mobile learning has developed from an instructional aid to a versatile, strategic, and easy-to-use tool that is paving the way for new directions in higher education (Lazaro & Duart, 2023).

The result also discovered some participants knew the definition of MALL while other participants were less familiar with the definition of MALL. They just understood that MALL referred to the use of mobile devices for teaching and learning. According

to Ebadi & Raygan (2023) explained as the name implies, mobile-assisted language learning aims to incorporate mobile phones into the language learning process. Meanwhile, Faozi & Handayani (2023) defined the term "mobile-assisted language learning" (MALL) referred to language instruction using mobile devices. Other participants thought that MALL was the development of CALL and more flexible. Lu (2022) explained that a subset of computer-assisted language learning (CALL) was mobile-assisted language learning (MALL) which had drawn a lot of interest recently due to its special advantages, which include portability, universality, and interactivity. Meanwhile, Sathya (2021) argued that learning a language with the use of a portable mobile device is known as mobile-assisted language learning, or MALL was a branch of computer-assisted language learning (CALL) and mobile learning (m-learning). MALL as just another variation of computer-assisted language learning (CALL), with the exception that mobile technologies were used, CALL and MALL differ greatly from one another since mobile devices gave customers quicker access to the Internet and a vast selection of apps (Kukulska-Hulme, 2020). In addition, Adijaya et al. (2023) stated that Mobile-Assisted Language Learning (MALL) was a technique for learning languages that uses portable electronic devices, such as tablets, laptops, and cell phones, to support language learning activities. .

5.2.2   The Challenges Dealing with Big Size Class

Class size and a number of students could impact the integration of MALL in teaching English. The result showed that the participants taught many classes with a large number of students (Excerpts 51,52,53,54,55). The ability of teachers to instruct students, assign homework, provide them with individualized attention, and establish good classroom management and effective control was negatively impacted by large class sizes (Olurotimi & Nike, 2021). The subject of class size was highly debated from a variety of views since conventional thinking contended that larger classes would reduce the effectiveness of student learning (Shi, 2019). Moreover, Nakamura & Dev (2022) argued that a small class can benefit from a variety of teaching strategies that a large class cannot, such as interactive teaching or assignments. Overcrowding, poor classroom management, and congestion caused by large class sizes have a negative impact on the teaching and learning process (Rasheed et al., 2024).

5.2.3 The Challenges Dealing with Limited Availability of Equipment/ Teaching Support

One of the equipment when the teachers conducted mobile learning was a gadget such as a mobile phone, laptop, or other mobile device. Based on the result of this study almost all the students had mobile phones for doing mobile learning (Excerpts 56,57,58). The two most popular mobile devices that students use most frequently for learning are laptops and smartphones (Lee et al., 2020). Students claimed that using smartphones for learning could help them become independent thinkers (Alhafeez Ali Ta'amneh, 2021). Husnita et al. (2023) argued learning resources can be accessed through educational applications or e-learning platforms on mobile devices like smartphones and tablets, allowing learning to happen at everyone's pace and ability level. Sari et al. (2020) found that the majority of students frequently use their smartphones to enhance the quality of their education.

However, the problem appeared when the gadget used in learning did not support so it caused the students could not access the platforms (Excerpt 61,62,63). Users of mobile applications had to manage their device's memory in addition to battery issues. Memory requirements were one of these obstacles. As a result, the majority of users suitable programs with the lowest memory requirements (Lotan & Patil, 2023). The obstacles to the efficient use of smartphones included other things like patchy internet connectivity, intrusive calls during lectures, phone stalling during critical learning moments, file formats that did not support browsing, and the small screen and keyboard (Masadeh, 2021). Internet connection was an important tool in doing mobile learning. Students' virtual education will face significant challenges due to the limited availability of the Internet (Asio et al., 2021). Basar et al. (2021) argued due to inadequate infrastructure and internet packages, students who had unstable internet access were unable to engage in class without disruptions, had an impact on their mobile learning. Haleem et al. (2022) stated that students could not participate in mobile learning without the necessary ICT equipment, internet/mobile network connectivity, instructional resources, and instructor preparation.

The availability of learning platforms on the internet made the teachers could use them to teach English, but many interesting platforms could not be used because they had to subscribe to the platform and pay money to use the platforms (Excerpt 66). Kintanar et al. (2021) discovered that every e-learning platform had built-in constraints and that these limitations had a substantial effect on the platform's usability and potential applications. It's becoming common practice in e-commerce to use subscription models for the

distribution of digital content to draw in new customers because online platforms frequently promote their subscription programs with 14- or 30-day free trials (Chen, 2023).

5.3 The Teachers' Strategies of MALL Implementation in Teaching English Skills

5.3.1 Teachers Professional Development for MALL Familiarity

The advances of technology have grown rapidly making teachers familiar with digital learning platforms. The teacher had to get information about the learning platforms and how to integrate in the teaching and learning process. Based on the result, most of the teachers got information about the platforms from their teachers' community such as MGMP (Teacher Association), and joined seminars or webinars (Excerpts 71). R. S. Dewi et al. (2024) stated that professional development workshops were a common feature of many MGMP programs, and they frequently addressed the use of digital tools, instructional software, and internet resources. Suryawati et al. (2021) argued that by developing innovative teaching resources and tools that could enhance the learning process, this community allowed teachers to practice educating using online learning platforms and provided guidance in the planning, execution, and assessment of online learning through MGMP training. This type of sustainable professional development allowed teachers to grow personally and professionally. Ulfa et al. (2023) explained that MGMP discusses various topics, including curriculum development, lesson planning, effective learning process to ensure that students receive the material, improving teacher performance, and creating exam questions, it played a significant role in raising the subject of teachers.

Besides joining MGMP, the teachers also developed their knowledge by attending seminars or webinars (Excerpts 70). To raise the levels of digital competency demonstrated by teachers, the current ICT training had to be upgraded since the finding that a significant portion of the teachers examined had no prior ICT training for concentrating on the significance of ongoing education for educators (Artacho et al., 2020). The effect of digital skill training on raising educators' competitiveness, fostering creativity in the classroom, assisting in the development of more comprehensive skills, enabling teachers to produce a range of instructional videos, and altering educators' perspectives on teaching (Mustofa et al., 2024). Meanwhile, Asih (2024) found that the more successfully the training is conducted, the more capable the participants will be in using digital literacy to access educational materials. To raise the quality of the digitally based learning process, the training attempted to increase instructors' digital competency at the adaption level (Islami et al., 2022).

The development of social media such as YouTube could help the teacher to improve their digital learning to conduct MALL (Excerpt 72). The participants' interpretations of social media as a tool for education included chances to take part in department-related national or international projects, an environment that could be used to further their professional and personal development and foster cooperation, and a platform to support education (Aydoğmuş et al., 2023). In a spirit of cooperation, using social media made educators eager to share their teaching resources to reduce workloads for one another (Willis et al., 2023). Tomczyk et al. (2023) found that narrative, multimedia tutorials have the opportunity to incorporate extra software, data visualization, or activities that provide a more detailed explanation of the topic.

5.3.2 The Strategies Dealing with Big Size Class

Learning using technology requires not only adequate equipment but also teachers who must be good at implementing interactive learning using gadgets. The number of classes and the number of students a teacher has to teach are considerations in implementing learning using electronic devices. The teachers had to manage their classroom and also their energy so that the learning process could run well. To save time and energy the teachers did not apply mobile learning in all classes at the same time but they did it alternately, they also asked the students to do it in groups (Excerpts 88,89). Shedrack (2023) found that it was obvious that smaller class sizes improve academic attainment for students and provide more effective classroom management for the teacher. Class management, which had been described as the largest loading factor for teachers, could affect how well students learn by helping to identify the challenges they had with the materials (Muntu et al., 2023).

To solve the problem of the amount of students in the classroom, the teachers also asked the students to do the learning activity in groups. Gebbing et al. (2022) stated that groups still needed to combine existing applications for virtual creativity work because digital tools frequently had limited functionality. For example, one tool might be used for communication, another for data storage and sharing, and online documents or digital whiteboards for synchronous and asynchronous creative idea generation. Students engaged in a collaborative learning process where they solved problems together or produced a team project. This approach had several advantages, including improved interpersonal, communication, critical thinking, problem-solving, self-directed learning, and leadership abilities (S. Lu & Smiles, 2022). It was thought that having the chance to work effectively

75

in a group was a beneficial learning experience that established roles and duties and promoted respect (Beeson & Byles, 2020). Meanwhile, Vali (2023) stated that students utilized specific technologies in collaborative learning with contemporary technologies only when digital tools and resources were available to them or made sense to them in the context of the collaborative approach.

5.3.3 The Strategies Dealing with Limited Availability of Equipment/ Teaching Support

Learning using mobile devices is very risky to experience problems, especially when the devices used by students cannot access the platform, platform problems that cannot be accessed, and internet connection problems. To solve these problems, the teacher used the laboratory (Excerpt 93). In the field of English as a foreign language (EFL), digital laboratories with Internet connectivity can facilitate the communicative approach to language education by providing teachers with materials, giving students the chance to communicate across communities, and providing authentic native-speaker examples of L2 use (Hamad & Al-Maini, 2020). Good mobile computer lab service providers have used up-to-date facilities, qualified instructors, trustworthy review materials, and communication language that is easy to understand (Kapange, 2024). Kvasyuk et al. (2021) argued that in the multimedia lab, students were permitted to listen to the multimedia course materials again, particularly the more difficult ones. Students could choose to do the exercises in writing (for the assignments where the response should be typed in the gap) or orally (to talk into a microphone and record themselves in this lesson's answer block).

In mobile learning using a particular platform, teachers must know whether the platform is free or paid. Some teachers suggested using free platforms available on the internet (Excerpts 93,94,95,96). They only needed to register using an email account to enjoy the features provided by the platforms. The "Free Software Foundation" defines "free software" as software that was available as source code, freely reusable, and customizable. This definition was the foundation for free e-learning platforms, which are freely available in open code (Ouadoud et al., 2021). Platforms for free software were developed with non-profit objectives in mind. Its primary benefits were that the users could use the program for free and share copies of it with others, modify it to suit their needs, and get updates without having to pay for them (Arias et al., 2022). Abdennour et al. (2023) defined that Open Source platforms were widely accessible and freely available. Although these platforms were effective, they needed a lot of administrative work while private companies developed

proprietary platforms, which are paid for services. These platforms were simpler to manage and went beyond Open Source platforms. Meanwhile, Hakkal & Ait Lahcen (2022) stated that the paid platforms had high collaboration, high assessment, and high adaptivity features, which allowed the content to be customized to the learner's data and allowed the instructor and learner to work together to assess learning to increase engagement.

Integrating mobile learning is highly dependent on the availability of an internet connection. The gadgets must be connected to the internet to be able to access the platforms provided by the teacher for learning. One way to access the platform is by using the internet access provided by the school (Excerpt 69). By using the Internet, students were able to improve their reading, writing, speaking, and listening skills in the English language (Niraula, 2023). The availability of ICT infrastructure on campus or school encouraged the development of a digitally enabled environment where students could access online course materials from anywhere at any time on their mobile devices (Ohei & Brink, 2021). Krishnamoorthy & Soh (2021) argued that the use of technology in lesson design is mostly determined by internet accessibility, which includes internet speed, infrastructure maintenance, and technical support. Faster broadband connections might be utilized for educational reasons, improving the teaching experience and ultimately student achievement (Cambini et al., 2024). Academic achievement was able to improve more effectively when Internet access (hotspots) and the tools to use that access (devices) were combined (Whitacre & Higgins, 2021).

In summary, this research contributes constructively to the field by showing that integrating Mobile-Assisted Language Learning (MALL) in the teaching of English skills can significantly enrich the learning experience. It presents MALL as an innovative and efficient approach to support personalized, flexible, and interactive language learning, ultimately improving English proficiency across various contexts.

CHAPTER VI
CONCLUSION

6.1 Conclusion

The teachers taught speaking, listening, and reading using a variety of platforms. They used Britannica, BBC Learning English, VOA Learning English, Newsela, Google Drive, Google Sites, and Google Browser for reading. Both within and outside of the classroom, these platforms offered reading materials. Due to its popularity with pupils, teachers frequently used podcasts and YouTube to teach listening. Nearpod, Cambridge Listening Extra, and TED are further resources for teaching listening. Teachers used Zoom, TikTok, YouTube, Hello Talk, Duolingo, and Google Drive to teach speaking. Students were able to film and share their speaking practice with teachers using these platforms. Teachers also trained kids in writing by using voice recorders, Instagram, and WhatsApp Group. Students' writing-based recordings were scored, themes were posted, and feedback was provided. Teachers also taught writing using Facebook, Hemingway Editor, Jamboard, Google Classroom, Google Docs, and Google Slides. These platforms included editing, assessment, and collaboration options. For assignments and assessments, Google Forms, Kahoot, Quizizz, Live Worksheets, and school apps were utilized. The learning process was conducted using Google Sites, which enables teachers to attach educational resources and grade student work. Overall, a variety of platforms that offered accessibility, teamwork, and evaluation tools for educators and learners were employed to teach English language proficiency.

It can take a lot of time to prepare for using Mobile-Assisted Language Learning (MALL) in English instruction. Teachers must develop resources in soft files and upload them to the learning platforms. When students use the resources in class, they have to ensure everything goes without a constraint. Teachers' preparation and energy levels might be affected by the number of classes and students they teach. Teachers who use internet-connected mobile devices to teach English may be concerned that their pupils may visit unsuitable websites. Therefore, it takes more effort to take care the students while they are learning. Teachers are responsible for making sure students learn and have access to the appropriate resources. In MALL, device and platform accessibility is essential. Before employing the platforms in the classroom, both teachers and students need to be comfortable with their use. Even if there are a lot of platforms on the internet, not all of

them are user-friendly, and some demand payments and subscriptions. Due to inadequate device memory or a bad internet connection, some students may have trouble accessing platforms or links provided by the teacher. With so many sites offering both free and paid options, accessibility can be a problem. Even if schools have internet access, the number of users can impact connection speed, which can impact students who participate in online quizzes or activities.

To learn about the use of technology and media in education, teachers join in training. To help students with access concerns, teachers modified their teaching methods by implementing mobile-assisted language learning (MALL) in the classroom. Mobile phones with platform access are necessary for MALL, but many issues could prevent this. When students encounter problems, the teacher uses the school's multimedia lab. By fostering an interesting learning environment, technology in education encourages educators to update their teaching strategies. To enhance their abilities and remain current with emerging technologies, teachers looked to their peers and the internet for information. The teachers can use free platforms available on the internet or they can pay money to get premium platforms so they can use the platforms freely. To get ready for online learning, students have to buy internet packages or use the hotspots of other students. When an internet connection proved problematic, one teacher resorted to using traditional means, supplying worksheets and printed materials. To ensure that students could continue learning, teachers modified their teaching strategies to use technological advancements.

6.2 Implication

The researcher explains both the theoretical and practical implications in detail in the elaboration that follows.

1. Theoretical Implication

   By using MALL in Indonesia, the current study seeks to close the theoretical gap noted in earlier research. In terms of technology, this study combines MALL with several platforms that provide self-directed language learning. According to the findings, teachers and students should not only think about the benefits and potential of using MALL; they should also focus on how acceptable and prepared students are to use MALL for self-directed language learning. Therefore, studies in underdeveloped nations like Indonesia can benefit from the use of the integrated MALL in this study. Additionally, this study's methodology integrates the MALL methods, challenges, and

strategies in EFL instruction, not just for senior high school students, but also at other education levels.

2. Practical Implication

Guidelines for the integration of MALL can be established using the findings of the current study. The findings of this study are intended to support students' self-directed language learning while offering recommendations for creating and refining an efficient MALL for English language learning. As they go from teacher-centred to student-centred learning, developers must create a system that is easy to use and adaptable for both teachers and students. Students must be encouraged to engage in learning experiences that support self-directed language acquisition through the platforms being used. Having sufficient infrastructure would also encourage students to use ICT more. In addition to the size of the class and the teachers' experience, internet connection and the availability of different ICT tools may be essential.

Finally, this study can serve as a guide for educational institutions in developing countries to develop educational strategies to encourage self-directed learning with MALL. The development and implementation of MALL require a large budget and investment. The government has to complete the infrastructure of ICT in the education sector. Therefore, investment in technology must be analyzed carefully and concurrently, both in the technological context and concerning both students' and teachers' familiarity and readiness toward the use of ICT for the teaching and learning process.

6.3 Recommendation

Recommendations from the results of this study are addressed to:

1. Teachers

The results of this research can be used by teachers to use several platforms in learning English skills so that learning will be more interactive and fun. The teachers can use platforms with different types of English skills.

2. Schools and Governments

The results of this study provide recommendations for schools or governments to complete educational facilities and infrastructure, especially internet networks in all schools so that teachers and students can carry out digital learning well.

3. Future researchers

   The results of this study can be used to conduct more in-depth research related to the platforms and the impacts of using MALL in English language learning. They can do research not only focus on the strengths and weaknesses, but also the impacts of MALL in media technology development.

References

Abdennour, O., Kemouss, H., Erradi, M., & Khaldi, M. (2023). *Choosing an LMS learning platform: Criteria and comparison* (Issue Elses 2023). Atlantis Press International BV. https://doi.org/10.2991/978-94-6463-360-3_16

Abdussamad, Z. (2021). *Metode Penelitian Kualitatif*. CV. Syakir Media Press.

Adelia, Miftahurrahmah, Nurpathonah, Zaindanu, Y., & Ihsan, M. T. (2021). The role of google form as an assessment tool in ELT: Critical review of the literature. *Indonesian Journal of Research and Educational Review*, *1*(1), 58–66. https://doi.org/10.51574/ijrer.v1i1.49

Adijaya, M. A., Armawan, I. K., & Kristiantari, M. G. R. (2023). Mobile-Assisted Language Learning (MALL) Innovation for Vocational Education. *International Journal of Language Education*, *7*(3), 469–480. https://doi.org/10.26858/ijole.v7i3.52910

Ahada, I. (2024). *Gamified Learning Unleashed : Mastering British Accents with Nearpod*. *6*, 106–114.

Alanezi, Y. H. (2020). Future of Mobile Learning During and After Global (Covid-19) Pandemic: College of Basic Education as Case. *Journal of Education and Practice*, *11*(17), 1–12. https://doi.org/10.7176/jep/11-17-01

Albashtawi, A. H., & Al Bataineh, K. B. (2020). The effectiveness of google classroom among EFL students in Jordan: An innovative teaching and learning online platform. *International Journal of Emerging Technologies in Learning*, *15*(11), 78–88. https://doi.org/10.3991/IJET.V15I11.12865

Alberth, Wiramihardja, E., & Uden, L. (2020). WhatsApp with English language teaching? Some practical ideas and strategies. *International Journal of Technology Enhanced Learning*, *12*(3), 262–274. https://doi.org/10.1504/IJTEL.2020.107974

Albogami, A., & Algethami, G. (2022). Exploring the Use of WhatsApp for Teaching Speaking to English Language Learners: A Case Study. *Arab World English Journal*, *4*(3), 150–161.

Alfuhaid, S. R. (2021). The Utilisation of Duolingo to Enhance the Speaking Proficiency of EFL Secondary School Students in Saudi Arabia. *English Language Teaching*, *14*(11), 9. https://doi.org/10.5539/elt.v14n11p9

Alhafeez Ali Ta'amneh, M. A. (2021). The Use of Smartphones in Learning English Language Skills: A Study of University Students' Perspectives. *International Journal of Applied Linguistics and English Literature*, *10*(1), 1. https://doi.org/10.7575/aiac.ijalel.v.10n.1p.1

Alharthi, S. (2020). Assessing Kahoot's Impact on EFL Students' Learning Outcomes. *TESOL International Journal*, *15*(5), 31–57.

Ali, M. M., & Ahmed, K. (2021). *Using Whatsapp as MALL Tool to Enhance ESL Learners ' Performance in Using Whatsapp as MALL Tool to Enhance ESL Learners ' Performance in Pakistan*. *January*. https://doi.org/10.17051/ilkonline.2021.05.270

Alkhaldi, A. A. (2023). The Impact of Technology on Students' Creative Writing: A Case Study in Jordan. *Theory and Practice in Language Studies*, *13*(3), 586–592. https://doi.org/10.17507/tpls.1303.06

Alshammari, R. (2020). *The Current Use of Mobile Devices among Students and Faculty in EFL Teaching in a Saudi Arabian Context*. *19*(2), 34–51.

Amalia, I. (2023). Utilizing Mobile Apps and Games to Implement MALL (Mobile Assisted Language Learning) during Covid-19 Pandemic. *Pedagogy : Journal of English Language Teaching*, *11*(1), 89. https://doi.org/10.32332/joelt.v11i1.5085

Andewi, W., & Pujiastuti, D. (2021). Google Classroom: The Web-Based Media for Teaching English. *Jurnal Penelitian Ilmu Pendidikan*, *14*(2), 189–198. https://doi.org/10.21831/jpipfip.v14i2.41450

Andriani. (2022). Teaching MediaA EFL Clasroom: what are they and why sellect them. *Journal of Language Testing and Assessment*, *2*(1), 87–97. https://ojs.fkip.unismuh.ac.id/index.php/jlta

Anh, T. T. N., & Truong, N. N. (2023). Mobile E-Portfolios on Google Sites: A Tool for Enhancing Project-Based Learning. *International Journal of Interactive Mobile Technologies*, *17*(11), 15–33. https://doi.org/10.3991/ijim.v17i11.39673

Anwar, A. S., Mardisentosa, B., & Williams, A. (2021). The Role Of Technology In Education.

IAIC Transactions on Sustainable Digital Innovation (ITSDI), *3*(1), 36–40. https://doi.org/10.34306/itsdi.v3i1.524

Aprianti, F., Dayurni, P., Fajari, L. E. W., Pernanda, D., & Meilisa, R. (2022). The Impact of Gadgets on Student Learning Outcomes: A Case Study in Indonesia Junior High School Students. *International Journal of Education, Information Technology, and Others*, *5*(5), 121–130. https://doi.org/10.5281/zenodo.7446724

Arias, E. A. B., Leyva, M. B., Mora, C. A. C., & Gonzalez, O. V. C. (2022). *Virtual Platforms and its Use to Teach and Learn English Online*. *7*, 707–723.

Artacho, E. G., Martínez, T. S., Ortega Martín, J. L., Marín Marín, J. A., & García, G. G. (2020). Teacher training in lifelong learning-the importance of digital competence in the encouragement of teaching innovation. *Sustainability (Switzerland)*, *12*(7). https://doi.org/10.3390/su12072852

Arvanitis, P., & Krystalli, P. (2021). Mobile Assisted Language Learning (MALL): Trends from 2010 to 2020 Using Text Analysis Techniques. *European Journal of Education*, *4*(1), 13–22. https://doi.org/10.26417/ejls-2019.v5i1-191

Aryanata, I. M. W. A., Padmadewi, N. N., & Utami, I. G. A. L. P. (2022). Implementation of Voice Note on WhatsApp for Teaching Speaking English. *Journal of Educational Study*, *2*(1), 54–64. https://doi.org/10.36663/joes.v2i1.221

Asih, A. (2024). Improving Teachers' Skills in Digital Literacy through Workshops at SD Negeri Trayu Kapanewon Samigaluh, Kulon Progo Regency in the 2022/2023 Academic Year. *IJCER (International Journal of Chemistry Education Research)*, *8*, 32–37. https://doi.org/10.20885/ijcer.vol8.iss1.art5

Asio, J. M. R., Gadia, E., Abarintos, E., Paguio, D., & Balce, M. (2021). Internet Connection and Learning Device Availability of College Students: Basis for Institutionalizing Flexible Learning in the New Normal. *Studies in Humanities and Education*, *2*(1), 56–69. https://doi.org/10.48185/she.v2i1.224

Athoillah, U., & Serang, K. (2022). *(Mall) in Teaching Students ' Listening and Speaking*. *5*(1), 133–146.

Aulia, R. P., & Warni, S. (2024). *Students ' Perceptions Toward Quizizz as An Assessment Tool in EFL Classroom*. *4*(2), 283–294.

Avivi, M., & Megawati, F. (2020). Instagram post: Writing caption through process approach in developing writing skill. *EduLite: Journal of English Education, Literature and Culture*, *5*(2), 240. https://doi.org/10.30659/e.5.2.240-250

Awofala, A. O. A., Oladipo, A. J., Akinoso, S. O., Arigbabu, A. A., & Fatade, A. O. (2022). *Jurnal Pendidikan Progresif An Assessment of Google Classroom Reception and Usage among Pre- service Science , Technology and Mathematics Teachers in*. *12*(2), 796–805. https://doi.org/10.23960/jpp.v12.i2.

Aydoğmuş, M., Tut, E., & Karadağ, Y. (2023). Teachers' Experiences Regarding the Use of Social Media for Educational Purposes. *International Journal of Psychology and Educational Studies*, *10*(1), 69–82. https://doi.org/10.52380/ijpes.2023.10.1.855

Azar, A. S., & Tan, N. H. I. (2020). The application of ICT techs (mobile-assisted language learning, gamification, and virtual reality) in teaching english for secondary school students in malaysia during covid-19 pandemic. *Universal Journal of Educational Research*, *8*(11 C), 55–63. https://doi.org/10.13189/ujer.2020.082307

Bacolod, D. B. (2022). Mobile Learning as a Solution for Restricted Learning during the COVID-19 Pandemic. *Journal of Digital Educational Technology*, *2*(1), ep2203. https://doi.org/10.21601/jdet/11584

Bakoko. R. & Waluyo, B. (2021). *Learning Reading through Current News Events : Newsela . com*. *25*(3), 1–6.

Bangun, R. H., Sitompul, J., & Fibriasari, H. (2022). Google Sites as Learning Media in the Material Development of Advanced Reading Comprehension. *International Journal of Research and Review*, *9*(7), 519–525. https://doi.org/10.52403/ijrr.20220756

Barile, N. (2001). *A Guide to Giving Clear Instructions to Students (That They Will Actually Follow)*. Western Governor University. https://www.wgu.edu/heyteach/article/guide-giving-clear-instructions-students-that-they-will-actually-follow2001.html

Basar, Z. M., Mansor, A. N., Jamaludin, K. A., & Alias, B. S. (2021). The Effectiveness and Challenges of Online Learning for Secondary School Students - A Case Study. *Asian Journal of University Education*, *17*(3), 119–129. https://doi.org/10.24191/ajue.v17i3.14514

Basheikh, A. (2022). *Smartphone Use for Language Learning Before and After the COVID-19 Lockdown. October 2021*, 32–42.

Beeson, H., & Byles, R. (2020). Creative solutions to common groupwork problems. *Journal of Learning Development in Higher Education*, *19*, 5.

Binti Rosdy, S. N. A., & Yunus, M. M. (2021). Kahoot – A Game- Based Formative Assessment Tool During the Covid-19 Movement Control Order. *International Research in Education*, *9*(2), 1. https://doi.org/10.5296/ire.v9i2.18413

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member Checking: A Tool to Enhance Trustworthiness or Merely a Nod to Validation? *Qualitative Health Research*, *26*(13), 1802–1811. https://doi.org/10.1177/1049732316654870

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology; In qualittaive research in psychology. *Uwe Bristol*, *3*(2), 77–101. https://psychology.ukzn.ac.za/?mdocs-file=1176

Çakmak, F. (2019). Mobile Learning and Mobile Assisted Language Learning in Focus. *Language and Technology*, *2009*, 30–48.

Cambini, C., Sabatino, L., & Zaccagni, S. (2024). The faster the better? Advanced internet access and student performance. *Telecommunications Policy*, *48*(8), 102815. https://doi.org/10.1016/j.telpol.2024.102815

Carlos, J. L. (2022). *Jamboard as an Interactive Platform Toward Improving Students ' Writing Competency in Stylistics and Discourse Analysis*. *7*(6), 1141–1149.

Chen, L. (2023). Analysis of Online Platforms' Free Trial Strategies for Digital Content Subscription. *Journal of Theoretical and Applied Electronic Commerce Research*, *18*(4), 2107–2124. https://doi.org/10.3390/jtaer18040106

Chien, C., Huang, Y., & Huang, P. (2020). YouTube Videos on EFL College Students' Listening Comprehension. *English Language Teaching*, *13*(6), 96. https://doi.org/10.5539/elt.v13n6p96

Chilcoat, G. W., & Stahl, R. J. (1986). A Framework for Giving Clear Directions. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *60*(3), 107–109. https://doi.org/10.1080/00098655.1986.9959298

Chirobocea, O. (2019). Mall for Esp. Enhancing motivation and promoting language learning beyond the classroom. *Analele Universitatii Ovidius Constanta, Seria Filologie*, *30*(1), 33–43.

Chusnatayaini, A. (2022). *Students' Perception of Using Zoom Meeting to Improve Speaking Skills During Online Learning*. *December*, 22–23.

Creswell, J. W., & Creswell, J. D. (2018). Mixed Methods Procedures. In *Research Defign: Qualitative, Quantitative, and Mixed M ethods Approaches*.

Damayanti, & Sumarningsih. (2022). The Effectiveness of TED-ED Videos as Audiovisual Input in Listening Activities. *Print) Journal of English Language and Education*, *7*(1), 2022.

Daud, W., & Rama, A. N. (2021). The Effect of Using Zoom Conference System on Student' Speaking Skills. *Jurnal Ilmiah Dikdaya*, *11*. https://doi.org/10.33087/dikdaya.v11i2.230

Dewi, N. P. A. R. K., Dewi, N. L. P. E. S., & Marsakawati, N. P. E. (2022). the Use of Google Classroom for Teaching Writing. *Jpbii*, *10*(2), 2615–4404. https://doi.org/DOI:10.23887/jpbi.v10i2.1043

Dewi, R. S., Defianty, M., Zulfa, S., Maulidia, R. A., Mulyati, F., & Inggris, P. B. (2024). *The Central Role of MGMP in Improving Teachers Digital Literacy*. *4778*, 1181–1199. https://doi.org/10.2456/ideas.

Dharmawati, D. (2023). The Use of Zoom Application As Teaching Media To Improve Students' Speaking Skill. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *10*(2), 1933–1940. https://doi.org/10.24256/ideas.v10i2.3164

Dhiman, D. B. (2022). Impact of Smartphone: A Review on Negative Effects on Students. *SSRN Electronic Journal*, *18*(4), 5710–5718. https://doi.org/10.2139/ssrn.4205892

Dias, L., & Victor, A. (2022). Teaching and Learning with Mobile Devices in the 21st Century Digital World: Benefits and Challenges. *European Journal of Multidisciplinary Studies*,

7(1), 339. https://doi.org/10.26417/ejms.v5i1.p339-344

Ebadi, S., & Raygan, A. (2023). Investigating the facilitating conditions, perceived ease of use and usefulness of mobile-assisted language learning. *Smart Learning Environments*, *10*(1). https://doi.org/10.1186/s40561-023-00250-0

Edwards, R., & Holland, J. (2013). Research Methods Series: What is Qualitative Interviewing? In *Bloomsbury Academic*. https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf

Eklund, M., & Isotalus, P. (2024). Having it both ways: learning communication skills in face-to-face and online environments. *Frontiers in Education*, *9*(February), 1–16. https://doi.org/10.3389/feduc.2024.1270164

Eshankulovna, R. A. (2021). Modern technologies and mobile apps in developing speaking skill. *Linguistics and Culture Review*, *5*(S2), 1216–1225. https://doi.org/10.21744/lingcure.v5ns2.1809

Fakieh Mansy Ali, H., Abd-El-Gawad Mousa, M., & Elsayed Rushdan, E. (2022). Effect of Using Kahoot! As A Digital Game-Based Formative Assessment Tool in Enhancing Nursing Students' Knowledge and Learning Motivation. *Egyptian Journal of Health Care*, *13*(4), 1907–1921. https://doi.org/10.21608/ejhc.2022.338035

Faozi, F. H., & Handayani, P. W. (2023). The Antecedents of Mobile-Assisted Language Learning Applications Continuance Intention. *Electronic Journal of E-Learning*, *21*(4), 299–313. https://doi.org/10.34190/ejel.21.4.2744

Fatimannisa, A., Dollah, S., & Abduh, A. (2020). Students' Perception on the Use of Ruangguru Application in Their English Learning. *Interference: Journal of Language, Literature, and Linguistics*, *1*(2), 134. https://doi.org/10.26858/interference.v1i2.14771

Fitria, T., N. (2022). Using TED Talks In English Language Teaching (ELT): Supplemental Resources for English Language Teaching (ELT). *SOSMANIORA: Jurnal Ilmu Sosial Dan Humaniora*, *1*(1), 36–43. https://doi.org/10.55123/sosmaniora.v1i1.199

Fitria, T. (2023). *Using Google Forms as an Online Learning Assessment Toolf or Non-EFL Students of IAIN Manado*. *3*(2), 64–80. https://doi.org/10.30984/jeltis.v3i2.2641

Gael, K. E., & Elmiana, D. S. (2021). Mobile-Assisted Language Learning (MALL) in English language acquisition: a critical literature review. *JELTIM (Journal of English Language Teaching Innovations and Materials)*, *3*(2), 76. https://doi.org/10.26418/jeltim.v3i2.49813

Gavenila, E. I., Wulandari, M., & Renandya, W. A. (2021). Using TED talks for extensive listening. *Pasaa*, *61*(June), 147–175.

Gebbing, P., Yang, X., & Lattemann, C. (2022). Fostering creativity in Digital Group Work. *Jacobs University GGmbHCampus Ring 1Res. IV Room 60 a/B28759 BremenGerman*, *July*. https://doi.org/10.13140/RG.2.2.25524.32643

Gou, P. (2023). *Teaching english using mobile applications to improve academic performance and language proficiency of college students*. 16935–16949.

Ha Le, V. H., & Prabjandee, D. (2023). A Review of the Website Liveworksheets.com. *Call-Ej*, *24*(1), 269–279.

Hadi, M. S., Izzah, L., & Fudiantari, S. M. (2021). The use of elllo in improving teaching listening to students corresponding email article's history the use of elllo in improving teaching listening to students. *Ethical Lingua*, *8*(1), 2021. https://doi.org/10.30605/25409190.256

Haerazi, Utama, I. M. P., & Hidayatullah, H. (2020). Mobile applications to improve english writing skills viewed from critical thinking ability for pre-service teachers. *International Journal of Interactive Mobile Technologies*, *14*(7), 58–72. https://doi.org/10.3991/IJIM.V14I07.11900

Haidov, R., & Soykan, E. (2022). Mobile language learning apps during COVID-19 pandemic: A literature review based study. *International Journal of Science, Technology, Education, and Management*, *2*(1), 185–196.

Hakeem, M. A. (2021). The Application of Google Drive Instructional Media in Language Learning. *JELITA: Journal of English Language Teaching and Literature*, *2*(2), 2721–1916.

Hakkal, S., & Ait Lahcen, A. (2022). *An Overview of Adaptive Learning Fee-based Platforms*. *January 2021*, 222–226. https://doi.org/10.5220/0010731400003101

Haleem, A., Javaid, M., Asim, M., & Suman, R. (2022). Understanding the role of digital technologies in education : A review. *Sustainable Operations and Computers*, *3*(May), 275–285. https://doi.org/10.1016/j.susoc.2022.05.004

Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, *3*(February), 275–285. https://doi.org/10.1016/j.susoc.2022.05.004

Halepoto, A., Bhutto, N. A., & Kakepoto, I. (2022). Educators' Perceptions Towards Mobile Assisted Language Learning (MALL). *Global Language Review*, *VII*(II), 257–266. https://doi.org/10.31703/glr.2022(vii-ii).22

Hamad, Y., & Al-Maini, A. (2020). The Benefits of a Digital Language Lab in Secondary Schools EFL in Saudi Arabia. *International Journal of Innovation and Research in Educational Sciences*, *7*(5), 2349–5219.

Handayani, A. E., & Izzah, L. (2020). Improving Students Listening Comprehension with Mobile App "English Listening Test." *English Language in Focus (ELIF)*, *3*(1), 69–78. https://jurnal.umj.ac.id/index.php/ELIF/article/view/6090

Handayani, E. T., & Aminatun, D. (2020). Students' Point of View on the Use of Whatsapp Group To Elevate Writing Ability. *Journal of English Language Teaching and Learning*, *1*(2), 31–37. https://doi.org/10.33365/jeltl.v1i2.602

Handi Pratama, S. H., Ahsanul Arifin, R., & Sri Widianingsih, A. W. (2020). The Use of YouTube as a Learning Tool in Teaching Listening Skill. *International Journal of Global Operations Research*, *1*(3), 123–129. https://doi.org/10.47194/ijgor.v1i3.56

Handoko, W., Mizkat, E., Nasution, A., Hambali, & Eska, J. (2021). Gamification in Learning using Quizizz Application as Assessment Tools. *Journal of Physics: Conference Series*, *1783*(1). https://doi.org/10.1088/1742-6596/1783/1/012111

Hardyansyah, A. M. (2021). Analysis Students' Perception of Using Mobile Assisted Language Learning (MALL) in Reading Class. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *9*(2), 12–127. https://doi.org/10.24256/ideas.v9i2.2225

Hasanah, U. N., & Ekawati, A. D. (2024). The Use of Instagram for Students' Writing Skills. *JPG: Jurnal Pendidikan Guru*, *5*(2), 171–177. https://doi.org/10.32832/jpg.v5i2.14942

Hayus, H. (2022). the Effectiveness of Using Social Media Facebook To Enhance Efl Students' Writing Skill. *Research on English Language Teaching in Indonesia*, *10*(2), 37–43.

Herlina, H., & Santoso, S. (2022). the Students' Perception Towards Using Mobile Application for Business English Learning. *Esteem Journal of English Education Study Programme*, *5*(2), 261–273. https://doi.org/10.31851/esteem.v5i2.8548

Hernanto, M. D., Atmojo, I. R. W., & Indriayu, M. (2023). *Liveworksheets Analysis as an Online Student Worksheet Assessment in the 21st Century Era* (Issue 1). Atlantis Press SARL. https://doi.org/10.2991/978-2-38476-114-2_48

Hikmah, D. (2019). Media For Language Teaching and Learning in Digital Era. *International Journal of English Education and Linguistics (IJoEEL)*, *1*(2), 36–41. https://doi.org/10.33650/ijoeel.v1i2.963

Hikmah, N., Sari, W., Hidayati, Irwandi, Ilham, & Bafadal, F. (2021). *F Ostering Students ' Writing Skill S By the*. *9*(1), 34–43.

Hikmah, Sari, W., Hidayati, Irwandi, Ilham, & Bafadal, F. (2023). The Implementation of Mobile Assisted Language Learning to Improve Students ' Speaking Skill. *Journal of Chemical Information and Modeling*, *3*, 73–79. https://journal.ummat.ac.id/index.php/fkip/article/view/16307

Honarzad, R. (2019). *Using Mobile Technology in Language Learning : Merits and Demerits*. *10*(1), 1–6. https://doi.org/10.7176/JEP

Husnita, L., Rahayuni, A., Fusfitasari, Y., Siswanto, E., & Rintaningrum, R. (2023). The Role of Mobile Technology in Improving Accessibility and Quality of Learning. *Al-Fikrah: Jurnal Manajemen Pendidikan*, *11*(2), 259. https://doi.org/10.31958/jaf.v11i2.10548

Idami, Z., Wati, S., & Balqis, R. (2022). Acitya : Journal of Teaching & Education. *Acitya: Journal of Teaching & Education*, *4*(1), 175–188.

Imran, M. C. (2022). Applying Hemingway App to Enhance Students' Writing Skill. *EDULEC : Education, Language, and Culture Journal*, *2*(2), 180–185.

https://doi.org/10.56314/edulec.v2i2.67

Indrastana, N. S., & Rinda, R. K. (2021). *The Implementation of Mobile-Assisted Language Learning Through YouTube Vlogging to Boost Students' Speaking Performance*. *514*(Icoship 2020), 50–54. https://doi.org/10.2991/assehr.k.210101.012

Indriyani, S. N., Sukarni, S., & Triana, J. (2021). Segmental Features Contained in BBC Learning English Video: Word in the News. *Scripta : English Department Journal*, *8*(1), 1–7. https://doi.org/10.37729/scripta.v8i1.807

Inggita, N. D., Ivone, F. M., & Saukah, A. (2019). *How is Mobile-Assisted Language Learning (MALL) Implemented by Senior High School English Teachers? 7*(3), 85–94.

Irwansyah, R., & Izzati, M. (2021). Implementing quizizz as game based learning and assessment in the english classroom. *TEFLA Journal (Teaching English as Foreign Language and Applied Linguistic Journal)*, *3*(1), 13–18.

Islami, B., Arifin, Z., & Puspitorini, P. H. (2022). Strategy to Strengthen Teachers' Digital Competence. *Proceedings of the 5th International Conference on Current Issues in Education (ICCIE 2021)*, *640*(Iccie), 37–40. https://doi.org/10.2991/assehr.k.220129.007

Isnaeni, M., K, E. M., Ratih, Zalmansyah, A., & Harum, D. M. (2022). Designing Mobile Learning Lesson Plan for English as a Foreign Language (EFL) Learners: ADDIE model. *Proceedings of the International Conference of Learning on Advance Education (ICOLAE 2021)*, *662*(Icolae 2021), 774–780. https://doi.org/10.2991/assehr.k.220503.080

Jeong, K. O. (2022). Facilitating Sustainable Self-Directed Learning Experience with the Use of Mobile-Assisted Language Learning. *Sustainability (Switzerland)*, *14*(5). https://doi.org/10.3390/su14052894

Jessica, J., & Santoso, I. (2022). Handling the Attention Span of Grade 1 Students At Equalbright School. *PROJECT (Professional Journal of English Education)*, *5*(2), 284. https://doi.org/10.22460/project.v5i2.p284-287

Juniarta, P. A. K., Dewi, K. S., Mahendrayana, G., & Swandana, I. W. (2020). *The Analysis on the Implementation of Mobile-Assisted Language Learning Strategy Through Quizizz Application to Improve Student's Reading Comprehension at Undiksha Singaraja*. *394*(Icirad 2019), 323–327. https://doi.org/10.2991/assehr.k.200115.053

Junior, J. B. B. (2020). Assessment for Learning with Mobile Apps: Exploring the Potential of Quizizz in the Educational Context. *International Journal of Development Research*, *10*(01), 33366–33371. https://quizizz.com/about

Jusriati, J., Nasriandi, N., Kurniadi, W., & Ratna, R. (2021). the Implementation of Google Site As E-Learning Platform for Teaching Efl During Covid-19 Pandemic. *English Review: Journal of English Education*, *10*(1), 129–138. https://doi.org/10.25134/erjee.v10i1.5363

Kalangi, M., Liando, N., & Maru, M. (2019). *The Effect of Applying Internet Browsing in Improving Students' Reading Comprehension Skill*. *January 2019*. https://doi.org/10.2991/icss-19.2019.66

Kalsum, I. (2021). NEARPOD AND STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING Article Information. *International Academic Research Journal of Business and Technology*, *7*(1), 2021.

Kalyani, L. K. (2024). The Role of Technology in Education: Enhancing Learning Outcomes and 21st Century Skills. *International Journal of Scientific Research in Modern Science and Technology*, *3*(4), 05–10. https://doi.org/10.59828/ijsrmst.v3i4.199

Kamaliyah, S. M., & Zainil, Y. (2022). Students' Speaking Activity on Zoom Application: A Need Analysis. *Proceedings of the 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021)*, *624*, 204–209. https://doi.org/10.2991/assehr.k.220201.037

Kanwal, A., Rafiq, S., & Afzal, A. (2023). Impact of Workload on Teachers' Efficiency and Their Students' Academic Achievement At the University Level. *Gomal University Journal of Research*, *39*(02), 131–146. https://doi.org/10.51380/gujr-39-02-02

Kapange, A. A. (2024). Improvement of Mobile Computer Laboratories Services in Dar es Salaam, Tanzania. *International Journal of Current Science Research and Review*, *07*(01), 205–210. https://doi.org/10.47191/ijcsrr/v7-i1-21

Kazu, I. Y., & Kuvvetli, M. (2024). Improve speaking skills with Duolingo's mobile game-based

language learning. *Asian Journal of Education and Training*, *10*(1), 62–75. https://doi.org/10.20448/edu.v10i1.5488

Khan, R. M. I., Alahmadi, A., Radzuan, N. R. M., & Shahbaz, M. (2024). A Qualitative Analysis of WhatsApp Integration on Speaking Vocabulary Development. *Register Journal*, *17*(1), 146–163. https://doi.org/10.18326/register.v17i1.146-163

Kholid. (2020). Pentingnya Literasi Digital bagi Guru Pada Lembaga Pendidikan Tingkat Dasar dan Implikasinya Terhadap Penyelenggaraan Kegiatan Belajar Mengajar. *Jurnal Horizon Pendagogia*, *1*(1), 22–27. https://jurnal.untirta.ac.id/index.php/jhp/article/viewFile/10422/6784

Khulel, B. (2022). Improving Students' Writing Skill through Project-Based Learning, Process Writing, and Instagram. *IJECA (International Journal of Education and Curriculum Application)*, *5*(1), 25. https://doi.org/10.31764/ijeca.v5i1.7601

Kintanar, F. C., T.Elladora, S., Genabe, V. C., Sarile, T. C. B., & Rendon, Z. L. L. (2021). Perceived Limitations of E-Learning Platforms. *International Journal of Educational Science and Research (IJESR)*, *11*(2).

Konotop, O. (2024). *The eff ec veness of the BBC learning english applica on for building students' english-language strategic competence*. 142–157.

Krishnamoorthy, K., & Soh, T. M. T. (2021). Exploring the Impact of Internet Accessibility in Implementation of Technology-based Pedagogy for Science in Malaysian Primary Schools. *International Journal of Academic Research in Progressive Education and Development*, *10*(1), 339–353. https://doi.org/10.6007/ijarped/v10-i1/9042

Kristiani, P. E., & Pradnyadewi, D. A. M. (2021). Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills. *The Art of Teaching English as a Foreign Language*, *1*(2), 8–12. https://doi.org/10.36663/tatefl.v1i2.97

Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, *20*(3), 271–289. https://doi.org/10.1017/S0958344008000335

Kukulska-Hulme, A. (2020). Mobile-Assisted Language Learning. *The Encyclopedia of Applied Linguistics*, 1–9. https://doi.org/10.1002/9781405198431.wbeal0768.pub2

Kusumaningrum, D. R., & Pratiwi, D. (2024). Revealing the Effect: How Google Slides Helps Improve Vocational Students' Writing Skills. *Voices of English Language Education Society*, *8*(1), 80–92. https://doi.org/10.29408/veles.v8i1.24357

Kvasyuk, E. N., Putistina, O. V., & Savateeva, O. V. (2021). The use of multimedia language laboratory in teaching English phonetics at the university. *SHS Web of Conferences*, *113*, 00053. https://doi.org/10.1051/shsconf/202111300053

Lazaro, G. R. de, & Duart, J. M. (2023). Moving Learning: A Systematic Review of Mobile Learning Applications for Online Higher Education. *Journal of New Approaches in Educational Research*, *12*(2), 198–224. https://doi.org/10.7821/naer.2023.7.1287

Lee, C. E., Leow, S. W. Y., & Kong, X. J. (2020). The Use of Mobile technologies for learning in higher education: Students' readiness. *Search Journal of Media and Communication Research*.

Linuwih, E. rachmawaty, & Winardi, Y. K. (2020). Improving Students' Writing Skill Using a Mobile Learning Application. *Jurnal Basis*, *7*(2), 281–290. https://doi.org/10.33884/basisupb.v7i2.2433

Lirola, M. M. (2022). Approaching the Use of Facebook to Improve Academic Writing and to Acquire Social Competences in English in Higher Education. *Contemporary Educational Technology*, *14*(1), 1–15. https://doi.org/10.30935/cedtech/11482

Lisa, P., Mansyur, S., & Totoh, T. (2023). Learning to Speak English Through Hellotalk Application Narrative Inquiry Research. *Jurnal Ilmiah Wahana Pendidikan*, *9*(September), 448–460.

Lizamuddin, A., Asib, A., & Ngadiso, N. (2019). Indonesian English Learners' Perception of The Implementation of Mobile Assisted Language Learning in English Class. *Metathesis: Journal of English Language, Literature, and Teaching*, *3*(1), 70. https://doi.org/10.31002/metathesis.v3i1.1252

Lotan, M. M., & Patil, N. N. (2023). Issues and Challenges Faced by Mobile Application Users

and Developers. *Mobile Computing, Communications &Mobile Networks*, *10*(2), 2. http://computers.stmjournals.com/index.php?journal=JoMCCMN&page=index

Lu, X. (2022). The Application of Mobile-Assisted Language Learning (MALL) in Developing Early English Acquisition. *Proceedings of the 2022 3rd International Conference on Language, Art and Cultural Exchange（ICLACE 2022)*, *673*(Iclace), 657–660. https://doi.org/10.2991/assehr.k.220706.124

Lusiyani, R., & Anindya, W. D. (2021). Choosing and Using Learning Media during Remote Teaching: Teachers' Thought. *Journal of English Language Teaching and Linguistics*, *6*(2), 407. https://doi.org/10.21462/jeltl.v6i2.555

Ma, W., Lin, X., Lou, J., Liu, Y., Tang, W., & Bao, Z. (2023). The impact of students' cellphone-use and self-control on academic performance in traditional classroom. *Asia Pacific Education Review*, *24*(4), 591–598. https://doi.org/10.1007/s12564-023-09824-6

Mahrani, K. H., Falatena, A., & Wahyunengsih, W. (2022). The Effectiveness of Learning Media Digitalization on Increasing Independent for Indonesian Millenial Learners. *International Journal Pedagogy of Social Studies*, *7*(2), 1–8. https://doi.org/10.17509/ijposs.v7i2.51807

Malilla, R., & Irwandi, I. (2022). The Effectiveness of Using WhatsApp in English Language Teaching during the Covid-19 Pandemic for Junior High School Students. *Journal of Education and Teaching (JET)*, *3*(2), 185–194. https://doi.org/10.51454/jet.v3i2.157

Marwah. (2023). Using Google Jamboard To Teach Writing Skill. *Journal of English Education and Linguistics*, *3*(2), 20–32. https://doi.org/10.56874/jeel.v3i2.914

Masadeh, T. S. Y. (2021). Smartphone Use in Learning As Perceived By University Undergraduates: Benefits and Barriers. *International Journal of Research - GRANTHAALAYAH*, *9*(3), 56–65. https://doi.org/10.29121/granthaalayah.v9.i3.2021.3764

Maulina, Rahmiatin Rahim, T., Cortez, A. O., V.Narciso, S. A., & Said, A. (2023). SOCIAL MEDIA AS MOBILE LEARNING ORAL CHAT-BASED CONSTRUCTIVE COMMUNICATION TO IMPROVE SPEAKING SKILLS. *Jurnal Pendidikan Teknologi Informasi*, *1*(1), 33–42.

Mawaddah, S. A., & Puspasari, D. (2021). Hambatan Guru pada Saat Melakukan Pembelajaran Daring Selama Work From Home (WFH) di SMKN 1 Sooko Mojokerto. *Jurnal Edukasi*, *8*(2), 1–10.

Mdlalose, N., Ramaila, S., & Ramnarain, U. (2021). Using Kahoot! As A Formative Assessment Tool in Science Teacher Education. *International Journal of Higher Education*, *11*(2), 43. https://doi.org/10.5430/ijhe.v11n2p43

Meilina, S., & Andriani, A. (2023). *Implementation of TPACK-based Liveworksheet Approach on Students' Learning Motivation and Critical Thinking in Science Learning at Elementary School*. *C*. https://doi.org/10.4108/eai.22-7-2023.2335408

Meinawati, E., Harmoko, D. D., Rahmah, N. A., & Dewi, N.-. (2020). Increasing English Speaking Skills Using Youtube. *Polyglot: Jurnal Ilmiah*, *16*(1), 1. https://doi.org/10.19166/pji.v16i1.1954

Merdianti, K. F., Santosa, M. H., & Dewi, K. S. (2023). The effectiveness of TED-Ed as video based media towards high school students' Listening skill. *Journal of English Language and Language Teaching*, *7*(1), 63–71. https://doi.org/10.36597/jellt.v7i1.14316

Mohammadi, E. (2020). *Mobile-Assisted Language Learning : June 2018*. https://doi.org/10.4018/978-1-5225-5463-9.ch010

Mukmin, Lakuana, N., Rullu, M., Haluti, A., & Al Mawaddath, I. (2024). *Teachers' Preparations in Teaching English through Online Learning*. *2022*, 548–558. https://doi.org/10.2991/978-2-38476-118-0_63

Mulyaningsih, T., Hendratno, H., & Subrata, H. (2023). Literature Review: Development of Google Sites – Based Multimedia to Improve Elementary School Students' Reading Literacy. *International Journal of Emerging Research and Review*, *1*(4), 000045. https://doi.org/10.56707/ijoerar.v1i4.45

Muntu, D. F., Yuliana, O. Y., & Tarigan, Z. J. H. (2023). The Influence of Digital Literacy on Learning Effectiveness Through Classroom Management. *Petra International Journal of Business Studies*, *6*(1), 42–52. https://doi.org/10.9744/petraijbs.6.1.42-52

Mustofa, I., Tandon, M., Jonathan, B., & Tamaela, E. Y. (2024). The Impact of Digital Skills

Training on Increasing the Competitiveness of Educators. *Journal Emerging Technologies in Education*, *2*(2), 229–240. https://doi.org/10.70177/jete.v2i2.1068

Nabilou, M., Aboutalebi, M., & Soltani, S. (2021). *The Effect of Using Mobile Listening Applications on Listening Skills of Iranian Intermediate EFL Learners*. *April*, 0–9. www.EL-CONF.com

Naji, zanaib A. (2023). Chatting Via Whats App for Developing Students ' Writing Skill. *Journal of Tikrit University for Humanities*, *30*, 25–48. https://doi.org/DOI: http://dx.doi.org/10.25130/jtuh.30.3.1.2023.25

Nakamura, Y., & Dev, S. (2022). Effects of Class-Size Reduction on Students' Performance. *Pertanika Journal of Social Sciences and Humanities*, *30*(2), 797–812. https://doi.org/10.47836/pjssh.30.2.20

Nguyen, T. H. N., & Nguyen, T. T. H. (2022). Use of Google Docs in Teaching and Learning English Online to Improve Students' Writing Performance. *International Journal of TESOL & Education*, *2*(2), 186–200. https://doi.org/10.54855/ijte.222210

Ningsih, W., & Zalisman, Z. (2023). Using VOA news material through virtual small group discussion on the students' reading comprehension for university level. *International Journal of Advances in Social and Economics*, *4*(3), 90–94. https://doi.org/10.33122/ijase.v4i3.238

Niraula, K. B. (2023). School Students' Experience of Using the Internet. *International Journal of Studies in Education and Science*, *4*(2), 124–136. https://doi.org/10.46328/ijses.68

Nur, S., & Alimuddin, A. H. (2022). A Systematic Review on Integrating MALL in English Language Teaching. *ELT WORLWIDE Journal of English Language Teaching*, *9*(1), 56–69.

Nurbanati, E., Hariri, H., Rini, R., Sowiyah, S., & Perdana, R. (2021). *The Use of Mobile Device in the School for Learning and Teaching System a Literature Review*. https://doi.org/10.4108/eai.16-10-2020.2305207

Nurdiansyah, A., & R. Abdulrahman, T. (2020). the Use of Instagram To Develop Students' Writing Ability. *Akademika*, *9*(01), 97–107. https://doi.org/10.34005/akademika.v9i01.808

Nurjaman, A., & Sabilah, F. (2022). The Use of ICT and Online Learning Applications during the Covid-19 Outbreak in Indonesia. *Jurnal Pendidikan Progresif*, *12*(2), 764–776. https://doi.org/10.23960/jpp.v12.i2.202228

Nurutdinova, A., Shakirova, D., Ismagilova, G., Fazlyeva, Z., Panfilova, E., Sheinina, D., Galeeva, G., & Ilminbetova, S. (2022). The Integrating Face-to-Face Learning, Distance Learning Technologies and M-Learning Technologies: Effectiveness. *Lecture Notes in Networks and Systems*, *411 LNNS*(May), 478–486. https://doi.org/10.1007/978-3-030-96296-8_43

Nushi, M., & Fadaei, M. H. (2020). *Newsela: A Level-Adaptive App to Improve Reading Ability*. *32*(2), 239–247. http://nflrc.hawaii.edu/rfl

Ohei, K. N., & Brink, R. (2021). The Effectiveness of Wi-Fi-Network Technology on Campuses and Residences for an Improved Learning Experience and Engagement. *Mousaion: South African Journal of Information Studies*, *39*(1). https://doi.org/10.25159/2663-659x/7842

Ok, M. W., & Rao, K. (2019). Digital Tools for the Inclusive Classroom: Google Chrome as Assistive and Instructional Technology. *Journal of Special Education Technology*, *34*(3), 204–211. https://doi.org/10.1177/0162643419841546

Olurotimi, B. J., & Nike, A. O. (2021). Effects of Class Size on Students' Attitude and Academic Performance in English Language Among Secondary School Students in Ado Local Government, Ekiti State. *LLT Journal: Journal on Language and Language Teaching*, *24*(1), 23–35. https://doi.org/10.24071/llt.v24i1.2602

Ouadoud, M., Rida, N., & Chafiq, T. (2021). Overview of E-learning Platforms for Teaching and Learning. *International Journal of Recent Contributions from Engineering, Science & IT (IJES)*, *9*(1), 50. https://doi.org/10.3991/ijes.v9i1.21111

Paksi, G. R., Sari, R. K., & Somawati, S. (2023). Teacher Perceptions on the Use of the Wordwall.Net Application as an English Vocabulary Learning Media. *Edunesia: Jurnal Ilmiah Pendidikan*, *4*(1), 120–132. https://doi.org/10.51276/edu.v4i1.307

Pane, W. S., & Geroda, G. B. (2023). Teacher'and Student's Perspective on the Use of Mall (Mobile-Assisted Language Learning) in English Learning. *Inquest Journal*, *01*.

https://ojs.wiindonesia.com/index.php/ij/article/view/169%0Ahttps://ojs.wiindonesia.com/index.php/ij/article/download/169/98

Pasternak, D. L. (2020). Teaching and Learning With Technology. *Integrating Technology in English Language Arts Teacher Education*, *7*(5), 25–49. https://doi.org/10.4324/9780429433689-2

Patel, A., & Shah, S. (2024). The Efficacy Of The Newsela Application To Develop Reading Skills Of Tertiary Level Students. *Journal of Advanced Zoology*, *45*(S-4), 01–05. https://www.cabdirect.org/cabdirect/abstract/20013127238

Pebiana, P., & Febria, D. (2023). The Increasing Student Motivation for Speaking Skills with MALL (Mobile-Assisted Language Learning). *SALEE: Study of Applied Linguistics and English Education*, *4*(2), 424–439. https://doi.org/10.35961/salee.v4i2.820

Perin, S. G. and D. (2007). *A Report to Carnegie Corporation of New York WRITINGNEXT EFFECTIVE STRATEGIES TO IMPROVE WRITING OF ADOLESCENTS IN MIDDLE AND HIGH SCHOOLS*.

Pertiwi, A. P. (2022). Using The Quizizz as an Assessment of Students' English Learning. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, *5*(1), 37. https://doi.org/10.20527/jetall.v5i1.10859

Pham, A. T. (2022). University Students' Attitudes towards the Application of Quizizz in Learning English as a Foreign Language. *International Journal of Emerging Technologies in Learning*, *17*(19), 278–290. https://doi.org/10.3991/ijet.v17i19.32235

Pratiwi, A., Hidayati, I. N., & Gusnadi, G. (2024). Using Podcast to Teach Listening Comprehension. *Journal of English Teaching and Linguistics Studies (JET Li)*, *6*(1), 17–24. https://doi.org/10.55215/jetli.v6i1.5635

Prayudi, R. A., Hakiki, A. K., Putra, N. R. D., Anzka, T. O., & Ihsan, M. T. (2021). the Use of Technology in English Teaching & Learning Process. *Jurnal Riset Dan Inovasi Pembelajaran*, *1*(2), 102–111. https://doi.org/10.51574/jrip.v1i2.38

Puji Widodo, H. (2014). Methodological Considerations in Interview Data Transcription. *International Journal of Innovation in English Language*, *3*(1), 101–107.

Rabbani Yekta, Razieh Kana'ni, & Amin, M. (2020). Using Google Drive as the E-portfolio for the Self-assessment of Speaking Fluency. *International Journal of Research in English Education*, *5*(2), 49–60. https://doi.org/10.29252/ijree.5.2.49

Radhaswati, I. D. A. A., & Santosa, M. H. (2022). Teachers' Perceptions: the Use of Google Form as a Media to Assess Primary School Students. *EDUTEC : Journal of Education And Technology*, *5*(4), 910–924. https://doi.org/10.29062/edu.v5i4.308

Rahman, A., Aulia, E. A., Tinggi, S., & Soromandi Bima, P. (2024). Facebook Usage In Learning English Writing Skill And In Improving Students' Motivation Dosen Prodi S1 Pariwisata Sekolah Tinggi Pariwisata Soromandi Bima, 2 Dosen prodi S1 Tadris Bahasa Inggris Sekolah Tinggi Islam Sumbawa. *Jurnal Ilmiah Mandala Education (JIME)*, *10*(1), 2656–5862. https://doi.org/10.58258/jime.v9i1.6631/http

Raj, K. A., & Baisel, A. (2022). Role Of Mobile Application In Enhancing English Speaking Skills. *Journal of Positive School Psychology*, *2022*(8), 250–261. http://journalppw.com

Rao. (2019). the Use of Mobile Assisted Language Learning (Mall) Technology. *Research Journal Of English (RJOE)*, *4*(2), 225-238.

Rasheed, K. H., Aliero, H. S., & Danjuma, M. (2024). *Teachers Perception On The Impact Of Large Class Size On The Academic Performance Of Students In Kebbi Central Senatorial Zone , Nigeria*. *12*(1), 129–137.

Rasidi, M. A., Hikmatullah, N., & Sobry, M. (2021). Hambatan guru dalam pembelajaran daring: Studi kasus di kelas V MIN 2 Kota Mataram. *Jurnal Ilmiah Pendidikan Dasar*, *8*(2), 159. https://doi.org/10.30659/pendas.8.2.159-174

Ratnawati, Y., Imron, A., Widowati, T., & Purwaningsih, H. (2023). The Development of Liveworksheet by Implementing Project Method in Teaching Narrative Text for Ten Grade Students. *International Journal of Multicultural and Multireligious Understanding*, *10*(5), 471. https://doi.org/10.18415/ijmmu.v10i5.4581

Reyes-Avila, R. M., Reyes-Avila, J. O., & Obando-Mejía, I. G. (2023). use of information and communication technologies in the process of teaching English after the COVID-19

pandemic. *International Journal of Linguistics, Literature and Culture*, *9*(3), 111–120. https://doi.org/10.21744/ijllc.v9n3.2322

Reynolds, E. D., & Taylor, B. (2020). Kahoot!: EFL instructors' implementation experiences and impacts on students' vocabulary knowledge. *Call-Ej*, *21*(2), 70–92.

Riadi, G. I., Afriyanti, R., & Suharni. (2021). *Journal of Asian Studies : Culture , Language , Art and Communications FACTORS INFLUENCING STUDENTS ` PRONUNCIATION MASTERY*. *2*(1), 1–5.

Rinaldi, R., Wiyaka, W., & Prastikawati, E. F. (2022). Google Form as an Online Assessment Tool to Improve the Students' Vocabulary Mastery. *SALEE: Study of Applied Linguistics and English Education*, *3*(1), 56–71. https://doi.org/10.35961/salee.v3i1.307

Rinanda, A., Yufrizal, H., Deviyanti, R., & Zafrin, S. (2021). Students' perception toward the use of google classroom as an assessment media in EFL. *Journal of Education and Social Sciences*, *9*(2), 139–145.

Rintaningrum, R. (2023). Technology integration in English language teaching and learning: Benefits and challenges. *Cogent Education*, *10*(1). https://doi.org/10.1080/2331186X.2022.2164690

Rosilah, I., & Ulfa, S. M. (2024). *THE USE OFHELLO TALK APPLICATION FOR SPEAKING SKILLS:A CASE STUDY OF ONLINE LANGUAGE LEARNERSFOR SENIOR HIGH SCHOOL*. *9*(1), 33–40.

Rusdan, M., & Mulya, D. B. (2023). The Effect of Using Live Worksheet-Based Electronic Worksheets to Measure Cognitive Learning Outcomes. *Edunesia: Jurnal Ilmiah Pendidikan*, *4*(3), 983–998. https://doi.org/10.51276/edu.v4i3.481

Rustandi, R., Rohayati, D., & Tarwana, W. (2023). Investigating the Impact of Using e-Portfolio Assessment on EFL Students' Writing Recount Text through Google Sites (A Qualitative Case Study). *Journal of English Education Program (JEEP)*, *10*(2), 93. https://doi.org/10.25157/(jeep).v10i2.11353

S. Lu, H., & Smiles, R. (2022). The Role of Collaborative Learning in the Online Education. *International Journal of Economics, Business and Management Research*, *06*(06), 125–137. https://doi.org/10.51505/ijebmr.2022.6608

Saleh, N. W. I., Alhodairy, Y. H., & Mare, Z. A. (2021). Using Google Docs to Enhance Collaborative Writing and Peer Feedback Practice of Libyan EFL Learners. *International Journal of English Language & Translation Studies*, *9*(4), 9–16. www.eltsjournal.org

Salhab, R., & Daher, W. (2023). The Impact of Mobile Learning on Students' Attitudes towards Learning in an Educational Technology Course. *Multimodal Technologies and Interaction*, *7*(7). https://doi.org/10.3390/mti7070074

Sari. (2024). The Role of Technology in Facilitating EFL Learning: A Case Study Approach. *Journal of Education Research*, *5*(3), 4159–4167. https://doi.org/10.37985/jer.v5i3.1601

Sari, A. I., Suryani, N., Rochsantiningsih, D., & Suharno, S. (2020). *Digital Learning , Smartphone Usage , and Digital Culture in Indonesia Education*. *9468*(594), 20–31. https://doi.org/10.15507/1991-9468.098.024.202001.020-031

Sari, Hadina, N., & Rahmanda, N. (2022). Duolinggo As an Attractive Application To Upgrade Student'S Motivation in Learning English Independently. *Menara Ilmu*, *16*(1), 11–17. https://doi.org/10.31869/mi.v16i1.3249

Sathya, P. (2021). Technology Enabled Language Learning Using CALL and MALL. *Bioscience Biotechnology Research Communications*, *14*(8), 6–11. https://doi.org/10.21786/bbrc/14.8.2

Schoch, K. (2020). *Case study research*.

Shedrack, N. I. (2023). *Classroom Management in a Digital Word*. *July*. https://www.researchgate.net/publication/372776459

Shi, M. (2019). The effects of class size and instructional technology on student learning performance. *International Journal of Management Education*, *17*(1), 130–138. https://doi.org/10.1016/j.ijme.2019.01.004

Siriwongs, P. (2024). Writing-skill Development of Graduate Students Through a Google Jamboard Platform: A Study of Graduate Students from a Public University in Bangkok. *International Journal of Sociologies and Anthropologies Science Reviews*, *4*(1), 237–246. https://doi.org/10.60027/ijsasr.2024.3692

Solihin, S. (2021). Using Mobile-Assisted Language Learning (MALL) to Teach English in Indonesian Context: Opportunities and Challenges. *VELES Voices of English Language Education Society*, *5*(2), 95–106. https://doi.org/10.29408/veles.v5i2.3150

Suryawati, E., Harfal, Z., & Syafrinal, S. (2021). Improving MGMP teachers' self-efficacy through technical guidance in learning from home program. *Journal of Community Service and Empowerment*, *2*(2), 61–68. https://doi.org/10.22219/jcse.v2i2.16506

Susanti, A., & Agung, E. L. (2023). Improving Students' Writing Ability in Personal Recount Text Using Google Jamboard. *Journal of Languages and Language Teaching*, *11*(4), 912. https://doi.org/10.33394/jollt.v11i4.8520

Suseno, E., Purwati, O., & Anam, ul. (2024). Using Youtube Content to Enhance Speaking Skills by Scribbling While Retelling. *International Journal of Research in English Education*, *9*(February), 1–11.

Syafrizal, S., Cahyaningrum, N. S., & Syamsun, T. R. (2022). Duo Lingo Application for Teaching Speaking Skills Class: Students' Perception of Speech Ability. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *10*(1), 1041–1049. https://doi.org/10.24256/ideas.v10i1.2881

Syahabuddin, K., & Rizqa, K. (2021). Improving Students' Listening Skill Using Podcasts. *Journal of Digital Education, Communication, and Arts (Deca)*, *4*(01), 51–61. https://doi.org/10.30871/deca.v4i01.2867

Syahid, M. Z., Salija, K., & Nur, S. (2022). *The Application of podcast in Teaching Listening*. *2*(5), 345–351.

Syarif, M., & Zaim, M. (2021). The Use of Whatsapp Messaging as Mobile Learning in Developing Writing Skills. *Proceedings of the Eighth International Conference on English Language and Teaching (ICOELT-8 2020)*, *579*, 83–87. https://doi.org/10.2991/assehr.k.210914.015

Symoneaux, R., & Galmarini, M. V. (2014). Open-ended questions. *Novel Techniques in Sensory Characterization and Consumer Profiling*, *December*, 307–332. https://doi.org/10.1201/b16853

Tajik, A. (2020). MALL for Motivating and Improving Grammar Skills of Iranian Middle School Learners. *International Journal of English Language & Translation Studies*, *08*(02), 1–9.

Tanjung, R. F., Ritonga, A. A., & Yahfizham, Y. (2022). The Effect of Using Edmodo Learning Media and Learning Motivation on Fiqih Learning Outcomes. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *3*(2), 203–211. https://doi.org/10.31538/munaddhomah.v3i2.266

Thuong, T. H. (2022). The Impact of the Use of Facebook on Developing Writing Skills in Learning English as a Foreign Language. *International Journal For Multidisciplinary Research*, *04*(05), 1–7. https://doi.org/10.36948/ijfmr.2022.v04i05.037

Tomczyk, Ł., Mascia, M. L., & Guillen-Gamez, F. D. (2023). Video Tutorials in Teacher Education: Benefits, Difficulties, and Key Knowledge and Skills. *Education Sciences*, *13*(9). https://doi.org/10.3390/educsci13090951

Turahmah, A., Djunaidi, D., & Jaya, A. (2023). Nearpod Website Strategy in Increasing Students' Listening Ability. *Esteem Journal of English Education Study Programme*, *6*(1), 94–99. https://doi.org/10.31851/esteem.v6i1.10220

Ulfa, S. W., Marhamah, A., Nasution, N., Rahayu, P., & Aqamarina, T. N. (2023). The Role of The Subject Teacher Conference (MGMP) For The Progress of Subject Teacher. *Edunesia : Jurnal Ilmiah Pendidikan*, *4*(2), 776–789. https://doi.org/10.51276/edu.v4i2.362

Ulwiyah, I. (2023). The Use of Mobile-Based Self Learning to Enrich Children's English Vocabularies. *Journal on Education*, *5*(4), 13805–13815. https://doi.org/10.31004/joe.v5i4.2393

Urien, J., & Courage, E, S. (2024). Impact of attachment to cell phones on classroom learning. *World Journal of Advanced Research and Reviews*, *21*(3), 699–706. https://doi.org/10.30574/wjarr.2024.21.3.0675

Vali, I. (2023). The Impact of Technology on Collaborative Learning. *Proceedings of the 9th International Conference Education Facing Contemporary World Issues (Edu World 2022), 3-4 June, 2022, University of Piteşti, Piteşti, Romania*, *5*, 126–141.
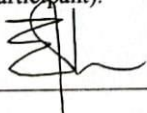
https://doi.org/10.15405/epes.23045.13

Vashist, S., & Thavamani. (2022). Positive and Negative Impact of Smart Phone on Study Habits among Students: A Study of Colleges of J&K. *Asian Pacific Journal of Health Sciences*, *9*(1), 54–57. https://doi.org/10.21276/apjhs.2021.9.1.11

Vemula, R. K. (2020). *MOBILE ASSISTED LANGUAGE LEARNING (MALL). February*.

Wahyuni, E., Jumiyah, R., & Asry, W. (2020). *Use of Online Websites as Interactive Learning Media in Moral Creed Lessons*.

Wang, J. C., Hsieh, C. Y., & Kung, S. H. (2023). The impact of smartphone use on learning effectiveness: A case study of primary school students. In *Education and Information Technologies* (Vol. 28, Issue 6). Springer US. https://doi.org/10.1007/s10639-022-11430-9

Whitacre, B., & Higgins, A. (2021). Do hotspots improve student performance? Evidence from a small-scale randomized controlled trial. *First Monday*, *26*(7). https://doi.org/10.5210/fm.v26i7.11467

Wibowo, A. P. (2021). Teaching Efl Writing Using Google Docs To Provide Feedback. *LLT Journal: Journal on Language and Language Teaching*, *24*(2), 389–400. https://doi.org/10.24071/llt.v24i2.3082

Wicaksono Dwi, V., Pandu Paksi, H., & . S. (2023). Google Sites as ICT Learning in Indonesia: The Benefits and Implementation. *KnE Social Sciences*, *2022*(2022), 266–289. https://doi.org/10.18502/kss.v8i8.13303

Willis, A., Grainger, P., Thiele, C., Simon, S., Menzies, S., & Dwyer, R. (2023). The benefits and pitfalls of social media for teachers' agency and wellbeing. *Technology, Pedagogy and Education*, *32*(5), 621–637. https://doi.org/10.1080/1475939X.2023.2210585

Winda, R., & Dafit, F. (2021). Analisis Kesulitan Guru dalam Penggunaan Media Pembelajaran Online di Sekolah Dasar. *Jurnal Pedagogi Dan Pembelajaran*, *4*(2), 211. https://doi.org/10.23887/jp2.v4i2.38941

Wirawan, F. (2020). A Study on The Teaching Media used by The English Teacher at SMP Muhammadiyah 2 Malang. *Jurnal Ilmiah Profesi Pendidikan*, *5*(2), 89–95. https://doi.org/10.29303/jipp.v5i2.115

Wulandari, A. P., Salsabila, A. A., Cahyani, K., Nurazizah, T. S., & Ulfiah, Z. (2023). Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar. *Journal on Education*, *5*(2), 3928–3936. https://doi.org/10.31004/joe.v5i2.1074

Yasa, B. H. (2021). Youtube for Teaching Listening in English Language: the Benefits in Experts' Views. *Jurnal Ilmiah Pendidikan Profesi Guru*, *4*(3), 422–428. https://doi.org/10.23887/jippg.v4i3.35470

Yin, R. K. (2014). *Case Study Research: Design and Method*. SAGE Publications, Inc.

Yin, R. K. (2018). *Case study research and application: Design and Method*.

Yorlanda, F., & Abbas, M. F. F. (2022). The Use of HelloTalk Application in Teaching Speaking. *Proceeding of the 2nd International Conference on Language Pedagogy*, *November*, 131–137.

Yultisa, N., Dwinata, Y., Lestari, W., & Umara, U. (2020). *THE EFFECT OF VOICE OF AMERICA (VOA) APPLICATION ON STUDENTS ' READING COMPREHENSION OF TENTH GRADE OF SMK PUTRA ANDA BINJAI STUDENTS*. 178–186.

Yuyun, I., & Simamora, F. Y. (2021). Use of Youtube To Support Efl Students' Listening Skills. *ELLTER Journal*, *2*(2), 1–12. https://doi.org/10.22236/ellter.v2i2.7512

Zhang, H. (2023). *Research on the Relationship Between College Students' Boredom and Learning Burnout Under the Mediation of Mobile Phone Addiction*. Atlantis Press SARL. https://doi.org/10.2991/978-2-38476-062-6_31

Zuhriyah, S., & Pratolo, B. W. (2020). Exploring students' views in the use of quizizz as an assessment tool in english as a foreign language (efl) class. *Universal Journal of Educational Research*, *8*(11), 5312–5317. https://doi.org/10.13189/ujer.2020.081132

Zydziunaite, V., Kontrimiene, S., Ponomarenko, T., & Kaminskiene, L. (2020). Challenges in Teacher Leadership: Workload, Time Allocation, and Self-Esteem. *European Journal of Contemporary Education*, *9*(4), 948–962. https://doi.org/10.13187/ejced.2020.4.948

Appendices

1. Participants Consent and Information Letter

PARTICIPANT CONSENT STATEMENT

To be completed by the participant. If the participant is under 18, to be completed by the parent/guardian/person acting in loco parentis.

Project title: Integrating Mobile Assisted Language Learning (MALL) in Teaching EFL of Senior High Schools in Jember Regency.
The principal investigator for this project is Erfan Sabani
This project is supervised by: 1. Assc. Prof. Dr. Fardini Sabilah, M.Pd. 2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.
The supervisors contact details Address: GKB IV Lantai 1-3 Jl. Raya Tlogomas No. 246 Malang Email: pascasarjana@umm.ac.id 1. Assc. Prof. Dr. Fardini Sabilah, M.Pd. (08123382852) 2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed. (081333181927)
• The research may not be of direct benefit to me • My participation is completely voluntary • My right to withdraw from the study at any time without any implication to me • I am able to request a copy of the research findings and reports • Security and confidentiality of my personal information • Audio-visual recording of any part of all research activities • Publication of result from this study on the condition that my identity will not be revealed.
Signature (participant):   Date: 30 th of May, 2024
Name in block letters: ELISABET DIAN PREMANASARI

PARTICIPANT INFORMATION SHEET

Project title: Integrating Mobile Assisted Language Learning (MALL) in Teaching EFL of Senior High Schools in Jember Regency.

The principal investigator for this project is Erfan Sabani

Email: fans080808@gmail.com

Project/ Participant Outline

- Name   : Elisabet Dian Premanasari, S.Pd.
- Address   : Grand Puri Bunga Nirwana, Cluster California E-9
- Occupation   : Teacher
- Age   : 38
- Office   : SMAK Santo Paulus Jember
- Office's address : Jl. Trunojoyo 22 C Jember
- Working experience : 10 years.

This project is supervised by:
1. Assc. Prof. Dr. Fardini Sabilah, M.Pd.
2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.

More information about the project can be obtained by contacting Assc. Prof. Dr. Fardini Sabilah, M.Pd. and Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.

Email: pascasarjana@umm.ac.id	Supervisor 1 and 2 Phone Numbers Phone: 08123382852 Phone: 081333181927

PARTICIPANT CONSENT STATEMENT

To be completed by the participant. If the participant is under 18, to be completed by the parent/guardian/person acting in loco parentis.

Project title: Integrating Mobile Assisted Language Learning (MALL) in Teaching EFL of Senior High Schools in Jember Regency.

The principal investigator for this project is Erfan Sabani

This project is supervised by:
1. Assc. Prof. Dr. Fardini Sabilah, M.Pd.
2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.

The supervisors contact details
Address: GKB IV Lantai 1-3 Jl. Raya Tlogomas No. 246 Malang
Email: pascasarjana@umm.ac.id
1. Assc. Prof. Dr. Fardini Sabilah, M.Pd. (08123382852)
2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed. (081333181927)

- The research may not be of direct benefit to me
- My participation is completely voluntary
- My right to withdraw from the study at any time without any implication to me
- I am able to request a copy of the research findings and reports
- Security and confidentiality of my personal information
- Audio-visual recording of any part of all research activities
- Publication of result from this study on the condition that my identity will not be revealed.

Signature (participant):   Date: 4 - 6 - 2024

Name in block letters:
SEPTIAN BAGAS TRIYANTO

PARTICIPANT INFORMATION SHEET

Project title: Integrating Mobile Assisted Language Learning (MALL) in Teaching EFL of Senior High Schools in Jember Regency.
The principal investigator for this project is Erfan Sabani
Email: fans080808@gmail.com

Project/ Participant Outline

- Name : Septian Bagas Triyanto
- Address : Pessona Wirolegi Blok H-1 Sumbersari
- Occupation : English teacher
- Age : 36
- Office : SMA Islam Al-Ghozali
- Office's address : Jl. Kaliurang no. 175, Tegal Gede
- Working experience : 19 years

This project is supervised by:
1. Assc. Prof. Dr. Fardini Sabilah, M.Pd.
2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.

More information about the project can be obtained by contacting Assc. Prof. Dr. Fardini Sabilah, M.Pd. and Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.

Email: pascasarjana@umm.ac.id	Supervisor 1 and 2 Phone Numbers Phone: 08123382852 Phone: 081333181927

PARTICIPANT CONSENT STATEMENT

To be completed by the participant. If the participant is under 18, to be completed by the parent/guardian/person acting in loco parentis.
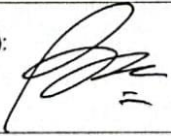
Project title: Integrating Mobile Assisted Language Learning (MALL) in Teaching EFL of Senior High Schools in Jember Regency.
The principal investigator for this project is Erfan Sabani
This project is supervised by: 1. Assc. Prof. Dr. Fardini Sabilah, M.Pd. 2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.
The supervisors contact details Address: GKB IV Lantai 1-3 Jl. Raya Tlogomas No. 246 Malang Email: pascasarjana@umm.ac.id 1. Assc. Prof. Dr. Fardini Sabilah, M.Pd. (08123382852) 2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed. (081333181927)
• The research may not be of direct benefit to me • My participation is completely voluntary • My right to withdraw from the study at any time without any implication to me • I am able to request a copy of the research findings and reports • Security and confidentiality of my personal information • Audio-visual recording of any part of all research activities • Publication of result from this study on the condition that my identity will not be revealed.
Signature (participant):   Date: 4 Juni 2024
Name in block letters: IRA WIJAYANTI

PARTICIPANT INFORMATION SHEET

Project title: Integrating Mobile Assisted Language Learning (MALL) in Teaching EFL of Senior High Schools in Jember Regency.

The principal investigator for this project is Erfan Sabani

Email: fans080808@gmail.com

Project/ Participant Outline

- Name : Ira Wijayanti
- Address : Griya Gebang Permai Blok 2-3
- Occupation : English Teacher
- Age : 45 th.
- Office : SMART Arjasa. Jember
- Office's address : Jl. Sultan Agung no. 64 Arjasa - Jember
- Working experience : 20 th.

This project is supervised by:
1. Assc. Prof. Dr. Fardini Sabilah, M.Pd.
2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.

More information about the project can be obtained by contacting Assc. Prof. Dr. Fardini Sabilah, M.Pd. and Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.

| Email: pascasarjana@umm.ac.id | Supervisor 1 and 2 Phone Numbers

Phone: 08123382852
Phone: 081333181927 |

PARTICIPANT CONSENT STATEMENT

To be completed by the participant. If the participant is under 18, to be completed by the parent/guardian/person acting in loco parentis.

Project title: Integrating Mobile Assisted Language Learning (MALL) in Teaching EFL of Senior High Schools in Jember Regency.

The principal investigator for this project is Erfan Sabani

This project is supervised by:
1. Assc. Prof. Dr. Fardini Sabilah, M.Pd.
2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.

The supervisors contact details
Address: GKB IV Lantai 1-3 Jl. Raya Tlogomas No. 246 Malang
Email: pascasarjana@umm.ac.id
1. Assc. Prof. Dr. Fardini Sabilah, M.Pd. (08123382852)
2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed. (081333181927)

- The research may not be of direct benefit to me
- My participation is completely voluntary
- My right to withdraw from the study at any time without any implication to me
- I am able to request a copy of the research findings and reports
- Security and confidentiality of my personal information
- Audio-visual recording of any part of all research activities
- Publication of result from this study on the condition that my identity will not be revealed.

Signature (participant):

Date: 5 Juni 2024.

Name in block letters:

ERMA WAHYUNI, SP2

PARTICIPANT INFORMATION SHEET

Project title: Integrating Mobile Assisted Language Learning (MALL) in Teaching EFL of Senior High Schools in Jember Regency.
The principal investigator for this project is Erfan Sabani
Email: fans080808@gmail.com

Project/ Participant Outline

- Name : Erma Wahyuni, SPd.
- Address : Jl Semangka II No 15 Jember.
- Occupation : Teacher.
- Age : 52 Years Old.
- Office : SMAN 5 Jember
- Office's address : Jl Semangka 4, Jember.
- Working experience : 26 Years.

This project is supervised by:
1. Assc. Prof. Dr. Fardini Sabilah, M.Pd.
2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.

More information about the project can be obtained by contacting Assc. Prof. Dr. Fardini Sabilah, M.Pd. and Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.

Email: pascasarjana@umm.ac.id	Supervisor 1 and 2 Phone Numbers Phone: 08123382852 Phone: 081333181927

PARTICIPANT CONSENT STATEMENT

To be completed by the participant. If the participant is under 18, to be completed by the parent/guardian/person acting in loco parentis.
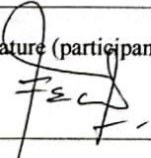
Project title: Integrating Mobile Assisted Language Learning (MALL) in Teaching EFL of Senior High Schools in Jember Regency.

The principal investigator for this project is Erfan Sabani

This project is supervised by:
1. Assc. Prof. Dr. Fardini Sabilah, M.Pd.
2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.

The supervisors contact details
Address: GKB IV Lantai 1-3 Jl. Raya Tlogomas No. 246 Malang
Email: pascasarjana@umm.ac.id
1. Assc. Prof. Dr. Fardini Sabilah, M.Pd. (08123382852)
2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed. (081333181927)

- The research may not be of direct benefit to me
- My participation is completely voluntary
- My right to withdraw from the study at any time without any implication to me
- I am able to request a copy of the research findings and reports
- Security and confidentiality of my personal information
- Audio-visual recording of any part of all research activities
- Publication of result from this study on the condition that my identity will not be revealed.

Signature (participant): _[signature]_   Date: 07 . 06 . 2024

Name in block letters: LUTHFIANTO YUDHA PAMUNGKAS
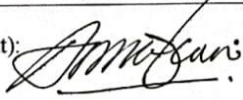
PARTICIPANT INFORMATION SHEET

Project title: Integrating Mobile Assisted Language Learning (MALL) in Teaching EFL of Senior High Schools in Jember Regency.

The principal investigator for this project is Erfan Sabani

Email: fans080808@gmail.com

Project/ Participant Outline

- Name   : LUTHFIANTO YUDHA PAMUNGKAS
- Address   : JL. MERDEKA NO.18 KAUMAN - SUKOWONO
- Occupation   : TEACHER
- Age   : 42
- Office   : SMAN 2 JEMBER
- Office's address : JL. JAWA NO.16 JEMBER
- Working experience : 13 YEARS

This project is supervised by:
1. Assc. Prof. Dr. Fardini Sabilah, M.Pd.
2. Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.

More information about the project can be obtained by contacting Assc. Prof. Dr. Fardini Sabilah, M.Pd. and Dr. Rina Wahyu Setyaningrum, S.Pd., M. Ed.

Email: pascasarjana@umm.ac.id	Supervisor 1 and 2 Phone Numbers Phone: 08123382852 Phone: 081333181927

2. Interview Transcript

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
1	Have you ever used Mobile phone in teaching English in the classroom?	Yeah, of course, many of the time I think.	Yes, the first time when I use mobile phone when we got the COVID-19 because we have to an online learning with our students. So, I use my mobile phones or I usually use my mobile phone for teaching materials or giving materials to my students and also in the assignment. But after that, till now on, I still usually use mobile phone for teaching English.	Actually, before pandemic, I used it for our learning, English learning. At that time, because the students were permitted to bring mobile phone, so I used the gadget to be used in learning. So at that time, I used Edmodo as a platform to assess the students. Now, I used mobile phone for reading, vocab games and the students' task submission.
2	What is your experience in teaching English using Mobile Phone?	Like I will test the students using quizzes or I will also ask the students to submit their product or their portfolio using my drive, or I can also ask the students to write down their composition in the form of PPT, in Canva or in the form of flyer by using Canva, that's all.		
3	Have you heard Mobile assisted language learning (MALL)?	Not quite familiar with that term, but if it is related to mobile assisted language learning.	Not yet. This is not the first time I use mobile phone for teaching English, but this is the first time for me hearing about more our mobile assistant language learning.	I just heard it. Because before that, I just knew, I think, CALL, Computer Assisted Language Learning. But for Mobile Assisted Language Learning, I have just heard it from you. Simply, based on the abbreviation, Mobile Assisted Language Learning is kind of method probably. The teacher can use to teach the student using mobile
4	What do you know about MALL?			

105

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
				phone or mp3, tablet, or iPod.
5	How did you implement the use of MALL in teaching EFL?	Firstly, I prepare my teaching, once a time I will compose my teaching material. Or the way I will ask the students by using, based on tasking in the form of PPT, so it means that I will use PPT application or sometimes I will use Canva to clarify all the steps of my learning preparation, my teaching preparation.	I sometimes use this for giving materials. When giving materials, I use my laptop usually, but when giving assignments, I sometimes use my handphone. For example, when teaching listening and also giving assignment and also using quiz like that.	I implement this method mostly in listening and reading, and also for assessing the students. Before I implement it, of course I have to prepare the material, the software, the internet connection, and also the material correlated with the syllabus and the curriculum.

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
6	What did you do before you implement using MALL in teaching English?	after that in the form of discussion, sometimes I will ask before coming to the material, maybe I will test the students my diagnostic test by having, what is it, I forgot the name, like a quizzes or like a survey application for my diagnostic test for the students. Or I will give the students the idea of learning before to have pre-learning like questions, mapping by having some short video or some short conversation or some picture series in the form	First, as you know that our school is in rural area or urban area. So, I should ask my students before the day. For example, I will ask them before to buy the data	
		, maybe I will show them in front of the class by taking one video in YouTube or taking one application from the internet.		

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
7	What platform did you use in teaching Reading?	In teaching reading, I will ask the students to find the idea from the internet and then after that I will discuss with them and then by asking them more to browse more the information about the material. So in teaching thus skill, I used google to browse the material.	I have already used some such as Kahoot, Quizzes, and Wordwall	For reading, I use the website included as a platform. I mostly use VOA Learning English and then BBC Learning English, and then Britannica. If I'm not mistaken, English tips for you. I also uploaded the reading text to google drive and ask the students to download or read it during class.
8	What platform did you use in teaching Listening?	I have one release with Kangguru.id. And then I also find maybe some media from YouTube. I also find the media on TED-Ed.	I usually use Gift Feed for downloading the video from YouTube or maybe downloading the listening test from YouTube. And then I share the link to the students.	Actually, yes, it's similar to platform used for reading because VOA Learning English has listening too and BBC has also. But I add more one platform, TED. It can be TED Kids because the students of SMAK level is intermediate. So I use TED Kids or TED Talks sometimes. And I also use Cambridge Listening Extra. Three times, I used Nearpod for listening as well as its task.

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
9	What platform did you use in teaching Speaking?	Teaching speaking, I like the students to produce something on their speaking. I don't like to let the students only to perform in front of the class. Usually, I want everybody to submit in my drive, but unfortunately, my drive is not enough. So, the problem is solved by uploading in YouTube and then they just submit the link in my drive.	WA is an interesting platform that I asked my students to use. For example, when teaching explanation in the second grade or in the eleventh grade of Senior High School, there is an animation and then I asked my students to record their voice explaining the animation. But I also asked them to give the name so that I know who is speaking right now. So, it will make it easier for me to take the score from them.	I haven't found any application for speaking activity yet. Actually for speaking, sometimes I ask them to make a dialogue or make a roleplay or drama and then they have to record it and then they can upload it in the Google Drive or to YouTube and then they share me the link. Or sometimes I ask them to upload it to Instagram so I can see their work on Instagram and then I can click the button "love" it and I have score.
10	What platform did you use in teaching Writing?	They can also write based on, originally on my template. But they can also form it in the form of infographics by, like a flyer. By taking some short cut, short cut video. It depends on the students. And they usually submit it in my drive.	Not yet, but sometimes I ask the students to comment on the topic I shared on WAG or sometimes I post video or theme on instragram than I ask them to give response or comment.	I used many Google products such as Google docs, Google slides, Google Classroom, but what else? Instagram, Sometimes, I used Jamboard too.

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
11	What platform did you use in giving assignment/test?	I use Google form and I use a school application. This is a local application by the school. And it is also used by the school for having summative test. Once in a while, maybe I just test the students in giving post-test in the form of quizzes.	Quizizz and Live Worksheets	For interactive assessment, I use Kahoot, Quiziz, and Google Form.
12	Why did you use that platforms?	TED-Ed, There are so many videos, simple videos. There are so many simple listening, only listening, voice only. There are also many kinds of material over there that I can present for the students. Sometimes, the students are likely more interested in the media from YouTube, so it is okay for them	I think it's easier for me to use them, It's an interesting game. I can also find materials in that platform	Of course to minimize time to prepare the worksheet. I don't have to multiply the worksheet, I don't have to multiply the reading text. So simply I ask them to click the link and then read together or read individually. The advantage of using this method are to save my time to prepare the material and also to save the paper, of course. Those are the simplest and the easiest ones to employ.

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
13	Have you ever given your students assignment using a certain platform to do at home?	Yes, Sometimes I'm not quite satisfied with the students' work. So, I let the students only open once in Google form.	Yes. Live Worksheets. I share the link to my students using Live Worksheets.	I have given them the homework using the platform and I use Google Form mostly. I type the instruction for the assignment or the homework at the Google Classroom and then they do the homework then they submit it based on the time that I want to. For example, it is until 10pm or 12. But for the drama, sometimes I give them more time.
14	How did you students feel when you used MALL in teaching English?	Mostly, they like it very much. But again, I should be careful with the students. Sometimes, the students are really creative. Sometimes, they do something but not in focus. You know, even I think my students are more creative than me. The product is better than the teacher itself. More beautiful one. They can make a very, very interesting graphic. They enjoy very much.	It makes the class very crowded. It seems that they are happy. They are challenged. It was challenging for them. And then, when they play such quiz whizzer, it's very crowded. That's very interesting for them.	They feel excited. Excited, of course. Interested. I see full of enjoyment, I think they are more excited than using the paper-based one.
15	What was the result of the students' assignment using a certain digital platform?	You know, the result is, of course, the students will be more creative in using MALL especially in making products such as	I do not underestimate my students' academic record. But when they use this kind of platform, mostly their score is under the minimum score. But when I see them being	Slightly it's the same. Because I think any assessment reflects their understanding and capability.

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
		infographics, flyer, video etc.	enthusiastic and motivated doing this assignment, or maybe using this application or this platform, I think that's enough.	
16	What are the differences teaching English using MALL and without MALL?	The first one, when I'm teaching using MALL and I'm teaching not using MALL, maybe for time, it is a little bit taking more time in using MALL than conventional one. Then the school will be more fun on that. And then the students will be more creative on that. And I spend the time in teaching easily then. And teaching without MALL is a little bit more tiring than using that one. Why? Because we have to handle the students all the time. Yeah, and then the students will maybe just listen by having a boring situation.	Truthfully, actually, I like teaching using MALL more. Because we do not need to try to find out to make such kind of materials because we can also have it in the platform. For example, in quizzes, there is not only just quiz style but also there is the materials. We just copy the link and share it to the students. It also happens in the live worksheet. . But when we do not use this MALL, I should browse things sometimes. I have to prepare materials because I do not just focus on the book. It will make my students boring. Using MALL is more efficient.	Of course, it has many differences. If we use the traditional one, of course we have to prepare the material, prepare the worksheet, we have to print it out. Yeah, only that. But if we use MALL, as I said, of course we have to prepare the material too. But at least it doesn't take much time for printing it out.
17	How long did you spend to prepare before using MALL?	Yeah, for the beginning, usually, it takes a long time. But it must be well prepared before teaching, before coming to the class. In the class, we just need	A day or a couple of days before I teach or give it to them. Because sometimes, as you know that in quizzes, for example, or like worksheets, there are so many materials. The same	I spend around a week to prepare the material. I should match with the learning objectives and the curriculum. So that's the difficult part. If we have found the material, I think it's not really difficult to make

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
		to prepare all the tools, all the equipment that we need. But soft files should be prepared before. So, usually, in this school, we have to be prepared long before the lesson begins. Sometime So, I should prepare even, yeah, maybe night before and after that I apply in the class.	materials that we can give to our students. But we should still check it whether it is suitable for them or not.	the assessment or the activity. So the hardest part is matching the learning objective to the material.
18	How long did you spend to teach English using MALL?	I will let the students use, yeah, I will let the students use to do browsing and then to open the link. And then, if it is possible, I let the students do quizzes, okay. So, maybe 20 until 25 to 30 minutes, maybe. 25 to 30 minutes using more in the classroom.	No. It depends. When it is the time for me to give the materials, as you know, before we give the assignments, we do not write at the day,	I think half of the teaching time. So if the contact hours is 90 minutes, I use a mobile phone for teaching. only 45 minutes or 50 minutes.
19	How long did you learn how to use a certain platform before you use it?	We have to be prepared long before the lesson begins but in the process, sometimes I should change. This is not good for this class. This is not suitable for this class. So, I should find the other idea, maybe.	Some days. I need for a couple of days to learn it. I should prepare all the materials or maybe all the questions that sometimes I take from the books or maybe from another sources. And I copy it or maybe I type it first and then write it first to my husband or my	It doesn't take time. Probably hours before I use it. Yeah, at least one day before I use it. But I think for learning it, it doesn't take time. So it's less than two hours.

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
		I should find the other way of teaching because the class is not successful previously. So, it means that I have to find again and again to do revision, revision, revision, and to do another judgment to the students, right? So, I should prepare even, yeah, maybe night before and after that I apply in the class.	sons.	
20	How many class do you teach in this academic year?	Eight classes	I teach four classes for the 10th grade and then two classes for the 11th grade and then three classes for the 12th grade.	9 classes. 5 classes for 12th graders. And 4 classes for 10th graders.
21	How many students are in the class?	Around 33 to 36	36 students in each class	It depends on the class. If it is social one, it's around 28. Approximately 28. If it's the nature science one, the students are 23 or 24.
22	Do you use MALL in teaching English in all classes you teach?	No. No I use all more, but the percentage is not similar. Why? Because sometimes, in a certain class, they are going to be easy to actively use the platform without my assistance. But sometimes, it needs a little bit more time to	Yeah. Oh, yeah. I use it, yeah. Because sometimes, you know, we can see that our students feel boring with the materials.	Yes, I do

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
		understand, to operate, or even to open the link. So, I need more time to assist them. So, the duration is not similar between one class to another class.		
23	What do you feel teaching all classes using MALL?	Mostly, I feel enjoy. But sometimes, if we are not prepared enough, for example, coincidentally, we have a guest, and the time is not enough, or the situation of the class is not quite conducive. Sometimes, it's really tiring for me. Why? To make the students, you know, by taking a little time to prepare everything.	Happy. Happy. Effective. Easy for me. Challenging for the students, I think. Although it is tiring.	I enjoy it more than using traditional one because it saves my time. It saves my energy too. I see. I don't have to force myself and I don't have to use all of my energy to explain. If I use traditional one, of course I need to explain for a long time.
24	Do your students have mobile phone/tablet/laptop?	All of the students have a mobile phone.	Yeah, they use their own mobile phone	Most of them. All of them have handphone, but I don't know whether it is the tablet or laptop.

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
25	Are they familiar in using gadget in learning process?	Yes, of course.	I think so. Because as you know that some of our students, they're coming from some of schools here. But some of my students who are coming from the urban or rural area, for example, the junior high school in urban or rural area, they still do not know, they never use this or they still do not know about this.	Much better than me.
26	Are there in your classroom number of students' gadget couldn't support to access it?	So far, I don't have that kind of problem. Because, I usually choose first the easy and simple platform, and then I don't want to let the students to get the burden on the very difficult platform. So far, they don't have problem with the platform. The easy one, I think.	Sometimes some of the students, their handphones do not support with the platform. It may be because of the RAM memory. They cannot download.	No.
27	Do you use free access platforms or paid one?	Sometimes paid one, but I don't want to let the students to do the paid one. So, I just do something free	Free, of course. Although there are so many limitations	Free access, of course. I don't know how to pay the paid one. I don't know how to use paypal.

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
28	Have you had an experience using platform but it could not be accessed?	Yes, But, you know, it happens rarely to me. Why? Because previously, I have to check it myself first. Yeah, even I give the link to the students first in order they are easy to access.	Yeah, bamboozle.	I mean, sometimes some features can be accessed. But the advanced one cannot be accessed. I think it is enough for teaching using the basic because it is free for the teachers.
29	When did you share or check the students' assignments?	You know, we have an agreement on time. So, five minutes I assign before I make it at home. I put it on schedule. And then at the time, maybe five minutes before the time, I will assign the students to do that. And then I will stop in one certain time. So, they know when should stop. Because if they do it late, they cannot access it. Sometimes days after. Sometimes directly I check their assignment.	Check after they submit it, yeah. It depends on my mood. When I do not have any, sometimes, yeah, when I have any things to do for, because I also have another duty in here, yeah, or maybe I do not have any kind of student's work to correct it, I directly correct, see the result from my students,	In the middle of the night. Then in the office hour, of course while lying on the bed, I can check the students' work. And then I can keep the mark on it directly. So that's the time for me to check.
30	How do you know the platforms that can be used in teaching English?	I got Kahoot from Bu Ira in MGMP. And I got incredible writing from in-house training in here. So, we can use a simple media by in-writing and by submitting. And I got Google from platform by... It is	First, from my friend's information, and second, I also used to join in the webinar or seminar helped by such kind of university or any kinds of institution, so that I use all this kind of platform can be used for teaching English.	From the workshop. Because sometimes, MGMP teacher's sharing is not enough. I get the new platform from the English Competition too.

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
		so much for me to know Google from. I learned it by myself.		
31	Do you have experience that you are interested to a certain platform but you couldn't do it?	But sometimes not all classes will be interested on that. Okay. So, the fact. The fact. Sometimes I know something. Oh, yeah. Oh, this is interesting for this class. But not interesting for that class. Oh, this is good for the students. And then they like it. Okay. I will use it again. And then for the next time. Oh, this is a very simple one. This is a very simple one. But when I have an obstacle in the class. One class. Good in a certain class. But not good in another class. I don't use it. So, it depends on the situation.	Bamboozle, yeah. Until now, I still do not, I do not know how to use it.	Yes, but I forget. Even I forget the name of the platform. So mostly I use the common platform that I have already known.

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
32	Is there internet access available in yor school?	Yeah. Not quite. Frankly. Yeah, you know, we have all spots in every classes. But, you know, the problem is there are so many students in the class for one spot. So, sometimes the sooner they get first.	Yeah. But sometimes, my students said it is too low or slow.	Yes
33	Have you joined a training of using technology for teaching English before?	Yes, I got Kahoot from Bu Ira in MGMP. And I got incredible writing from in-house training in here.	Yes, I also used to join in the webinar or seminar held by UNEJ and then from Guru Mengajar.id	Yes. Especially during the pandemic. So I know some platforms to be used in learning, in teaching English
34	What do you do if there is an interesting platform for teaching English skills?	I learn the platform before I apply in the classroom	Of course, I will try it. I will learn it and use it for my students.	Of course I apply it. If it is easy to use, I will continue using it. But if it is not easy to use, I use it seldom. Once a month or twice a month.
35	With whom do you usually share of using a certain platform for English teaching?	Mostly, I know it from a friend of mine. And then, they are going to share with me. Oh, really? This is the way to do it. This is the way. And you know, in my school, we have always, periodically, at the beginning of the year, we have in-house training. So, in the in-house training, some person will present one new platform	With my friends or my colleagues. With my colleagues at school. Not only in my English teacher's friends, but also others' lessons too.	Of course with my friends. All English teachers. I share the application on the platform that is very interesting for teaching English in the classroom.

119

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
36	What is the impact of using digital media for the teachers themselves?	I am more creative. And then I am happier in teaching. And then, you know, I can explore more. Sometimes I can explain the students simpler using mall than only conventional teaching	The impact for me, as I told you before that it makes me happier seeing my students happy studying in the class. It is more effective for me for giving them the materials or also the assignment because the score has already shown there. And also I can take the materials.	Of course, I am developed by knowing some platforms, well-acknowledged that some useful platforms exist. But for making content related to English, actually some teachers ask me to do that, but still I feel reluctant to do that. Besides that, we know the updated information from social media.
37	Does you teaching activity influence your carrier?	To have a higher one? It is not quite related actually. But it relates closely to my passion on teaching. To my satisfaction on teaching. To my emotion on teaching. So, I feel satisfied. I feel eager more on teaching. But if it is related to career, you know, I am not quite. Frankly. But, you know, even I think my class is my life.	Yeah, I think so. We have to upgrade our teaching skill especially in using technology media in education.	Maybe, because the headmaster is also active in social media, He knows what we are doing from the social media. Including our progress, I mean, if we join workshop, if we join some activity outside the school, the headmaster knows.

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/5
38	How do you manage time in teaching English in your classes especially when using MALL?	Simply, usually I begin my teaching by having a kind of introduction to the students about my objective of learning and after that, when I need the students to find some information in a certain material, I will ask the students to find by doing browsing after that I will ask the students to do another thing, like completing the task for me using certain model of learning and after that the submission of the students can be anything, like I will test the students using quizzes or I will also ask the students to submit their product or their portfolio using my drive.	I use it in the end of the lesson. But sometimes, as you know, I choose the method that is suitable with the students' competency. When I give them a live worksheet, they still need half an hour to do the liveworksheet. But sometimes, in another class, they just need an hour to do the live worksheet.	Actually I could make it for a whole time of teaching, 90 minutes using mobile. But I think, I'm afraid that they will get bored. So I mix it with the traditional one. Mostly I used it for vocabulary building for 10 minutes, reading for 20 minutes or doing task for 20 minutes.
39	What do you do if there are number of students' gadget cannot support using a certain platform?	I ask the students to do with the friends, tut it rarely happens to my class. Because, you know, maybe mostly of the students have a very good and even cell phone better than mine.	I ask them to borrow their friend's mobile phone. But sometimes I also lend my own mobile phone to my students.	There is no barriers in using mobile in this school. All the students are familiar in using gadget.

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
40	What is your solution if you know that one of your students is not familiar with gadget?	Many of the students using handphone. So, it means that it is difficult for them to not able to access everything. But if it does happen, usually I will let the students do. Okay, you can do with this one. If anybody can help him, I can ask the students to join the other groups or to do in the groups.	Yeah, of course, first I should give them the tips or maybe how to use it first. But that is why I told you that I try to choose the easier one, the platform that is the easiest one for me and for my students.	
41	What will you do if there is not free access platform?	I don't want to let the students to do the paid one. So, I just do something free.	But sometimes, they also do not know or they will never use it. So I just click on my own self-browsing to the Internet and try it. When it is difficult or it must pay, I will learn it or I will not use it. Then I will try another one which is easier for us to use it and it is free to be accessed.	I won't use it. Probably I could ask the principal or the headmaster to buy the advanced one, not the basic one.
42	What did you do when you know your students didn't do the online assignment?	Yeah. Okay. I said okay. Okay. What happens to you? Why don't you submit in mine what we agree? But it is only maybe one student in one class. But mostly they can do that.	We have an English WhatsApp group per class. So I will ask the students who do not come to the school at that day, I will ask them to still do it at home so that I can see the score because it is online.	I will respond directly on google classroom first. And if they don't respond, of course I will inform it in the WhatsApp group. To remind them who haven't submitted the work.

No	Questions	Response (EW) 5/6	Response (IW) 4/6	Response (ED) 30/ 5
43	What do you do if you do not know how to use a certain platforms?	Ask my colleagues who have used the platform or I browse on the internet, watch YouTube to find how to operate it.	I will ask my colleagues. I will ask my friends who ever use it.	I will find out the answer from YouTube. It serves a lot of answers for my difficulties.
44	What do you do if you will teaching English using MALL, but there is no internet access?	They will use the packet data. I believe that all the parents in here have already understood that they should have packet. But, once in a while, I let my packet data share with the students. This will happen to me. Okay, guys, this is my password. Okay, you can use my packet data. I have 15 gigabytes. You can use it. I don't want to let my students to get the burden on that.	But now, lately, I buy my own WiFi to support my students because some of them, you know, we live in rural area. They cannot support by data for their handphone. So, I support them by buying my own WiFi. And when we have an online teaching learning process or using mobile phone, I will ask them to use my WiFi in the class.	Switch it to the traditional one. Or I think if it is in the class, of course I switch it to the traditional one. Traditional learning method, teaching method. But if it is possible, I will give them homework using mobile phone. I mean I ask them to do the homework using their mobile phone at home.

No	Questions	Response (SB) 4/6	Response (LY) 7/6
1	Have you ever used Mobile phone in teaching English in the classroom?	Of course, yes sir.	Yes, I have been using mobile phone in teaching English for quite a while.
2	What is your experience in teaching English using Mobile Phone?	Usually when I use mobile phone during my teaching learning activities in my classroom, I feel that my students have more motivation and have more engagement to the material. So I think, yes, using mobile phone in teaching learning activities is really fun.	Yeah, I am really blessed because technology has given us the chance to improve the English teaching. And partly it's a blessing in disguise because in the pandemic session, we had the opportunity to use mobile phone more frequently. And it's actually started before the pandemic. I started using mobile phone while using English since 2015, if not 2016.
3	Have you heard Mobile assisted language learning (MALL)?	Yes. I think it uses mobile device to provide flexible and then on-the-go language learning through application and digital tools. And I think it enhances language acquisition with multimedia and interactive features, making it easier to practice in real-life context. So I think that's what I know about MALL. Mostly I use mobile phone, but sometimes if the situation doesn't support, I use laptop	I've heard once, but I haven't been really into it so much.
4	What do you know about MALL?		

No	Questions	Response (SB) 4/6	Response (LY) 7/6
5	How did you implement the use of MALL in teaching EFL?	I think I implemented MALL in teaching EFL by integrating language learning application and facilitating online communication through social media or language exchange platforms.	Well, I've been using quite many ways of teaching English by using the mobile as a set language learning. Well, I've been using Zoom, for example, for teaching indirect face-to-face. And also, I've been using WhatsApp for communicating with my students because it helps a lot. Also, I use social media like Facebook, YouTube, Instagram, and such like that.
6	What did you do before you implement using MALL in teaching English?	Usually before implementing MALL in my teaching learning activities, I assess students to access, I mean that I need to know the students' familiarity with the mobile devices. And then I select appropriate and effective language learning application and I make sure that the user tools align with the curriculum rules. That's usually what I did before I teach my students using mobile phone. I need to prepare myself and I need to make sure that my students are familiar with the platform that I will use.	Well, I always get my students to be prepared with their gadgets and they should be ready with the materials that we have already agreed previously.

No	Questions	Response (SB) 4/6	Response (LY) 7/6
7	What platform did you use in teaching Reading?	In reading, I only choose one platform. It is Newsela.	I usually go with the applications available at Google because Google already provided us with a lot of applications that we can use. For example, I've been developing my Google site where students can easily access the site. Well, it's like our own website but in a simple version. And there, I attach the materials for them so that they can pace up themselves while doing the reading activities. They can read everything at home and then discuss everything later in class.
8	What platform did you use in teaching Listening?	I really like teaching listening because it can engage my students' motivation to join my classroom activities. Usually, I use some podcast and I play the podcast in my classroom and I ask my students to listen carefully what the podcast is talking about. So I think that by using podcast, teaching listening is more fun. Sometimes I use YouTube, but for listening mostly, I use podcast.	I use YouTube because YouTube is the only one, I guess, students are really familiarized with. And we can easily ask students to go and find YouTube and when I go with the link, they can easily spend time doing the listening activity.

126

No	Questions	Response (SB) 4/6	Response (LY) 7/6
9	What platform did you use in teaching Speaking?	In speaking, still the same like I use YouTube and also like HelloTalk and I use like Duolingo to at least to make my students practice their speaking. Because my students here usually is good at grammar, but not really good at speaking. I also ask them to record their speaking by using voice note and ask them to send the voice note to my VR using WhatsApp	For speaking, actually I go with medias like Zoom and I tried once by using Webex or other stuff but I believe that so far Zoom is quite really good compared to other things. I can go and talk to them live or I split them into breakout rooms and I can easily monitor what happened to their activities. And what was important is I can actually interact by still looking at them although we may not physically meet. I always love to make projects. I always, always love to ask them to show me the proof in the form of video because when I ask them to go with pictures, we can easily make up the pictures but when the video, we can easily assess the student's ability using vlog or tiktok.
10	What platform did you use in teaching Writing?	I think most of the teachers using Grammarly, but I use Hemingway Editor. I ask my students to write, for example to write their best experience. It is usually called recount textual. And then I check the content and also the grammar by using Hemingway Editor. So I copy and paste my student's writing to Hemingway and then it will show how many mistakes the students have.	I go with the old application like Facebook and stuff where you can easily write everything in your wall. And I try to ask my students to create their own Facebook account and write there on weekly or daily basis. So they write and they post and then we can easily make corrections when necessary. I also like from the WhatsApp group and other chat medias, it's available for 24 hours a day. So I can easily reply to my students' comments or questions outside the learning time at school.

127

No	Questions	Response (SB) 4/6	Response (LY) 7/6
11	What platform did you use in giving assignment/test?	I usually use Google Classroom for assignment. Google Form, yes, of course	I mostly use my Google sites because it incorporates so many things. When you click a menu, for example, it could be for accessing the material or I could easily attach the drive where they can click and submit their work in that drive.
12	Why did you use that platforms?	I think that those platforms facilitate interactive and collaborative activities and also it can promote active participation for the students.	I have to really admit that mobile assisted language learning helps a lot in the teaching process because I do not have to come to class every time just to go with an assignment. I can easily go with the assignment at the stage of the pre-school activity, I mean pre-class activity. So I can easily give the assignment to ask them to read something a week before or two weeks before without necessarily having to meet them in person. And the next thing is that for the data collection, because the storage is there in cloud model, we can easily retrieve to the results of their work without having to find where I put it and stuff like that.
13	Have you ever given your students assignment using a certain platform to do at home?	Yes, sometimes	Because the learning schedules are now becoming more flexible. We have three hours of teaching sessions. I mostly assign my students to work at school and finish it at school, but I also ask them quite frequently to go with their, I don't say it's a homework, but I say it's a project because when I say project, they become more challenged.

128

No	Questions	Response (SB) 4/6	Response (LY) 7/6
14	How did you students feel when you used MALL in teaching English?	They like so much as I said before that using this platform makes the students have more motivation because I think motivation plays an essential role in teaching learning activities.	They mostly say it helps a lot because students nowadays don't go with printed text. They want something efficient. They want something quickly accessible and so they can easily access the materials by a single click or record their voice and stuff like that. They really enjoy it.
15	What was the result of the students' assignment using a certain digital platform?	It was quite good actually, sir. It is not perfect, but it is quite good. I think it is better than without using mobile phone.	The result is better than using paper based assignment because the students more creative in doing assignment or project than they have to write on the paper.
16	What are the differences teaching English using MALL and without MALL?	Using mobile phone or using digital platforms make the students more active and submits the assignment easily than using traditional one.	Partly they can do their job more efficiently, more effectively, but the next thing that I really love about using the MALL is that we can easily review their mistakes and make it better, make it correct, while at the same time, the mistake exists and they can easily go back to that mistake and see which points they made. They need to make it better.

No	Questions	Response (SB) 4/6	Response (LY) 7/6
17	How long did you spend to prepare before using MALL?	I spent about 10 to 20 minutes to prepare everything.	Well, at the first time, I thought it would be one or two days, but right now, it's getting shorter.
18	How long did you spend to teach English using MALL?	I think it depends. It depends on some factors like the connection. But usually if the connection is good, maybe I use half of my teaching period in classroom using mobile phone. So it is about 40 until 50 minutes.	No, of course not. Because there is always a point where students might feel exhausted, and at that time, we choose to go with the real human-to-human communication. At that time, we put aside the gadgets and we put aside the mobile-assisted language learning, and then we go directly. And at that time, I can easily know that, oh, this student needs better at this point, and that student with different needs and stuff like that
19	How long did you learn how to use a certain platform before you use it?	I think nowadays most of the teachers, most of the modern teachers are very familiar with IT, with digital tools. So it doesn't take long time, sir. Maybe I need 15 minutes to learn new platforms or I watch YouTube to learn the tutorial and I ask other teachers who usually use that platform.	Maybe a few hours ahead of time. Yeah, because I've been more familiarized with the platforms so I can easily go with the topics and browse quite nicely

No	Questions	Response (SB) 4/6	Response (LY) 7/6
20	How many class do you teach in this academic year?	Four classes	Five classes.
21	How many students are in the class?	It is around 26 to 29.	35 to 36 students each class.
22	Do you use MALL in teaching English in all classes you teach?	Yes	Yes, yes, I do with all classes.
23	What do you feel teaching all classes using MALL?	I feel really good, sir, when I teach my students using MALL but honestly speaking sometimes I feel worried because I'm afraid that my students access something that is inappropriate. That is my worry but so far so good. So I usually control my students whether they open the link or the inappropriate one but so far so good.	I really enjoy working with the mobile-assisted learning because it helps me a lot. I mean, the preparation stage, for example, I can easily do while I'm going out with my kids, we're hanging out, and while at the same time, I could easily check the materials on YouTube, for example. At any time, I can find the inspiration. So, well, I guess it helps a lot.
24	Do your students have mobile phone/tablet/laptop?	Almost all of the students have mobile phone, but for the laptop I think only few of them.	In my school, yes.
25	Are they familiar in using gadget in learning process?	I would say 90% of them	Yes. Because some applications have become the inseparable parts of our life. It's like WhatsApp, Google, YouTube, everyone is now accessing it.

131

No	Questions	Response (SB) 4/6	Response (LY) 7/6
26	Are there in your classroom number of students' gadget couldn't support to access it?	Some of their gadgets sometimes do not support the access but I don't know why this happens maybe the memory is not enough.	Well, I happen to find, although it's very, very unlikely and very, very rare, yes, I found one or two. But then the next problem is mostly not whether their gadget supports the application or not, but most of the time it's the connection actually.
27	Do you use free access platforms or paid one?	I always use free one. There are so many free access platform	Some, I go with the free and it's like the YouTube and then the, what is it, the social medias. But also I go with the paid account, for example, for Zoom, because when we go with the paid account, we can have the unlimited time. Of course, it is really uncomfortable when you are having a conversation and then suddenly it stops.
28	Have you had an experience using platform but it could not be accessed?	I have never had that experience. So far it is going well. So when I want to access something, it is accessible	Yes. One I use regularly is Zoom. Using basic zoom is so limited time. So, it must be upgraded to make it longer.
29	When did you share or check the students' assignments?	I always try to be a good teacher. So I always check my student assignment right after the classroom is over or if I have something to do. Maybe the following day.	Now, this is the part that I really love because when checking student's assignment, I always believe that we need the constant mood. When you go with the direct face-to-face learning, sometimes your mood affects your assessment to your students. While using the mall, I can easily see my mood swing. So I can check my student's assignment at school, at home, wherever I am with the same mood.

No	Questions	Response (SB) 4/6	Response (LY) 7/6
30	How do you know the platforms that can be used in teaching English?	We can ask Google, we can find on. YouTube which platform that is easy to use for classroom activities.	Well, I share information with a lot of friends. I've got friends from other countries too.
31	Do you have experience that you are interested to a certain platform but you couldn't do it?	Once I was really interested in using like animation to teach like reading. So I imagine that there is a text and it is explained by the moving animation. But unfortunately I couldn't do that because of my limited skill.	I don't understand until today is Webex. I find it really hard. So you don't use it? That's why I choose not to use it anymore.
32	Is there internet access available in your school?	Of course.	I have to say that we are very lucky because our school facilitates the free access of the internet. And it's quite helping the students a lot because the free access gives the unlimited band to use. So they can go with the materials and accessing it.
33	Have you joined a training of using technology for teaching English before?	I just get the information from MGMP forum when my colleagues share information about technology in education which he or she has applied it.	I've been joining the workshop for ClassPoint and also the AI and also the use of Canva and then the utilization of Google Sites.
34	What do you do if there is an interesting platform for teaching English skills?	Usually I learn the platform before I apply the platform to my student. So that I already understand well about the platform before using it.	I directly try to implement it to my students because I always want my students to also get the same knowledge as I do.

No	Questions	Response (SB) 4/6	Response (LY) 7/6
35	With whom do you usually share of using a certain platform for English teaching?	With other teachers. Because sometimes they usually have ever used the platform too.	I share information with a lot of friends. I've got friends from other countries too. I still remember the last one was Padlet. Before Padlet was used in Indonesia, I've already heard the use of Padlet a year ahead of time. So my students from Europe, they said, you try this. Also the Flipgrid. You try this. And when I tried that, every friend in Indonesia asked, what is the application? What is that? What is this? And then I said, oh, please use this
36	What is the impact of using digital media for the teachers themselves?	For me, I feel that I can upgrade my IT skill, which is very essential in this modern era. So, that is the impact that I feel.	It helps me a lot. The preparatory time becomes really short. And then the teaching learning process becomes really efficient. But right now everything is set by the online materials and all I have to do is giving the link. And we, I mean I and students, can easily access the same material at the same time, at the very same time, real time. So I guess the time for teaching is a lot more spacious because the preparatory time is really cut into short.
37	Does you teaching activity influence your carrier?	Hopefully, I would say not much but as a teacher we have to improve our skill in teaching including how to create interesting and innovative learning.	Well, I believe that it will affect a lot because a teacher with the knowledge of technology will have a bigger chance to pursue a career in the future.

No	Questions	Response (SB) 4/6	Response (LY) 7/6
38	How do you manage time in teaching English in your classes especially when using MALL?	Of course, I prepare everything before the class is started. So I don't waste too much time in preparing all the stuff. So as soon as I enter the classroom, I have good preparation and I directly ask my students join the activity by using their mobile phone or MALL.	I usually start by going on with the stimulus, talking to them personally and then allocating for around 10 or 15 minutes to go with the direct communication as human. And then later I would go with roughly 50% of the classroom allocation to go with the Moa in the classroom. But outside the classroom, it could vary.
39	What do you do if there are number of students' gadget cannot support using a certain platform?	Maybe because the capacity of the mobile phone cannot support to access it. I asked that student whose mobile phone doesn't work to join their classmates.	I'm very lucky because at my school, we already have a laboratory with a lot of computers available. So when there is a time of teaching and one or two of my students were not able to access the material by using their own gadgets, I always take them to the laboratory just in case, just a preparatory precautionary action that I did.
40	What is your solution if you know that one of your students is not familiar with gadget?	I'm teaching in senior high school so I think it is because of the previous background study from junior high school. We know that some junior high schools don't allow the students to access their mobile phone So, I used my plan B. I asked that student to join their classmates.	I have no idea because some applications have become the inseparable parts of our life. It's like WhatsApp, Google, YouTube, everyone is now accessing it

No	Questions	Response (SB) 4/6	Response (LY) 7/6
41	What will you do if there is not free access platform?	I have never had that experience because I usually use free access platform.	I go with the paid account, for example, for Zoom, because when we go with the paid account, we can have the unlimited time.
42	What did you do when you know your students didn't do the online assignment?	Sometimes I ask them the reason why they didn't submit the assignment. And then I try my best to give a solution for them.	I have to say that I feel sorry for them and I try to keep motivating them. But then I have to say I really thank for the technological advances because I can easily check which students did not join, which students did not submit. And I can easily ask them to complete their job through the WhatsApp communication, for example. And then ask them to talk directly face-to-face and find out why and try to figure out the solution, stuff like that.
43	What do you do if you do not know how to use a certain platforms?	I will ask my friend. We help each other. So when I have an interesting platform, I inform them and they listen to me.	Some of my students are becoming more aware than I am. And I'm very happy because my students love to discuss it with me
44	What do you do if you will teaching English using MALL, but there is no internet access?	I think this is like student creativity. So we need to have plan B, plan C, and other plans. So if that happens to me someday, I think I will use offline platforms. So there are many platforms that do not need internet connection. So I think I will use that one. Maybe I download a video from YouTube in my laptop, so then I show it and watch together in the classroom.	Our school facilitates the free access of the internet. And it's quite helping the students a lot because the free access gives the unlimited band to use.

3. Member Checking

No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
RQ 1: What kinds of platforms used by the teachers in teaching English skills?					
1.	Technology media	The use of technology in teaching process	1. Have you ever used Mobile phone in teaching English in the classroom?	I just heard it. Because before that, I just knew, I think, CALL, Computer Assisted Language Learning. But for Mobile Assisted Language Learning, I have just heard it from you.	✓
			2. What is your experience in teaching English using Mobile Phone?	Actually, before pandemic, I used it for our learning, English learning. At that time, because the students were permitted to bring mobile phone, so I used the gadget to be used in learning. So at that time, I used Edmodo as a platform to assess the students. Now I used mobile phone for reading, vocab games and the students' task submission.	✓
			3. Have you heard Mobile assisted language learning (MALL)?	Simply, based on the abbreviation, Mobile Assisted Language Learning is kind of method probably. The teacher can use to teach the student using mobile phone or mp3, tablet, or iPod.	✓
			4. What do you know about MALL?		
2.	The implementation of using Mobile learning	How implement Mobile learning	5. How did you implement the use of MALL in teaching EFL?	I implement this method mostly in listening and reading, and also for assessing the students. Before I implement it, of course I have to prepare the material, the software, the internet connection, and also the material correlated with the syllabus and the curriculum.	✓
			6. What did you do before you implement using MALL in teaching English?		

137

3.	Mobile platforms	Kinds of platforms used in teaching English skills	7. What platform did you use in teaching Reading?	For reading, I use the website included as a platform. I mostly use VOA Learning English and then BBC Learning English, and then Britannica. If I'm not mistaken, English tips for you. I also upload the reading text to google drive and ask the student to download or read it during class	✓
			Why did you use that platforms?	Of course to minimize time to prepare the worksheet. I don't have to multiply the worksheet, I don't have to multiply the reading text. So simply I ask them to click the link and then read together or read individually. The advantages of using this method is to save my time to prepare the material and also to save the paper, of course.	
			8. What platform did you use in teaching Listening?	Actually, yes, it's similar because VOA Learning English has listening too and BBC has also. But I add more one platform, TED. It can be TEDKids because the students of SMAK level the English level is intermediate. So I use TEDKids or TEDTalks sometimes. And I also use Cambridge Listening Extra. Three times I used Nearpod for listening as well	✓
			9. What platform did you use in teaching Speaking?	I haven't found any application to speaking activity yet. Actually for speaking, sometimes I ask them to make a dialogue or make a roleplay or drama and then they have to record it and then they can upload it in the Google Drive or to YouTube and then they share with the link. Or sometimes I ask them to upload it to Instagram so I can see their work on Instagram and then I can love it and I have to click the button	✓

			Suitability
	16. What are the differences teaching English using MALL and without MALL?	Of course, it has many differences. If we use the traditional one, of course we have to prepare the material, prepare the worksheet, we have to print it out. Yeah, only that. But if we use malls, as I said, ~~language learning~~, of course we have to prepare the material too. But at least it doesn't take much time for printing it out.	✓

RQ 2: What are the challenges of using MALL for the teachers in teaching English skills?

No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
1	Type of technology	Time spends in implementing MALL	1. How long did you spend to prepare before using MALL?	I spend around a week to prepare the material. It can be sometimes it should ~~a week before.~~ ~~Because~~ match with the learning objectives and the curriculum. So That's the difficult part. If we have found the material, I think it's not really difficult to make the assessment or the activity. So the hardest part is matching the learning objective with the material. to	✓
			2. How long did you spend to teach English using MALL?	I think half of the teaching time. So if the contact hours is 90 minutes, I use a mobile phone for teaching. Yeah, only 45 minutes or 50 minutes. for	✓
			3. How long did you learn how to use a certain platform before you use it?	It doesn't take time. Probably hours before I use it. Yeah, at least one day before I use it. But I think for learning it, it doesn't take time. So less than two hours. it's	✓

many Google products such as Google docs, Google slides

		10. What platform did you use in teaching Writing?	I only used ~~Google Chrome,~~ Google Classroom, but what else? Instagram, ~~social media, they can do the~~ ~~writing task.~~ Sometimes I used Jamboard too.	✓
		11. What platform did you use in giving assignment/test?	For interactive assessment, I use Kahoot, Quiziz, and Google Form.	✓
		12. Why did you use that platforms?	those are the That's the simplest one and easiest ones to employ.	✓
		13. Have you ever given your students assignment using a certain platform to do at home?	I have given them the homework using the platform and I use Google Form. I type the instruction for the assignment or the homework at the Google Classroom and then they do the homework, and then they submit it based on the time that I want to. For example, it is ~~for~~ until 10pm or ~~something like~~ that. But for the drama, sometimes I give them more time.	✓
4.	The teachers' perspectives	The result of using MALL in learning process	14. How did you students feel when you used MALL in teaching English?	They feel excited. Excited, of course. Interested. I see full of enjoyment, I think they are more excited than using the paper-based one.	✓
			15. What was the result of the students' assignment using a certain digital platform?	it's Slightly the same. Because I think the assessment reflects their understanding and capability.	✓

140

2	Class size	4. How many class do you teach in this academic year?	~~14~~ classes. ~~14~~ classes. ~~4~~ classes for 12th graders. And then... Sorry, 4 classes for ~~14~~th graders. _10_	✓
		5. How many students are in the class?	It depends on the class. If it is social one, it's around 28. Approximately 28. _If it's the nature science one, the_ students are _or_ 23 or 24.	✓
		6. Do you use MALL in teaching English in all classes you teach?	Yes, I do	✓
		7. What do you feel teaching all classes using MALL?	I enjoy it more than using traditional one because it saves my time. It saves my energy too. I see. I don't have to force myself and I don't have to use all of my energy to explain. If I use traditional one, of course I need to explain _more._ _for a long time._	✓
3.	Cost	The cost spends in conducting MALL	8. Do your students have mobile phone/tablet/laptop?	Most of them. All of them have handphone, but I don't know _for_ the tablet or laptop. _Whether it is_	✓
4	Accessing	The teachers/ students access the platforms	9. Are they familiar in using gadget in learning process?	Much better than me.	✓
		10. Are there in your classroom number of students' gadget couldn't support to access it?	No.	✓
		11. Do you use free access platforms or paid one?	Free access, of course. I don't know how to pay _the_ ~~anything.~~ _paid one. I don't know how to use paypal._	✓

#	Theme	Question	Response	✓
		12. Have you had an experience using platform but it could not be accessed?	I mean, sometimes some features can be accessed. But the advanced one cannot be accessed. I think it is enough for teaching using the basic because it is free for the teachers.	✓
5	Teachers' workload	13. When did you share or check the students' assignments?	In the middle of the night. Then in the office hour, of course. ~~Because~~ while laying on the bed, I can check the students' work. And then I can keep the mark on it directly. So that's the time for me to check. *MGMDS*	✓
6	Rapid development of technology	14. How do you know the platforms that can be used in teaching English?	~~Yes~~, from the workshop. Because sometimes, *a teachers'* sharing is not enough. ~~I mean, I think from the workshop and~~ from the English ~~Competition~~ students. *too.* *I get the new platform &* Competition	✓
		15. Do you have experience that you are interested to a certain platform but you couldn't do it?	Yes, but I forget. Even I forget the name of the platform. So mostly ~~you~~ *I* use the common platform that ~~you~~ have already known.	✓
7	Availability	16. Is there internet access available in your school?	Yes	✓

RQ 3: What are the strategies in integrating MALL in English language teaching and learning be overcome?

No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
1	Training	The training is needed by the teachers	1. Have you joined a training of using technology for teaching English before?	Yes. Especially during the pandemic. So I know about some platforms to be used in learning, in teaching English	✓
			2. What do you do if there is an interesting platform for teaching English skills?	Of course I apply it. If it is easy to use, I will continue using it. But if it is not easy to use, I use it seldom. Once a month or twice a month.	✓
			3. With whom do you usually share of using a certain platform for English teaching?	Of course with my friends. All English teachers. I share the application, the platform that is very interesting for teaching English in the classroom.	✓
2	Values of technology	The impact of the teachers' working activity	4. What is the impact of using digital media for the teachers themselves?	Of course, I am developed by knowing some platforms, well-knowledge that some useful platforms exist. But for making content related to English, actually some teachers ask me to do that, but still I feel reluctant to do that. Beside that, we know the updated info from social media	✓
			5. Does you teaching activity influence your carrier?	Maybe so, because the headmaster is also active in social media, so He knows what we are doing from the social media. Including for our progress, I mean, if we join some activity outside the school, the headmaster knows.	✓

				✓
		6. How do you manage time in teaching English in your classes especially when using MALL?	Actually I could make it for a whole time of teaching, 90 minutes using mobile ~~all the time~~. But I think, I'm afraid that they will ~~be~~ got bored. So I mix it with the traditional one. *Mostly I used it for vocabulary building for 20 minutes or reading for 20 minutes or task for 20 minutes*	✓
3	Accessing	The teachers/ students access the internet/ digital platform	7. What do you do if there are number of students' gadget cannot support using a certain platform?	There is no barriers in using mobile in this school. All the students are familiar in using gadget.	✓
			8. What is your solution if you know that one of your students is not familiar with gadget?		
			9. What will you do if there is not free access platform?	I won't use it. Probably I could ask the principal or the headmaster to buy the advanced one, not the basic one.	✓
			10. What did you do when you know your students didn't do the online assignment?	I will respond ~~for~~ the classroom first. *directly on the google* And if they don't respond, of course I will inform it in the WhatsApp group. To remind who ~~hasn't~~ submitted the work. *then haven't*	✓
			11. What do you do if you do not know how to use a certain platforms?	I will find out the answer from YouTube. It serves a lot of answers for my difficulties.	✓

144

		✓
12.	What do you do if you will teaching English using MALL, but there is no internet access?	Switch it to the traditional one. Or I think if it is in the class, of course I switch it to the traditional one. Traditional learning method, teaching method. But if it is possible, I will give them homework using mobile phone. I mean I ask them to do the homework using their mobile phone at home.

Jember, June 13 th   2024

(ELISABET DIAN PREMANASARI, S.Pd)

RQ 1: What kinds of platforms used by the teachers in teaching English skills?

No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
1.	Technology media	The use of technology in teaching process	1. Have you ever used Mobile phone in teaching English in the classroom?	Of course, yes sir.	✓
			2. What is your experience in teaching English using Mobile Phone?	Usually when I use mobile phone during my teaching learning activities in my classroom, I feel that my students have more motivation and have more engagement to the material. So I think, yes, using mobile phone in teaching learning activities is really fun.	✓
			3. Have you heard Mobile assisted language learning (MALL)? 4. What do you know about MALL?	Yes. I think it uses mobile device to provide flexible and then on-the-go language learning through application and digital tools. And I think it enhances language acquisition with multimedia and interactive features, making it easier to practice in real-life context. So I think that's what I know about MALL. Mostly I use mobile phone, but sometimes if the situation is supported, I use laptop doesn't	✓
2.	The implementation of using Mobile learning	How implement Mobile learning	5. How did you implement the use of MALL in teaching EFL?	I think I implemented MALL in teaching EFL by integrating language learning application and facilitating online communication through social media or language exchange platforms.	✓

3.	Mobile platforms	Kinds of platforms used in teaching English skills	6. What did you do before you implement using MALL in teaching English?	Usually before implementing MALL in my teaching learning activities, I assess students to access, I mean that I need to know the students' familiarity with the mobile devices. And then I select appropriate and effective language learning application and I make sure that the user tools align with the curriculum rules. That's usually what I did before I teach my students using mobile phone. I need to prepare myself and I need to make sure that my students are familiar with the platform that I will use.	⟍
			7. What platform did you use in teaching Reading?	In reading, I only choose one platform. It is NewZela. Newsela	⟍
			8. What platform did you use in teaching Listening?	I really like teaching listening because it can engage my students' motivation to join my classroom activities. Usually, I use some podcast and I play the podcast in my classroom and I ask my students to listen carefully what the podcast is talking about. So I think that by using podcast, teaching listening is more fun. sometimes I use YouTube, but for listening mostly, I use podcast.	⟍
			9. What platform did you use in teaching Speaking?	In speaking, still the same like I use YouTube and also like HelloTalk and I use like Duolingo to at least to make my students practice their speaking. Because my students here usually is good at grammar, but not really good at speaking. I also ask them to record their speaking by using voice note and ask them to send the voice note to my VR using WhatsApp	⟍

No	Aspect	Question	Answer	
		10. What platform did you use in teaching Writing?	I think most of the teachers using Grammarly, but I use Hemingway Editor. I ask my students to write, for example to write their best experience. It is usually called contextual. And then I check the content and also the grammar by using Hemingway Editor. So I copy and paste my student's writing to Hemingway and then it will show how many mistakes does the student have.	✓
		11. What platform did you use in giving assignment/test?	I usually use Google Classroom for assignment. Google Form, yes, of course.	✓
		12. Why did you use that platforms?	I think that those platforms facilitate interactive and collaborative activities and also it can promote active participation for the students.	✓
		13. Have you ever given your students assignment using a certain platform to do at home?	Yes, sometimes. They like is much oo	✓
4.	The result of using MALL in learning process	14. How did you students feel when you used MALL in teaching English?	So like I said before that using this platform makes the students have more motivation because I think motivation plays an essential role in teaching learning activities.	✓
	The teachers' perspectives	15. What was the result of the students' assignment using a certain digital platform?	It was quite good actually, sir. It is not perfect, but it is quite good. I think it is better than without using mobile phone.	✓

148

			16. What are the differences teaching English using MALL and without MALL?	So using mobile phone or using digital platform, it makes the students more active and submits the assignment easily than using traditional one.	✓

RQ 2: What are the challenges of using MALL for the teachers in teaching English skills?

No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
1	Type of technology	Time spends in implementing MALL	1. How long did you spend to prepare before using MALL?	I spent about 10 to 20 minutes to prepare everything.	✓
			2. How long did you spend to teach English using MALL?	I think it depends. It depends on some factors like the connection. But usually if the connection is good, maybe I use half of my teaching period in classroom using mobile phone. So it is about 40 until 50 minutes.	✓
			3. How long did you learn how to use a certain platform before you use it?	I think nowadays most of the teachers, most of the modern teachers are very familiar with IT, with digital tools. So it doesn't take long time, sir. Maybe I need 15 minutes to learn new platforms. So I watch YouTube to learn the tutorial and I ask other teachers who usually use that platform.	✓
2	Class size	A number of class/students	4. How many class do you teach in this academic year?	Four classes.	✓
			5. How many students are in the class?	Different but it is around 26 to 29.	✓

#	Category	Questions	Answers	
		6. Do you use MALL in teaching English in all classes you teach?	Yes.	✓
		7. What do you feel teaching all classes using MALL?	I feel really good, sir, when I teach my students using MALL but honestly speaking sometimes I feel worried because I'm afraid that my students access something that is inappropriate. That is my worry but so far so good. So I usually control my students whether they open the link or the inappropriate one but so far so good.	✓
3.	Cost The cost spends in conducting MALL	8. Do your students have mobile phone/tablet/laptop?	Almost all of the students have mobile phone. but for the laptop I think only few of them.	✓
4	Accessing The teachers/ students access the platforms	9. Are they familiar in using gadget in learning process?	I would say 90% of them	✓
		10. Are there in your classroom number of students' gadget couldn't support to access it?	Some of my students gadget sometimes do not support the access but I don't know why this happens. maybe the memory is not enough.	✓
		11. Do you use free access platforms or paid one?	I always use free one. There are so many free access platform.	✓

#	Theme	Question	Answer	
5	Teachers' workload	12. Have you had an experience using platform but it could not be accessed?	I have never had that experience. So far it is going well. So when I want to access something, it is accessible	/
		13. When did you share or check the students' assignments?	I always try to be a good teacher. So I always check my student assignment right after the classroom is over or if I have something to do. Maybe the following day.	/
6	Rapid development of technology	14. How do you know the platforms that can be used in teaching English?	We can ask Mr. Google. So we can ask Mr. Google, or we can ask Mr. YouTube. So which platform that is easy to use for classroom activities.	/
		15. Do you have experience that you are interested to a certain platform but you couldn't do it?	Once I was really interested in using like animation to teach like reading. So I imagine that there is a text and it is explained by the moving animation. But unfortunately I couldn't do that because of my limited skill.	
7	Availability	The availability of facilities	16. Is there internet access available in your school?	Of course.	/

RQ 3: What are the strategies in integrating MALL in English language teaching and learning be overcome?

No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
1	Training	The training is needed by the teachers	1. Have you joined a training of using technology for teaching English before?	Unfortunately, not. I haven't joined. I just get the information from MGMP when my friends share information about technology in education which he or she has applied it.	✓
			2. What do you do if there is an interesting platform for teaching English skills?	Usually I learn the platform before I apply the platform to my student. So that I already understand well about the platform before using it.	✓
			3. With whom do you usually share of using a certain platform for English teaching?	With other teachers. Because sometimes they usually can use the platform too. have	✓
2	Values of technology	The impact of the teachers' working activity	4. What is the impact of using digital media for the teachers themselves?	For me, I feel that I can upgrade my IT skill, which is very essential in this modern era. So, that is the impact that I feel.	✓
			5. Does you teaching activity influence your carrier?	Hopefully, but yeah, I would say not much. but as a teacher we have to improve our skill in teaching including how to create interesting and innovative learning.	✓
			6. How do you manage time in teaching English in your classes	Of course, I prepare everything before the class is started. So I don't waste too much time in preparing all the stuff. So as soon as I enter the classroom, I have good preparation and I directly ask my students about	✓

3	Accessing	The teachers/ students access the internet/ digital platform	especially when using MALL?	the activity by using more MALL.
			7. What do you do if there are number of students' gadget cannot support using a certain platform?	Maybe because the capacity of the mobile phone cannot support to access it. I asked that student whose mobile phone doesn't work. ~~I asked this or her~~ to join their classmates.
			8. What is your solution if you know that one of your students is not familiar with gadget?	I'm teaching in senior high school so I think it is because of the previous background study from junior high school. We know that some junior high school didn't allow the students to access their mobile phone openly. Yes. So I used my plan B. ~~So~~ I asked that student ~~whose mobile phone doesn't work.~~ I asked this ~~or her~~ to join their classmates.
			9. What will you do if there is not free access platform?	I have never had that experience because I usually use free access platform.
			10. What did you do when you know your students didn't do the online assignment?	Sometimes I ask them what is the reason why they didn't submit the assignment. And then I try my best to give a solution for them.
			11. What do you do if you do not know how to use a certain platforms?	I will ask my friend. We help each other. So when I have an interesting platform, I inform them and they listen to me.

153

12. What do you do if you will teaching English using MALL, but there is no internet access?	I think this is like student creativity. So we need to have plan B, plan C, and other plans. So if that happens to me someday, I think I will use offline platforms. So there are many platforms that do not need internet connection. So I think I will use that one. Maybe I download a video from YouTube in my laptop, so then I show it and watch together in the classroom.

Jember, 14 Joni 2024

(SEPTIAN BAGAS TRIYANTO, S.Pd)

RQ 1: What kinds of platforms used by the teachers in teaching English skills?

No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
1.	Technology media	The use of technology in teaching process	1. Have you ever used Mobile phone in teaching English in the classroom?	Yes, the first time when I use mobile phone when we got the COVID-19 because we have to an online learning with our students. So, I use my mobile phones or I usually use my mobile phone for teaching	✓
			2. What is your experience in teaching English using Mobile Phone?	materials or giving materials to my students and also in the assignment. But after that, till now on, I still usually use mobile phone for teaching English.	✓
			3. Have you heard Mobile assisted language learning (MALL)?	Not yet. This is the first time. I use mobile phone for teaching English, but this is the first time for me hearing about more our mobile assistant language learning.	✓
			4. What do you know about MALL?		
2.	The implementation of using Mobile learning	How implement Mobile learning	5. How did you implement the use of MALL in teaching EFL?	I sometimes use this for giving materials. When giving materials, I use my laptop usually, but when giving assignments, I sometimes use my handphone. For example, when teaching listening and also giving assignment and also using quiz like that.	✓
			6. What did you do before you implement using MALL in teaching English?	First, as you know that our school is in rural area or urban area. So, I should ask my students before the day. For example, I will ask them before to buy the data	✓

3.	Mobile platforms	Kinds of platforms used in teaching English skills	7. What platform did you use in teaching Reading?	I have already used some such as Kahoot, Quizzes, and Wordwall	✓
			8. What platform did you use in teaching Listening?	I usually use Gift Feed for downloading the video from YouTube or maybe downloading the listening test from YouTube. And then I share the link to the students.	✓
			9. What platform did you use in teaching Speaking?	WA, that is an interesting platform that I asked my students to use. For example, when teaching explanation in the second grade or in the eleventh grade of Senior High School, there is an animation and then I asked my students to record their voice explaining the animation. But I also asked them to give the name so that I know who is speaking right now. So, it will make it easier for me to take the score from them.	✓
			10. What platform did you use in teaching Writing?	Not yet. But I have shared a topic on WAG then I asked them to response of comment. Sometimes I post avideo on IG then the student give comment.	✓
			11. What platform did you use in giving assignment/test?	Quizzes and Live Worksheets	✓
			12. Why did you use that platforms?	I think it's easier for me to use them, It's an interesting game. I can also find materials in that platform	✓

4.	The teachers' perpectives	The result of using MALL in learning process	13. Have you ever given your students assignment using a certain platform to do at home?	yes. Live Worksheets. I share the link to my students using Live Worksheets.	✓
			14. How did you students feel when you used MALL in teaching English?	It makes the class very crowded. It seems that they are happy. They are challenged. It was challenging for them. And then, when they play such quiz whizzer, it's very crowded. That's very interesting for them.	✓
			15. What was the result of the students' assignment using a certain digital platform?	I do not underestimate my students' academic record. But when they use this kind of platform, mostly their score is under the minimum score. But when I see them being enthusiastic and motivated doing this assignment, or maybe using this application or this platform, I think that's enough.	✓
			16. What are the differences teaching English using MALL and without MALL?	Truthfully, actually, I like teaching using MALL more. Because we do not need to try to find out to make such kind of materials because we can also have it in the platform. For example, in quizzes, there is not only just quiz style but also there is the materials. We just copy the link and share it to the students. It also happens in the live worksheet. But when we do not use this MALL, I should browse things sometimes. I have to prepare materials because I do not just focus on the book. It will make my students boring. Using MALL is more efficient.	✓

157

RQ 2: What are the challenges of using MALL for the teachers in teaching English skills?				
No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
1	Type of technology	Time spends in implementing MALL	1. How long did you spend to prepare before using MALL?	A day or a couple of days before I teach or give it to them. Because sometimes, as you know that in quizzes, for example, or like worksheets, there are so many materials. The same materials that we can give to our students. But we should still check it whether it is suitable for them or not.	✓
			2. How long did you spend to teach English using MALL?	No, it depends. When it is the time for me to give the materials, as you know, before we give the assignments, we do not write at the day,	✓
			3. How long did you learn how to use a certain platform before you use it?	Some days. I need for a couple of days to learn it. I should prepare all the materials or maybe all the questions that sometimes I take from the books or maybe from another sources. And I copy it or maybe I type it first and then write it first to my husband or my sons.	✓
2	Class size	A number of class/students	4. How many class do you teach in this academic year?	I teach four classes for the 10th grade and then two classes for the 11th grade and then three classes for the 12th grade.	✓
			5. How many students are in the class?	36 students in each class	✓
			6. Do you use MALL in teaching English in all classess you teach?	Yeah. Oh, yeah. I use it, yeah. Because sometimes, you know, we can see that our students feel boring with the materials.	✓

No.	Category	Aspect	Question	Answer	
3.	Cost	The cost spends in conducting MALL	7. What do you feel teaching all classess using MALL?	Happy. Happy. Effective. Easy for me. Challenging for the students, I think. Although it is tiring.	✓
			8. Do your students have mobile phone/tablet/laptop?	Yeah, they use their own mobile phone	✓
4	Accessing	The teachers/students accesss the platforms	9. Are they familiar in using gadget in learning process?	I think so. Because as you know that some of our students, they're coming from some of schools here. But some of my students who are coming from the urban or rural area, for example, the junior high school in urban or rural area, they still do not know. I never use this or I still do not know about this. {They}	✓
			10. Are there in your classroom number of students' gadget couldn't support to access it?	Sometimes some of the students, their handphones do not support with the platform. It may be because of the RAM memory. They cannot download.	✓
			11. Do you use free access platforms or paid one?	Free, of course. Although there are so many limitations	✓
			12. Have you had an experience using platform but it could not be accessed?	Yeah, bamboozle.	✓

159

	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
5	Teachers' workload	Time to share and check the students' assignments	13. When did you share or check the students' assignments?	Check after they submit it, yeah. It depends on my mood. When I do not have any, sometimes, yeah, when I have any things to do for, because I also have another duty in here, yeah, or maybe I do not have any kind of student's work to correct it, I directly correct, see the result from my students,	✓
6	Rapid development of technology	The information of new platforms	14. How do you know the platforms that can be used in teaching English?	First, from my friend's information, and second, I also used to join in the webinar or seminar helped by such kind of university or any kinds of institution, so that I use all this kind of platform can be used for teaching English.	✓
			15. Do you have experience that you are interested to a certain platform but you couldn't do it?	Bamboozle, yeah. Until now, I still do not, I do not know how to use it.	✓
7	Availability	The availability of facilities	16. Is there internet access available in your school?	Yeah. But sometimes, my students said it is too low or slow.	✓

RQ 3: What are the strategies in integrating MALL in English language teaching and learning be overcome?

No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
1	Training	The training is needed by the teachers	1. Have you joined a training of using technology for teaching English before?	Yes, I also used to join in the webinar or seminar held by UNEJ and then from Guru Mengajar.id	✓

160

		Questions	Answers	
		2. What do you do if there is an interesting platform for teaching English skills?	Of course, I will try it. I will learn it and use it for my students.	✓
		3. With whom do you usually share of using a certain platform for English teaching?	With my friends or my colleagues. With my colleagues at school. Not only in my English teacher's friends, but also others' lessons too.	✓
2	Values of technology	The impact of the teachers' working activity	4. What is the impact of using digital media for the teachers themselves?	The impact for me, as I told you before that it makes me more happier seeing my students happy studying in the class. It is more effective for me for giving them the materials or also the assignment because the score has already shown there . And also I can take the materials.	✓
		5. Does you teaching activity influence your carrier?	Yeah, I think so. We have to upgrade our teaching skill especially in using technology media in education.	✓
		6. How do you manage time in teaching English in your classes especially when using MALL?	I use it in the end of the lesson. But sometimes, as you know, I choose the method that is suitable with the students' competency. when I give them a live worksheet, they still need half an hour to do the live worksheet. But sometimes, in another class, they just need an hour to do the live worksheet.	✓

161

3	Accessing	The teachers/ students access the internet/ digital platform	7. What do you do if there are number of students' gadget cannot support using a certain platform?	I ask them to borrow their friend's mobile phone. But sometimes I also lend my own mobile phone to my students.	✓
			8. What is your solution if you know that one of your students is not familiar with gadget?	Yeah, of course, first I should give them the tips or maybe how to use it first. But that is why I told you that I try to choose the easier one, the platform that is the easiest one for me and for my students.	✓
			9. What will you do if there is not free access platform?	But sometimes, they also do not know or they will never use it. So I just click on my own self-browsing to the Internet and try it. When it is difficult, I will learn it. Then I will try another one which is easier for me to use it. Or if it is paid, I will find a free to be accessed.	✓
			10. What did you do when you know your students didn't do the online assignment?	We have an English WhatsApp group per class. So I will ask the students who do not come to the school at that day, I will ask them to still do it at home so that I can see the score because it is online.	✓
			11. What do you do if you do not know how to use a certain platforms?	I will ask my colleagues. I will ask my friends who have ever used it.	✓

162

12. What do you do if you will teaching English using MALL, but there is no internet access?	But now, lately, I buy my own WiFi to support my students because some of them, you know, we live in rural area. They cannot support by data for their handphone. So, I support them by buying my own WiFi. And when we have an online teaching learning process or using mobile phone, I will ask them to use my WiFi in the class.	✓

Jember, 18 Juni 2024

(IRA WIJAYANTI, S.Pd.)

163

RQ 1: What kinds of platforms used by the teachers in teaching English skills?

No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
1.	Technology media	The use of technology in teaching process	1. Have you ever used Mobile phone in teaching English in the classroom?	Yeah, of course, many of the time I think.	✓
			2. What is your experience in teaching English using Mobile Phone?	Like I will test the students using quizzes or I will also ask the students to submit their product or their portfolio using my drive, or I can also ask the students to write down their composition in the form of PPT, in Canva or in the form of flyer by using Canva, that's all.	✓
			3. Have you heard Mobile assisted language learning (MALL)? 4. What do you know about MALL?	Not quite familiar with that term, but if it is related to mobile assisted language learning.	✓
2.	The implementation of using Mobile learning	How implement Mobile learning	5. How did you implement the use of MALL in teaching EFL? 6. What did you do before you implement using MALL in teaching English?	Firstly, I prepare my teaching, once a time I will compose my teaching material. or the way I will ask the students by using, based on tasking in the form of PPT, so it means that I will use PPT application or sometimes I will use Canva to clarify all the steps of my learning preparation, my teaching preparation. And after that in the form of discussion, sometimes I will ask before coming to the material, maybe I will test the students my diagnostic test by having, what is it, I forgot the name, like a quizzes or like a survey application for my diagnostic test for the students. Or I	✓

3.	Mobile platforms	Kinds of platforms used in teaching English skills		will give the students the idea of learning before to have pre-learning like questions, mapping by having some short video or some short conversation or some picture series in the form of, maybe I will show them in front of the class by taking one video in YouTube or taking one application from the internet.
			7. What platform did you use in teaching Reading?	In teaching reading, I will ask the students to find the idea from the internet and then after that I will discuss with them and then by asking them more to browse more the information about the material. I also use my drive I attach the text and I give them link toread the text.
			8. What platform did you use in teaching Listening?	I have one release with Kangguru.id. And then I also find maybe some media from YouTube. I also find the media on TED-Ed.
			9. What platform did you use in teaching Speaking?	Teaching speaking, I like the students to produce something on their speaking. I don't like to let the students only to perform in front of the class. Usually, I want everybody to submit in my drive, but unfortunately, my drive is not enough. So, the problem is solved by uploading in YouTube and then they just submit the link in my drive.
			10. What platform did you use in teaching Writing?	They can also write based on, originally on my template. But they can also form it in the form of infographics by, like a flyer. By taking some short cut, short cut video. It depends on the students. And they usually submit it in my drive.
			11. What platform did you use in	

		giving assignment/test?	I use Google form and I use a school application. This is a local application by the school. And it is also used by the school for having summative test. Once in a while, maybe I just test the students in giving post-test in the form of quizzes.	✓
		12. Why did you use that platforms?	TED-Ed, There are so many videos, simple videos. There are so many simple listening, only listening, the voice only. There are also many kinds of material over there that I can present for the students. Sometimes, the students are likely more interested in the media from YouTube, so it is okay for them	✓
		13. Have you ever given your students assisgnment using a certain platform to do at home?	Yes, Sometimes I'm not quite satisfied with the students' work. So, I let the students only open once in Google form.	✓
4.	The teachers' perpectives	The result of using MALL in learning process	14. How did you students feel when you used MALL in teaching English?	Mostly, they like it very much. But again, I should be careful with the students. Sometimes, the students are really creative. Sometimes, they do something but not in focus. You know, even I think my students are more creative than me. The product is better than the teacher itself. More beautiful one. They can make a very, very interesting graphic. They enjoy very much.	✓
			15. What was the result of the students' assigment using a crtain digital platform?	You know, the result is, of course, the students will be more creative in using MALL	✓

166

			16. What are the differences teaching English using MALL and without MALL?	The first one, when I'm teaching using MALL and I'm teaching not using MALL, maybe for time, it is a little bit taking more time in using MALL than conventional one. then the school will be more fun on that. And then the students will be more creative on that. And I spend the time in teaching easily then. And teaching without MALL is a little bit more tiring than using that one. Why? Because we have to handle the students all the time. Yeah, and then the students will maybe just listen by having a boring situation.	✓

RQ 2: What are the challenges of using MALL for the teachers in teaching English skills?

No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
1	Type of technology	Time spends in implementing MALL	1. How long did you spend to prepare before using MALL?	Yeah, for the beginning, usually, it takes a long time. But it must be well prepared before teaching, before coming to the class. In the class, we just need to prepare all the tools, all the equipments that we need. But soft files should be prepared before. So, usually, in this school, we have to be prepared long before the lesson begins. Sometime So, I should prepare even, yeah, maybe night before and after that I apply in the class.	✓
			2. How long did you spend to teach Englsih using MALL?	I will let the students use, yeah, I will let the students use to do browsing and then to open the link. And then, if it is possible, I let the students do quizzes, okay. So, maybe 20 until 25 to 30 minutes, maybe. 25 to 30 minutes using more in the classroom.	✓
			3. How long did you learn how to		

No	Theme	Question	Response
		use a certain platform before you use it?	We have to be prepared long before the lesson begins but in the process, sometimes I should change. This is not good for this class. This is not suitable for this class. So, I should find the other idea, maybe. I should find the other way of teaching because the class is not successful previously. So, it means that I have to find again and again to do revision, revision, revision, and to do another judgment to the students, right? So, I should prepare even, yeah, maybe night before and after that I apply in the class.
2	Class size	4. How many class do you teach in this academic year?	Eight classes
	A number of class/students	5.	
		6. How many students are in the class?	Around 33 to 36
		7. Do you use MALL in teaching English in all classess you teach?	No. No I use all more, but the percentage is not similar. Why? Because sometimes, in a certain class, they are going to be easy to actively use the platform without my assistance. But sometimes, it needs a little bit more time to understand, to operate, or even to open the link. So, I need more time to assist them. So, the duration is not similar between one class to another class.

#	Category	Question	Response	
		8. What do you feel teaching all classess using MALL?	Mostly, I feel enjoy. But sometimes, if we are not prepared enough, for example, coincidentally, we have a guest, and the time is not enough, or the situation of the class is not quite conducive. Sometimes, it's really tiring for me. Why? To make the students, you know, by taking a little time to prepare everything.	✓
3.	Cost	9. Do your students have mobile phone/tablet/laptop?	All of the students have a mobile phone.	✓
	The cost spends in conducting MALL			
4	Accessing	10. Are they familiar in using gadget in learning process?	Yes, of course.	✓
	The teachers/ students accesss the platforms	11. Are there in your classroom number of students' gadget couldn't support to access it?	So far, I don't have that kind of problem. Because, I usually choose first the easy and simple platform, and then I don't want to let the students to get the burden on the very difficult platform. So far, they don't have problem with the platform. The easy one, I think.	✓
		12. Do you use free access platforms or paid one?	Sometimes paid one, but I don't want to let the students to do the paid one. So, I just do something free	✓
		13. Have you had an experience using platform but it could not be accessed?	Yes, But, you know, it happens rarely to me. Why? Because previously, I have to check it myself first. Yeah, even I give the link to the students first in order they are easy to access.	✓
5	Teachers' workload	14. When did you share or check the students' assignments?	You know, we have an agreement on time. So, five minutes I assign before I make it at home. I put it on schedule. And then at the time, maybe five minutes	✓
	Time to share and check the			

169

	students' assignments		before the time, I will assign the students to do that. And then I will stop in one certain time. So, they know when should they stop. Because if they do it late, they cannot access it. Sometimes days after. Sometimes directly I check their assignment.
6	Rapid development of technology	The information of new platforms	15. How do you know the platforms that can be used in teaching English?	I got Kahoot from Bu Ira in MGMP. And I got incredible writing from in-house training in here. So, we can use a simple media by in-writing and by _my friends_. It is submissing. And I got Google from platform by.... It is so much for me to know Google from. I learned it by myself.
			16. Do you have experience that you are interested to a certain platform but you couldn't do it?	But sometimes not all classes will be interested on that. Okay. So, the fact. The fact. Sometimes I know something. Oh, yeah. Oh, this is interesting for this class. But not interesting for that class. Oh, this is good for the students. And then they like it. Okay. I will use it again. And then for the next time. Oh, this is a very simple one. This is a very simple one. But when I have an obstacle in the class. One class. Good in a certain class. But not good in another class. I don't use it. So, it depends on the situation.
7	Availability	The availability of facilities	17. Is there internet access availabled in yor school?	Yeah. Not quite. Frankly. Yeah, you know, we have all spots in every classes. But, you know, the problem is there are so many students in the class for one spot. So, sometimes the sooner they get first.

RQ 3: What are the strategies in integrating MALL in English language teaching and learning be overcome?

No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
1	Training	The training is needed by the teachers	1. Have you joined a training of using technology for teaching English before?	Yes, I got Kahoot from Bu Ira in MGMP. And I got incredible writing from in-house training in here.	✓
			2. What do you do if there is an interesting platform for teaching English skills?	I learn the platform before I apply in the classroom	✓
			3. With whom do you usually share of using a certain platform for English teaching?	Mostly, I know it from a friend of mine. And then, they are going to share with me. Oh, really? This is the way to do it. This is the way. And you know, in my school, we have always, periodically, at the beginning of the year, we have in-house training. So, in the in-house training, some person will present one new platform	✓
2	Values of technology	The impact of the teachers' working activity	4. What is the impact of using digital media for the teachers themselves?	I am more creative. And then I am happier in teaching. And then, you know, I can explore more. Sometimes I can explain the students simpler using mall than only conventional teaching.	✓
			5. Does you teaching activity influence your carrier?	To have a higher one? It is not quite related actually. But it relates closely to my passion on teaching. To my satisfaction on teaching. To my emotion on teaching. So, I feel satisfied. I feel eager more on teaching. But if it is related to career, you know, I am not quite. Frankly. But, you know, even I think my class is my life.	✓

No	Category	Question	Answer	
		6. How do you manage time in teaching English in your classes especially when using MALL?	Simply, usually I begin my teaching by having a kind of introduction to the students about my objective of learning and after that, when I need the students to find some information in a certain material, I will ask the students to find by doing browsing after that I will ask the students to do another thing, like completing the task for me using certain model of learning and after that the submission of the students can be anything, like I will test the students using quizzes or I will also ask the students to submit their product or their portfolio using my drive.	✓
3	Accesing	The teachers/ students access the internet/ digital platform		
		7. What do you do if there are number of students' gadget cannot support using a certain platform?	You ask the students to do with the friends, tut it rarely happens to my class. Because, you know, maybe mostly of the students have a very good and even better cell phone than mine.	✓
		8. What is your solution if you know that one of your students is not familiar with gadget?	Many of the students using handphone. So, it means that it is difficult for them to not able to access everything. But if it does happen, usually I will let the students do. Okay, you can do with this one. If anybody can help him, I can ask the students to join the other groups or to do in the groups.	✓
		9. What will you do if there is not free access platform?	I don't want to let the students to do the paid one. So, I just do something free.	✓

172

Question	Answer	
10. What did you do when you know your students didn't do the online assignment?	Yeah. Okay. I said okay. Okay. What happens to you? Why don't you submit in mine what we agree? But it is only maybe one student in one class. But mostly they can do that.	✓
11. What do you do if you do not know how to use a certain platforms?	Ask my friend who has used the platform .... or I browse on the Internet, youtube to find how to use it.	✓
12. What do you do if you will teaching English using MALL, but there is no internet access?	They will use the packet data. I believe that all the parents in here have already understood that they should have packet. But, once in a while, I let my packet data share with the students. This will happen to me. Okay, guys, this is my password. Okay, you can use my packet data. I have 15 gigabytes. You can use it. I don't want to let my students to get the burden on that.	✓

Jember, 11 6 2024

(ERMA WAHYUNI, S.Pd.)

RQ 1: What kinds of platforms used by the teachers in teaching English skills?				
No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
1.	Technology media	The use of technology in teaching process	1. Have you ever used Mobile phone in teaching English in the classroom?	Yes, I have been using mobile phone in teaching English for quite a while.	✓
			2. What is your experience in teaching English using Mobile Phone?	Yeah, I am really blessed because technology has given us the chance to improve the English teaching. And partly it's a blessing in disguise because in the pandemic session, we had the opportunity to use mobile phone more frequently. And it's actually started before the pandemic. I started using mobile phone while using English since 2015, if not 2016.	✓
			3. Have you heard Mobile assisted language learning (MALL)?	I've heard once, but I haven't been really into it so much.	✓
			4. What do you know about MALL?		✓
2.	The implementation of using Mobile learning	How implement Mobile learning	5. How did you implement the use of MALL in teaching EFL?	Well, I've been using quite many ways of teaching English by using the mobile as a set language learning. Well, I've been using Zoom, for example, for teaching indirect face-to-face. And also, I've been using WhatsApp for communicating with my students because it helps a lot. Also, I use social media like Facebook, YouTube, Instagram, and such like that.	✓

174

				✓
		6.	What did you do before you implement using MALL in teaching English?	Well, I always get my students to be prepared with their gadgets and they should be ready with the materials that we have already agreed previously.
3.	Mobile platforms			
	Kinds of platforms used in teaching English skills	7.	What platform did you use in teaching Reading?	I usually go with the applications available at Google because Google already provided us with a lot of applications that we can use. For example, I've been developing my Google site where students can easily access the site. Well, it's like our own website but in a simple version. And there, I attach the materials for them so that they can pace up themselves while doing the reading activities. They can read everything at home and then discuss everything later in class.	✓
		8.	What platform did you use in teaching Listening?	I use YouTube because YouTube is the only one, I guess, students are really familiarized with. And we can easily ask students to go and find YouTube and when I go with the link, they can easily spend time doing the listening activity.	✓
		9.	What platform did you use in teaching Speaking?	For speaking, actually I go with medias like Zoom and I tried once by using Webex or other stuff but I believe that so far Zoom is quite really good compared to other things. I can go and talk to them live or I split them into breakout rooms and I can easily monitor what happened to their activities. And what was important is I can actually interact by still looking at them although we may not physically meet. I always love to make projects. I always, always love to	✓

175

	ask them to show me the proof in the form of video because when I ask them to go with pictures, we can easily make up the pictures but when the video, we can easily assess the student's ability using vlog or tiktok.	
10. What platform did you use in teaching Writing?	I go with the old application like Facebook and stuff where you can easily write everything in your wall. And I try to ask my students to create their own Facebook account and write there on weekly or daily basis. So they write and they post and then we can easily make corrections when necessary. I also like from the WhatsApp group and other chat medias, it's available for 24 hours a day. So I can easily reply to my students' comments or questions outside the learning time at school.	⟍
11. What platform did you use in giving assignment/test?	I mostly use my Google sites because it incorporates so many things. When you click a menu, for example, it could be for accessing the material or I could easily attach the drive where they can click and submit their work in that drive.	⟍
12. Why did you use that platforms?	I have to really admit that mobile assisted language learning helps a lot in the teaching process because I do not have to come to class every time just to go with an assignment. I can easily go with the assignment at the stage of the pre-school activity, I mean pre-class activity. So I can easily give the assignment to ask them to read something a week before or two weeks before without necessarily having to meet them in person. And the next thing is that for the data collection, because the storage is there in cloud model,	⟍

176

No.	Aspect	Question	Answer	✓
			we can easily retrieve to the results of their work without having to find where I put it and stuff like that.	✓
		13. Have you ever given your students assignment using a certain platform to do at home?	Because the learning schedules are now becoming more flexible. We have three hours of teaching sessions. I mostly assign my students to work at school and finish it at school, but I also ask them quite frequently to go with their, I don't say it's a homework, but I say it's a project because when I say project, they become more challenged.	✓
4.	The teachers' perpectives			
	The result of using MALL in learning process	14. How did you students feel when you used MALL in teaching English?	They mostly say it helps a lot because students nowadays don't go with printed text. They want something efficient. They want something quickly accessible and so they can easily access the materials by a single click or record their voice and stuff like that. They really enjoy it.	✓
		15. What was the result of the students' assignment using a certain digital platform?	The result score is better than using paper based. .... assignment. because the students enjoy to type than write on the paper. more creative in doing project.	✓
		16. What are the differences teaching English using MALL and without MALL?	Partly they can do their job more efficiently, more effectively, but the next thing that I really love about using the MALL is that we can easily review their mistakes and make it better, make it correct, while at the same time, the mistake exists and they can easily go	✓

No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
				back to that mistake and see which points they made. They need to make it better.	
RQ 2: What are the challenges of using MALL for the teachers in teaching English skills?					
1	Type of technology	Time spends in implementing MALL	1. How long did you spend to prepare before using MALL?	Well, at the first time, I thought it would be one or two days, but right now, it's getting shorter.	✓
			2. How long did you spend to teach English using MALL?	No, of course not. Because there is always a point where students might feel exhausted, and at that time, we choose to go with the real human-to-human communication. At that time, we put aside the gadgets and we put aside the mobile-assisted language learning, and then we go directly. And at that time, I can easily know that, oh, this student needs better at this point, and that student with different needs and stuff like that.	✓
			3. How long did you learn how to use a certain platform before you use it?	Maybe a few hours ahead of time. Yeah, because I've been more familiarized with the platforms so I can easily go with the topics and browse quite nicely	✓
2	Class size	A number of class/students	4. How many classes do you teach in this academic year?	Five classes.	✓
			5. How many students are in the class?	35 to 36 students each class.	✓

No.	Category	Question	Answer	✓
		6. Do you use MALL in teaching English in all classes you teach?	Yes, yes, I do with all classes.	✓
		7. What do you feel teaching all classes using MALL?	I really enjoy working with the mobile-assisted learning because it helps me a lot. I mean, the preparation stage, for example, I can easily do while I'm going out with my kids, we're hanging out, and while at the same time, I could easily check the materials on YouTube, for example. At any time, I can find the inspiration. So, well, I guess it helps a lot.	✓
3.	Cost	The cost spends in conducting MALL	8. Do your students have mobile phone/tablet/laptop?	In my school, yes.	✓
4	Accessing	The teachers/ students access the platforms	9. Are they familiar in using gadget in learning process?	Yes, because some applications have become the inseparable parts of our life. It's like WhatsApp, Google, YouTube, everyone is now accessing it.	✓
			10. Are there in your classroom number of students' gadget couldn't support to access it?	Well, I happen to find, although it's very, very unlikely and very, very rare, yes, I found one or two. But then the next problem is mostly not whether their gadget supports the application or not, but most of the time it's the connection actually.	✓

#	Theme	Question	Response	✓
		11. Do you use free access platforms or paid one?	Some, I go with the free and it's like the YouTube and then the, what is it, the social medias. But also I go with the paid account, for example, for Zoom, because when we go with the paid account, we can have the unlimited time. Of course, it is really uncomfortable when you are having a conversation and then suddenly it stops.	✓
		12. Have you had an experience using platform but it could not be accessed?	Yes, I have. Basic Zoom has very limited time so it must be upgraded to make it longer.	✓
5	Teachers' workload	13. When did you share or check the students' assignments?	Now, this is the part that I really love because when checking student's assignment, I always believe that we need the constant mood. When you go with the direct face-to-face learning, sometimes your mood affects your assessment to your students. While using the mall, I can easily see my mood swing. So I can check my student's assignment at school, at home, wherever I am with the same mood.	✓
6	Rapid development of technology	14. How do you know the platforms that can be used in teaching English?	Well, I share information with a lot of friends. I've got friends from other countries too.	✓
		15. Do you have experience that you are interested to a certain platform but you couldn't do it?	I don't understand until today is Webex. I find it really hard. So you don't use it? That's why I choose not to use it anymore.	✓

| 7 | Availability | The availability of facilities | 16. Is there internet access available in your school? | I have to say that we are very very lucky because our school facilitates the free access of the internet. And it's quite helping the students a lot because the free access gives the unlimited band to use. So they can go with the materials and accessing it. | ✓ |

RQ 3: What are the strategies in integrating MALL in English language teaching and learning be overcome?

No	Theme	Indicator	Questions (Items)	Respondent's Response	Suitability
1	Training	The training is needed by the teachers	1. Have you joined a training of using technology for teaching English before?	I've been joining the workshop for ClassPoint and also the AI and also the use of Canva and then the utilization of Google Sites.	✓
			2. What do you do if there is an interesting platform for teaching English skills?	I directly try to implement it to my students because I always want my students to also get the same knowledge as I do.	✓
			3. With whom do you usually share of using a certain platform for English teaching?	I share information with a lot of friends. I've got friends from other countries too. I still remember the last one was Padlet. Before Padlet was used in Indonesia, I've already heard the use of Padlet a year ahead of time. So my students from Europe, they said, you try this. Also the Flipgrid. You try this. And when I tried that, every friend in Indonesia asked, what is the application? What is that? What is this? And then I said, oh, please use this	✓

181

8. What is your solution if you know that one of your students is not familiar with gadget?	I have no idea because some applications have become the inseparable parts of our life. It's like WhatsApp, Google, YouTube, everyone is now accessing it	✓
9. What will you do if there is not free access platform?	I go with the paid account, for example, for Zoom, because when we go with the paid account, we can have the unlimited time.	✓
10. What did you do when you know your students didn't do the online assignment?	I have to say that I feel sorry for them and I try to keep motivating them. But then I have to say I really thank for the technological advances because I can easily check which students did not join, which students did not submit. And I can easily ask them to complete their job through the WhatsApp communication, for example. And then ask them to talk directly face-to-face and find out why and try to figure out the solution, stuff like that.	✓
11. What do you do if you do not know how to use a certain platforms?	Some of my students are becoming more aware than I am. And I'm very happy because my students love to discuss it with me	✓

12. What do you do if you will teaching English using MALL, but there is no internet access?	Our school facilitates the free access of the internet. And it's quite helping the students a lot because the free access gives the unlimited band to use.	✓	

Jember, 20 Juni 2024

(LUTHFIANTO YUDHA PAMUNGKAS)

4. Research Statement Letter

YAYASAN SANCTA MARIA MALANG
SMA KATOLIK SANTO PAULUS
(Status: TERAKREDITASI "A")
NSS: 302053001003 NPSN: 20523807
Jalan Trunojoyo 22C Kotak Pos 172 Jember, Telp.: (0331) 421727, Fax: (0331) 425364
E-mail: smak.st.paulus@gmail.com || website: www.saintpauljember.sch.id

SURAT KETERANGAN
Nomor: 11.346/I04.33/SMAK_SP/257/VI/2024

Yang bertanda tangan di bawah ini

nama	:	**YOHANES SUPARNO, S.Pd.**
jabatan	:	Kepala Sekolah
unit kerja	:	SMA Katolik Santo Paulus Jember
alamat	:	Jalan Trunojoyo 22C Jember

dengan ini menyatakan dengan sebenarnya bahwa

nama	:	**ERFAN SABANI**
NIM	:	202310560211002
program studi	:	Magister Pendidikan Bahasa Inggris
nama universitas	:	Universitas Muhammadiyah Malang

telah melaksanakan penelitian di SMA Katolik Santo Paulus Jember pada Kamis, 30 Mei 2024 dalam rangka menyelesaikan penelitian dengan judul "INTEGRATING MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN TEACHING EFL OF SENIOR HIGH SCHOOLS IN JEMBER REGENCY".

Demikian surat keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Jember, 7 Juni 2024
Kepala Sekolah

YOHANES SUPARNO, S.Pd.

184

YAYASAN AL-GHOZALI JEMBER
SMA ISLAM AL-GHOZALI JEMBER
Jl. Kaliurang No.175, Krajan Barat, Sumbersari, Jember 68121
☎0821 3953 7299 | Email : smaislamalghozalijaya@gmail.com

SEKOLAH MENENGAH ATAS ISLAM
AL GHOZALI

SURAT KETERANGAN PENELITIAN
Nomor : 0002/03/A/SMAI AL-GHOZALI/VI/2024

Yang bertanda tangan di bawah ini :

Nama	: Jajuk Siti Nurhaqimah, S.Psi, Psikolog
Alamat	: Jln. Danau Toba gang 2 nomor 74
Jabatan	: Kepala SMA Islam Al-Ghozali Jember

Menerangkan dengan sebenarnya bahwa :

Nama	: ERFAN SABANI
NIM	: 202310560211002
Program Studi	: Magister Pendidikan Bahasa Inggris
Universitas Asal	: Universitas Muhammadiyah Malang

Judul Penelitian : INTEGRATING MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN TEACHING EFL OF SENIOR HIGH SCHOOLS IN JEMBER REGENCY

Yang bersangkutan benar-benar telah melakukan penelitian di SMAI AL-GHOZALI Jember pada tanggal 4 Juni 2024.

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan dengan sebagaimana mestinya

Jember, 4 Juni 2024
Kepala Sekolah

SEKOLAH MENENGAH ATAS ISLAM
AL GHOZALI Jajuk Siti Nurhaqimah, S.Psi., Psikolog

>> Smart Boarding School <<

<div align="center">

SURAT KETERANGAN PENELITIAN
Nomor : 670/353/101.6.5.10/2024

</div>

Yang bertanda tangan di bawah ini :

Nama	: WIDIWASITO, S.Pd., M.Pd.
NIP	: 19690415 199703 1 010
Pangkat/Golongan	: Pembina TK.I, IV/b
Jabatan	: Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

Nama	: **ERFAN SABANI**
NIM	: 202310560211002
Program Studi	: Magister Pendidikan Bahasa Inggris
Fakultas	: FKIP Bahasa Inggris
Universitas Asal	: Universitas Muhammadiyah Malang

Judul Penelitian : "INTEGRATING MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN TEACHING EFL OF SENIOR HIGH SCHOOLS IN JEMBER REGENCY"

Yang bersangkutan benar-benar telah melaksanakan Penelitian di SMA Negeri Arjasa Jember pada tanggal 4 Juni 2024.

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan dengan sebagaimana mestinya.

Jember, 4 Juni 2024
Kepala Sekolah,

WIDIWASITO, S.Pd., M.Pd.
NIP. 19690415 199703 1 010

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 5 JEMBER
Jalan Semangka 4 Jember ☎ (0331) 422136 Faks. (0331) 421355
website: sman5jember.sch.id email: smalajember@gmail.com
JEMBER   Kode Pos: 68112

SURAT KETERANGAN
Nomor: 400.7.22.1/312/101.6.5.5/2024

Yang bertanda tangan di bawah ini :

Nama	:	**NIKMATIL HASANAH, S.Pd., M.Pd.**
NIP	:	19840516 200604 2 012
Pangkat/Gol Ruang	:	Pembina, IV/a
Jabatan	:	Kepala Sekolah
Pada Sekolah	:	SMA Negeri 5 Jember

menerangkan dengan sebenarnya bahwa mahasiswa tersebut dibawah ini :

Nama	:	**ERFAN SABANI**
NIM	:	202310560211002
Program Studi	:	Magister Pendidikan Bahasa Inggris

Telah selesai melaksanakan Penelitian di SMA Negeri 5 Jember pada tanggal 5 Juni 2024 berdasarkan surat Permohonan Izin Penelitian dari Universitas Muhammadiyah Malang Tanggal 27 Mei 2024 Nomor: E.5/315.a/FO-PPs-UMM/V/2024 dengan judul " **INTEGRATING MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN TEACHING EFL OF SENIOR HIGH SCHOOLS IN JEMBER REGENCY. "**

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dipergunakan sebagaimana mestinya.

Jember, 6 Juni 2024
Kepala Sekolah,

NIKMATIL HASANAH, S.Pd., M.Pd.
Pembina
NIP. 19840516 200604 2 012

187

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/ᴤᴤ.ᵥ/101.6.5.2/2024

Yang bertandatangan dibawah ini :

Nama	: DORA INDRIANA, S.Pd., M.Pd.
NIP	: 19700701 199802 2 003
Pangkat/Gol	: Pembina Tk. I IV/b
Jabatan	: Kepala SMA Negeri 2 Jember

Menerangkan dengan sebenarnya bahwa:

Nama	: ERFAN SABANI
NIM	: 202310560211002
Program Studi	: Magister Pendidikan Bahasa Inggris
Fakultas	: FKIP Bahasa Inggris
Universitas Asal	: Universitas Muhammadiyah Malang

Judul Penelitian   : "INTEGRATING MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN TEACHING EFL OF SENIOR HIGH SCHOOLS IN JEMBER REGENCY"

Yang bersangkutan benar-benar telah melaksanakan penelitian di SMA Negeri 2 Jember pada tanggal 7 Juni 2024

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan dengan sebagaimana mestinya.

Jember, 10 Juni 2024
Kepala Sekolah

DORA INDRIANA, S.Pd., M.Pd.
NIP. 19700701 199802 2 003

188