

**EXPLORING THE USE OF MOBILE-ASSISTED LANGUAGE LEARNING (MALL) FOR EFL LEARNING AT A JUNIOR HIGH SCHOOL IN CIREBON**

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**Abstract**

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Mobile phone is very important for EFL teaching and learning. In education, there are several ways in which mobile phones can increase foreign language education. Then, this is the digital era students are very familiar with using mobile phones, gadgets, and other mobile applications which are English this requires teachers to master various skills. Teachers must be creative in the teaching and learning process, for example in the use of technology such as mobile phones. This study aims to explore how the teachers apply MALL (Mobile Assisted Language Learning) and what difficulties teachers face in implementing MALL (Mobile Assisted Language Learning) for EFL Learning at a Junior High School in Cirebon. This research conducted by using a case study method in Junior High School. The subjects of this study were English teachers who had used MALL (Mobile Assisted Language Learning) in their learning; The results of this study, the use of Mobile Assisted Language Learning is related to using MALL devices Laptops and Mobile Phones as teaching media, and applications used by teachers, WhatsApp, Telegram, YouTube, Google Classroom, Zoom, Jamboard, Padlet, Live Worksheet, and Quizizz in EFL learning. The difficulties that teachers faced are Classroom Management, Connectivity and Internet, Distraction, and Time management.

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**INTRODUCTION**

Mobile Technology is very important for the EFL learning process. In education, there are several ways in which mobile technology can increase foreign language education. According to Kukulska Hulme & Traxler (2005) defined Mobile learning as ‘any educational provision where the

sole or dominant technologies are handheld or palmtop devices’. This definition could indicate that mobile learning includes mobile phones, smartphones, laptops, personal digital assistants (PDAs), multimedia cellular phones, MP3 players, DVD players, and digital dictionaries and tablet personal computers (PCs) are more

examples of technologies that have the potential to support learning a foreign language (Zhao, 2005, p. 447). Mobile technology makes most people bring their small computers that have incredible computing power.

Burston (2015) said that the main characteristics of mobile learning (m-learning) include the ability for the learning process to be Portability and Ubiquity, Personalization and Individualization, Multimedia and Interactive Content, Collaborative, and Social Learning, Contextualized and Authentic Language Use, Adaptive and Personalized Feedback. Then, mobile technology plays an important role in the learning process. Besides, according to Mobile-Assisted Language Learning (MALL) refers to the use of mobile devices, such as smartphones or tablets, to support language learning. Here are the advantages Portability, Accessibility, Multimedia, Capabilities, Personalized Learning, Gamification, and Motivation.

In education, many teachers who work on the learning process have used MALL (Mobile Assisted Language Learning), especially collecting student assignments via e-mail, introducing e-books and other materials to find student's information in browsers, using social media and creating a learning group to learn foreign languages practically everywhere. Gangaamaran & Madhumathi (2017) states Mobile Assisted Language Learning (MALL) provides easy access for any learner without the constraints of both place and time. MALL can be considered an ideal solution to language learning barriers in terms of time and place. This large amount of computing power and portability, combined with the wireless communication and context sensitivity tools, makes one-to-one computing a learning tool of great potential in both traditional classrooms and outdoor informal learning.

Teachers in EFL classrooms previously depended on course books and chalkboards (Klopper, 2008, p.3), and then audio and audio-visual materials. (Sana' Ababneh, 2017, p. 120) states one new facet of our life today is the widespread use of mobile phones. This widespread use of mobile phones makes it necessary for educationists to find means of utilizing this new trend in teaching. (Solano,

Cabrera, Ulehlova & Espinoza, 2014, p. 77) states that technology is widely used nowadays to improve the education system at all levels, which means that its effective use, combined with professional learning can enhance collaboration in foreign language teaching. Traditional learning and teaching approaches such as teaching in a formal classroom setting have been a challenge for teachers recently, they also put us in a position to re-design how we teach and learn English (Sana' Ababneh, 2017, p. 120). In addition, social networking and the internet offer students to be independent learners rather than only receiving knowledge from teachers. MALL is very helpful in the teaching and English as a Foreign Language (EFL) learning process to study independently inside and outside the classroom.

Gadgets and other mobile applications are often used at the age of Junior High School level. In foreign language classes, students who are digital natives are the main generation to grow with new technology, especially in the presence of computer games, email, the Internet, mobile phones and even using a more user-friendly smartphone wherever a telephone is a new practical tool. The mobile phone also has dedicated to human life advances, even in English foreign language (EFL) learning; it can support learning and teaching (Reinders, as cited Mobit, 2019, p. 2451). Compared to their teachers who belong to digital immigrants, students are familiar with gadgets and all the features that they use daily to meet their needs. According to (Prensky, 2001, P. 1) They have spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. The Other study, conducted they could enjoy the practicality and flexibility of learning English through the apps despite some superficial engagement (Hidayati & Diana, 2019, p.189).

As we know, English is one of the major subjects in Junior High School. Junior High School (SMP) is a formal education after passing through the elementary school. In general, students at this level of education are twelve to fifteen years old which age children can be called teenagers. According to (Kristine Tucker, 2016, p.1) Grade Levels Junior high schools are for students in grades seven through nine, and middle

schools are for students in grades six through eight. As a result, Junior High School students start high school in seventh grade. Junior high schools and middle schools have different educational focuses. Junior High Schools are more subjects centered. For example, teachers at junior highs teach a specific subject, such as math, science, or English, all day.

**METHOD**

This research is qualitative research where served the evidence such as situation and condition, and process event in written form. According to Creswell (2012) states that Qualitative is an inquiry approach useful for investigate and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the participants’ detailed views in the form of words or pictures, and analyzes the explanation and theme details.

The design of this research is a case study, according to Burns (as cited in Kumar Ranjit, 2011) state that a case study is the case in its focus on special complexity, not on the whole population of cases. In selecting a case therefore usually use purposive, information techniques. This design attempt is not to select a random sample but a case that can provide as much information as possible to understand the case in its totality. Then, according to Grinnell (as cited in Kumar Ranjit, 2011), the characteristic of a case study is a flexible and open-ended technique of data collection and analysis.

In this study, the researcher uses interview as an instrument for collecting data. The interview is a question-and-answer process in research that takes place between two or more people face to face listening directly to information or statements (Narbuko & Achmad, 2003). This interview was conducted repeatedly with the same informants, with open-ended questions, namely questions about facts from events or activities, and opinions. The researcher conducts the interview to the English teacher’s to asks recommendation the students that good in English especially in speaking skills. After the teacher gives recommendation the students who good in English, the researcher interview to those students. Field note as a background experience

from the students, by give some questions and ask their experience.

In this study, the researcher uses interviews as an instrument for collecting data and literature review. The interview is a question-and-answer process in research that takes place between two or more people face to face listening directly to information or statements (Narbuko & Achmad, 2003). According to Sugiyono (2013) Literature Review research carried out by researchers by collecting several books, and magazines related to the problem and research objectives.

**RESULTS AND DISCUSSIONS**

**1.1 Using Device of MALL (Mobile Assisted Language Learning)**

According to Chinnery (2006) in his research concluded that mobile devices such as Mobile phones, PDAs, and iPods can improve language learning. There is also research conducted by Chang (2005). Chang explained that mobile devices are suitable for language learning and that the use of mobile phones among students is also very convenient for the learning process.

NO	The device of MALL that is used	Brand
1.	Mobile Phone	Samsung
2.	Laptop	Lenovo

This table 2.1 shows that there were various devices and brands of MALL (Mobile Assisted Language Learning) that used Teacher 1 own. Mobile phones and MALL devices used by teachers are very important for the teaching and learning process. This data shows that Teacher 1 has used MALL devices including mobile phones and laptops. The device brand owned by the teacher is Samsung for mobile phones and the laptop brand used is Lenovo. Teacher 1’s mobile phone has Android, so teachers can use applications and functions more easily to support teaching activities.

Moreover, the interview shows that teacher 1 mentions learning using Mobile Phones have been used since distance learning was applied when the pandemic covid-19 made all learning must apply distance learning. Then, teachers and students implemented mobile phone-based

learning for distance learning but the teacher improved their knowledge of using MALL device (Mobile Assisted Language Learning) and mobile application to make creative for distance classes in teaching and learning.

Table 2.2: Device and Brand of mobile phone by Teacher 2

NO	The device of MALL that is used	Brand
1.	Mobile Phone	Vivo
2.	Laptop	Lenovo

Davie and Hilber (2015) defines MALL as the use of mobile devices for support language learning, using devices such as digital personal assistant (PDA), ordinary cellphone, smartphones, tablet computer, android or mp3 player all of them are used for educational tools. Table 2.2 shows that there were various devices and brands of MALL (Mobile Assisted Language Learning) that used Teacher 2 own. Mobile phones and MALL devices used by teachers are very important for the teaching and learning process. This data shows that teacher 2 has used MALL devices including mobile phones and laptops. Teacher 2's mobile phone has Android, so teachers can use applications and functions more easily to support teaching activities. The device brand owned by the teacher is Vivo for mobile phones and the laptop brand used is Lenovo.

Therefore, the interview shows that teacher 2 mentions learning using mobile phones have been used since before it was implemented. The teacher mentioned that he had used a mobile phone before the occurrence of covid-19. Distance learning makes teachers prepare for more creative and varied learning. Then, teachers and students have implemented mobile-based learning for distance learning but teachers are increasing their knowledge about using MALL (Mobile Assisted Language Learning) devices and mobile applications to be creative for distance classes in teaching and learning.

### 1.1.1 The Use of MALL in the EFL Teaching Reading

Reading is an important skill for English as a second language. Reading is very important to master to ensure success not only in EFL Learning, but also in some content where reading in English is required.

According Somadayo (2011) (as site Faturahman, Noni & Ja'fa, 2022, P.74 ) states that reading is an interactive activity to pick and understand the meaning contained in written material. Mall (Mobile Assisted Language Learning) helping teachers in the learning process considering the government prohibits outdoor activities including the learning process in schools.

Table 2.3: the application that used by Teacher 1 in Teaching Reading

NO	Application that Used	PRE	WHILE	POST
1.	WhatsApp/Telegram	√		
2.	EBook (Pdf, Jpg, Document)		√	
3.	Google Classroom		√	
4.	Quizizz			√

According to Napratilora, M., Lisa, H., & Bangsawan, I (2020, P.116-115) Through WhatsApp we can send photo, audio, documents, videos not only individually but also can be groups with various conviniences available on the WhatsApp features, so it's very appropriate for Teachers, educators and Student to use WhatsApp as a EFL learning, especially during covid era. Teacher 1 use WhatsApp as the main application in the learning process for all skills.

Table 2.3 describes the Teacher 1 using mobile-assisted language learning for EFL learning in the classroom in Junior High School. Based on the interview with teacher 1, the teacher used Mobile applications in the classroom such as WhatsApp, EBook (Pdf, Jpg, and Document), and Google Classroom for teaching and Quizizz in Teaching Reading.

Table 2.5: the application used by Teacher 2 in Teaching Reading

NO	Application that Used	PRE	WHILE	POST
1.	WhatsApp	√		
2.	EBook (Pdf, Jpg, Document)		√	
3.	Padlet		√	√

Teacher 2 in using Applications of MALL (mobile-assisted language learning) for EFL learning in the classroom in Junior High School. Based on the interview with teacher 2, the teacher used Mobile applications in the classroom such as WhatsApp, EBook, and Padlet for teaching Reading.

#### 1) **Pre Reading**

According to Budiharso, Teguh (2014, P. 189-204) Pre-reading activities are instructional activities carried out before students conduct the real reading activities. Activities of pre-reading are basically the same as the preparation stage (Finn, 1985). In pre-reading activities, activations is concerned with students' background knowledge, objectives of reading class, learning activities, and motivating the students (Mason and Au, 1990). Teachers try to activate students' schemata relating to the topic of the text in this stage by presenting key words, asking questions related to the topic, or explaining briefly the contents of the text. The activation of students' schemata is aimed at making it easier for the students to comprehend the text to be read.

Based on the interview Teacher 1, In Pre Reading Stage Teacher 1 used a laptop to prepare material such as PowerPoint or in the form of documents and a smartphone to communicate with students through group chats and sharing related to learning. Teacher 1 prepares a lesson plan and material, Teacher 1 usually provides materials-related videos, when it comes through the application; WhatsApp plays a major role in sending warm-up videos so that the student does not get bored. Besides WhatsApp, sometimes Teacher 1 used Telegrams because of amount of student capacity and if files with a large capacity. The Teacher prepared a lesson plan; the opening was by praying in class and followed by Student Attendance, learning through WhatsApp we can send photo, audio, documents, videos not only individually but also can be groups with various conviniences available on the WhatsApp features, so it's very appropriate for Teachers, educators and Student to use WhatsApp as a EFL learning, especially during covid era. Teacher 1 use WhatsApp as the main application in the learning process for all skills (Napratilora, M., Lisa, H., & Bangsawan, I, 2020, P.116- 115).

In the Pre-Reading Stage, Teacher 2 uses a Laptop to prepare material such as PowerPoint, PDFs, and images and Teacher 2 uses a Smartphone to communicate with students via group chat. Teacher 2 also shares links, images, and audio via WhatsApp. Then, Teacher 2 prepares the Lesson Plan and prepared materials. Then the class was opened by reading prayers and student attendance via the WhatsApp poll. Teacher 2 usually review the previous material, when teaching Reading in grade 7, the material is Reading Comprehensive or text description. After the previous preparations were completed, Teacher 2 prepared a laptop to log in at <http://padlet.com> and the material was already there, the application was in the form of a virtual board with complete facilities.

#### 1) **While Reading**

According to Budiharso, Teguh (2014, P. 189-204) During/whilst reading activities are instructional activities that are going on while reading activities are happening. In the While Reading Stage, Teacher 1 used Google Meet or Zoom and E-book, Teacher 1 sends Narrative text in the form of documents or pictures. In preparation for using the application, students should understand how to use the application. The form of exercise that Teacher 1 used in teaching Reading is Read Aloud, Teacher 1 will read the text aloud and Students will repeat reading the text that Teacher 1 has shared via Google Meet. So, if a student misreads something, Teacher 1 can immediately correct it via Google Meet. Then, Teacher 1 shared material in the form of text, for example, Narrative text via (E-book, Jpg, Pdf, and Document). Students must download it first, and then Teacher 1 will share the link via WhatsApp and explain the material via Google Meet. Students can ask about unknown words through the text that the teacher distributes.

In the While Reading Stage, Teacher 2 used Padlat, E-book, JPG, and Video as a media for delivering material for the student. Two kinds of reading are applied, The Teacher asks the student to read the text that has been given in form of a tab. Students can check every word or sentence via video on another tab.

#### 2) **Post Reading**

According to Budiharso, Teguh (2014, P. 189-204) Post-reading activities are instructional activities that the students and teacher do after reading takes place. The activities are used to rechecking reader's understanding on the text topic being read. In post reading activities, students do post-questions, feedback, and group and whole class discussions (Tierney and Cunningham, 1984).

In Post Reading Stage, Teacher 1 usually used Quizizz, Teacher 1 writes quiz questions about the text or formed from the material presented to students. Teacher 1 gives instructions to students to open the Quizizz application and complete each question based on the text material. The form of the exercise is analyzing story elements, or the teacher gives assignments to students to categorize the generic structure. Then the closing method is Guided Reading, Teacher 1 directs and ensures that students understand what they read and provides reflection and motivation to students. This result was also supported by the interview when the researcher interviewed the Teacher as follows;

Teacher 2 gives instructions to students to work on the questions that have been attached to the Padlet. Students can open it and work on it via <http://padlet.com>. Usually, Teacher 2 keeps a reflection note; the goal is for students to also provide input and also for evaluation of Teacher. Padlet is an online application that allows users to create digital bulletin boards or "walls" where they can collaborate, share ideas, and engage in various types of interactive activities.

**1.1.2 The Use of MALL in Teaching Writing**

According to Retno, Novita, Susilawati,& Baiatun (2021) Writing is an essential skill to master by language learners for a number of functions. Borrowing Urbanova and Oakland's idea, Klimova (2013) lists that writing has a key social and educational role. Walsh (2010) adds that writing also plays a pivotal function in a career for professional communication. In the Indonesian curriculum context, writing skills place a critical position as students must write for communicating with others (Kemendikbud, 2015). Texting is the preferred means of communication amongst teens (Rempel,

Ballantyne, MagillEvans, Nicholas, & Mackie, 2014). Along with texting, teens are incorporating several devices, platforms and online sites into their interactions with friends, including instant messaging like WhatsApp. In comparison with digital writing, traditional paper-and-pencil writing may seem too formal or even boring. Students seem to enjoy using technology to write since it is easier and more engaging than traditional writing. According to Kukulka-Hulme and Shield (2008, P. 273).

*Table 2.6: the application used by Teacher 1 in Teaching Writing*

NO	Application that Used	PRE	WHILE	POST
1.	WhatsApp	√	√	√
2.	Powerpoint		√	
3.	Youtube		√	
4.	EBook (Pdf, Jpg, Document)		√	√
5.	Google Classroom			√

Table 2.6 describes the teacher using mobile-assisted language learning for EFL learning in the classroom in Junior High School. Based on the interview with teacher 1, the teacher used Mobile applications in the classroom especially Teaching Writing such as WhatsApp, PowerPoint, Youtube, EBook (Pdf, Jpg, Document), and Google Classroom for teaching and learning English. Teacher 2 used Mobile Application in the classroom especially Teaching Writing such as WhatsApp, PowerPoint, Youtube, EBook (Pdf, Jpg, Document), and Google Classroom for teaching and learning English.

**1) Pre Writing**

Based on the interview with Teacher 1, In Pre Writing Stage Teacher 1 was Brainstorming with a theme that has been prepared, Teacher 1 asks the student about the topics based on their own experiences and read related to the material on WhatsApp. Usually, Teacher 1 used E-books such as (JPG, PDF, and documents) that Teacher 1 had prepared and sent via WhatsApp. In the Pre-Writing Stage Teacher 2 asks small questions about the material and asks students to write topics based on their own

experiences related to the material through Google Meet.

**2) While Writing**

In the While Writing Stage, Teacher 1 used Youtube to deliver the material and PowerPoint as the media to share the material and use WhatsApp. Students can ask questions directly via the teacher's YouTube channel 1 in the comment box below Video. Then, the teacher asks students to write sentences based the picture (JPG) that will share on WhatsApp from the students' experience, then students typewrite in Microsoft Word. In While Writing Teacher 2 uses GoogleMeet and Google Jamboard as a medium for teaching and learning English in the classroom. Google Meet as a medium for explaining material to students and give information about a particular entity by describing its features, history, and special characteristics of descriptive text. Teacher 2 using Jamboard as an online whiteboard media that is easier by using on a cellphone, students can see the whiteboard via their respective Mobile phones. Based on interviews with teacher 2, the teacher asked students to write sentences from student experiences, students typed with Microsoft Word and sent assignments via WhatsApp.

**3) Post Writing**

In Post Writing Stage, Teacher 1 asks the student to write sentences related to the picture that the teacher sends the task via Google Classroom for the task. Students make the final copy of their writings. Then, at the Post Writing Stage, the teacher asks students to submit assignments to the teacher that they have done via WhatsApp.

**1.1.3 The Use of MALL in Teaching Listening**

*Table 2.4: the application used by Teacher 1 in Teaching Listening*

NO	Application that Used	PRE	WHILE	POST
1.	WhatsApp/Telegram	√	√	√
2.	Powerpoint		√	
3.	EBook (Pdf, Jpg, Document)		√	
4.	Liveworksheet		√	√

**1) Pre Listening**

In Pre-Listening Stage, Teacher 1 asks for general information on WhatsApp with audio for the topic the students with the aim make a student more interested in the topic. At that time, Teacher 1 started the lesson by showing some pictures of the place, characters, plot, or other reality with the formed Powerpoint related to the story and asked the students what they think the story is about, whether they ever read the short story, what kind of short story in narrative text, for example, Malin Kundang. In the stage of pre-listening, Teacher 2 asks for general information on WhatsApp with audio for the topic to the students with the aim make students more interested in the topic. Usually, the teacher will provide audio stories related to the text material, such as narrative or recount texts. At that time, Teacher 2 started the lesson by telling of the place, characters, plot, or transcript dialogue before sharing the audio.

**1) While Listening**

In the while-listening Stage, Teacher 1 usually shared files in formed Microsoft Word and the audio of narrative text or story on WhatsApp. In the stage of while-listening, Teacher 1 usually shared files with formed Microsoft Word and the audio of narrative text or story on WhatsApp. Students listening to the audio and checking their vocabulary, students can ask to determine unfamiliar vocabulary when listening to the audio. In the stage of while-listening, Teacher 2 usually shared files in formed Microsoft Word and the audio of narrative text or story on WhatsApp. In the stage of while-listening, Teacher 1 usually shared files with formed Microsoft Word and the audio of narrative text or story on WhatsApp. Students listening to the audio and checking their vocabulary, students can ask to determine unfamiliar vocabulary when listening to the audio.

**2) Post Listening**

In the stage of post-listening, Teacher 1 asks the students to do the task via Quizizz, this result was also supported by the interview when the researcher interviewed the Teacher as follows; In the stage of post-listening, Teacher 2 asks the students to do the task via the live worksheet.

**1.1.4 The Use of MALL in Teaching Speaking**

In the speaking learning activities, Hwang, et al (2014) states that by using mobile learning devices, students have positive impressions and intentions in utilizing mobile learning devices as motivating tools to practice foreign language abilities. MALL has also been found in previous research to significantly increase pupils' speaking skills (Darmi & Albion, 2017; Kusmaryani et al., 2019).

Table 2.4: the application used by Teacher 1 in Teaching Speaking

NO	Application that Used	PRE	WHILE	POST
1.	WhatsApp	√	√	√
2.	Powerpoint		√	
3.	EBook (Pdf, Jpg, Document)		√	
4.	Zoom		√	√

In the Pre Speaking Stage, Teacher 1 used a kind of activity is brainstorming, Teacher 1 prepares about the situation or topic before students speak on WhatsApp. Usually, the teacher used Audio or share links from Zoom on WhatsApp. Teacher 1 usually uses Zoom as an application that is used at the speaking stage in the teaching process. Teacher 1 prepared some small questions about the material and then shared the link that was shared on WhatsApp. In the while speaking stage, usually, the teacher will use the pairing method in student conversations. Students will be paired to speak the dialogue via Zoom or will speak individually. In Post Speaking Stage, Teacher

1 asked the students to make a video of themselves talking and send it via WhatsApp

Table 2.4: the application used by Teacher 1 in Teaching Speaking

NO	Application that Used	PRE	WHILE	POST
1.	WhatsApp	√	√	√
2.	EBook (Pdf, Jpg, Document)		√	
3.	Youtube		√	

In the Pre-Speaking Stage Teacher 2 uses the type of brainstorming activity, Teacher 2 prepares about a situation or topic before students speak such as dialogue on the material, for example via WhatsApp. Usually, teachers use videos or share YouTube links on WhatsApp. While Speaking Teacher 2 uses YouTube as a medium for delivering material to students, students can ask questions through the comments column. In Post Speaking Teacher 2 asks students to make videos of students speaking and will upload them on Teacher 2's youtube channel.

**1.2 DISCUSSION**

In this section, the researcher discussed the research of the research, the finding is about How Teachers apply Mobile Assisted Language Learning (MALL) to EFL Learning at a Junior High School. Firstly, in the pre teaching The teacher still introduced the media in the classroom, checked the connectivity, and planned the lesson as usual. Based on the result of the interview, although the teacher claimed that teachers didn't pay attention to the principles of MALL, all the Teachers already tried to use a smartphone in teaching language learning. It means that the teacher pays attention to the principles of MALL (Stockwell and Hubbard, 2013, P.8). All teachers explained that before COVID-19, they had implemented learning MALL (Mobile Assisted Language Learning. But, not all of the principles are paid attention to by the teacher. As a result, in the section on preparation, the researcher can determine that the teacher uses a smartphone due to the current state of affairs. It is reinforced by a school change that allows students to bring their smartphones. In this situation, the teacher is sure to guide them on how to use it appropriately in terms of learning content. Moreover, there are preparation EFL Teachers and MALL (Mobile Assisted Language Learning) support by selecting Appropriate Materials by sharing textbooks, and supplementary materials using Ebook (PDF, JPG, and Document).

In while Teaching the Teachers preparing audiovisual resources such as Audio, MP3, and Videos by WhatsApp, YouTube, and Padlet. Nuttal (2005) states that choosing reading materials that match the students' proficiency level and interests. Consider authentic texts, graded readers,

online articles, or excerpts from books. Teachers prepare technology tools especially Mobile Technology Smartphone, Laptop that aligns with their instructional goals. Teachers Creating Assessment Tools and develop appropriate assessment tools to evaluate student's progress and understanding. These may make a project the Videos for Listening and Speaking Teaching. Task-based include quizzes and Liveworksheet applications to evaluate student understanding.

Secondly, the Media of MALL those teachers used in EFL Learning. The teacher uses a smartphone as media in language learning because the students are allowed to bring it to school. Although not all materials of English can be delivered by smartphone, the teacher wishes that the students can use it wisely. In this case, a smartphone is a tool that can be used for delivering material. It stimulates attention, interest, thought, and students' feelings in the classroom. They also understand the material that is taught by the teacher easily. These statements above are suitable with Santyasa (2007), that media is a tool that can be used for transferring learning material thereby can stimulate attention, interest, thought, and students' feeling in the learning process in gaining the purpose of learning. Teachers prepare technology tools especially Mobile Technology Smartphone, Laptop that aligns with their instructional goals. Media can be called a tool for delivering information and it expects someone who receives the information will understand. Furthermore, the success of smartphones as modern media cannot be maximized without the use of other media. Teachers must adapt to their students since the teacher still introduces the smartphone in the classroom. So, media such as video; Smartphones; laptops; the speakers can also be helpful in mobile-assisted language learning.

Third, the Application Used in EFL Teaching. 1) Teachers usually use WhatsApp allows for the creation of group chats, which can be utilized as virtual classrooms or study groups. Teachers can create dedicated groups for specific reading activities or language learning topics. Students can share texts, discuss reading materials, ask questions, and provide feedback to one another. According to Riyanto (2013), WhatsApp can be used to

study and even learn a new language, in addition to socializing with friends. Teachers can then post small assignments and invite students to complete them using one of the approaches. MALL facilitates collaborative reading experiences, allowing students to share their body notes and engage in discussions within the app or via online platforms. Students can respond to each other's notes, ask questions, provide explanations, or engage in peer feedback, fostering collaboration and deeper understanding. At the same time, it is often argued that mobile devices are particularly suited to supporting social contacts and collaborative learning (Kukulka-Hulme, & Shield, 2008 P. 271-289). Picture 2.1 classified the application used by teachers as the media teaching and learning in EFL Teaching-learning. The use of WhatsApp is very influential on the learning processes and activities used by teachers. Riyanto (2013) summarized the benefits of WhatsApp as it can be used to socialize with friends, to study and learn a new language through membership in a WhatsApp group with teachers and fellow students through which teachers post assignments for students to either do individually or in groups, as they take part in a discussion, respond to teacher prompts or queries, share images and other illustrations, or seek corrective feedback. (Raghda, Dina, & Ruba 2022, P.202). Then, 2) Using Ebooks (Pdf, Jpg, and Document), 3) Jamboard 3) Padlet, and 4) Youtube as teaching material, and PowerPoint to present the material for English as Foreign Language (EFL) learning, it's important to choose ebooks that are suitable for language learners and provide references to support their learning. Based on the Interview Teacher used PowerPoint can be used for teaching reading and Presenting the Material. Reinders (2019) Ebooks offer the advantage of accessibility, allowing students to read them on various devices. Alwany & Merza (2019) said PowerPoint can be used to display reading passages, stories, or articles on slides, making it easier for students to read and follow along. Visual Aids and Illustrations PowerPoint enables the integration of visual aids like images, charts, or graphs to support reading comprehension. Padlet and YouTube Using YouTube as teaching material for English as Foreign

Language (EFL) learning can be highly beneficial due to the vast range of video content available, promote their ability to speak English, almost all students choose Youtube as their medium to improve their English speaking skills (Jaleani & Nuraneni, 2022, P.68). The use of MALL in speaking context Padlet is an online application that allows users to create digital bulletin boards or "walls" where they can collaborate, share ideas, and engage in various types of interactive activities. According to Vurdien, R., & Sturm, J. (2016) YouTube allows for collaborative learning opportunities. Teachers can assign tasks that require learners to create and upload their videos, such as presentations, skits, or interviews. This promotes creativity, collaboration, and language production. 5) Quizzex, 6) Liveworksheet, and 7) making videos as Interactive Assessment is an online platform that allows teachers to create interactive quizzes, assessments, and learning games for their students. It offers a fun and engaging way to test knowledge, reinforce learning, and track student progress. Quizizz is a popular gamified learning platform that can be used in various educational contexts, including EFL learning. It offers interactive quizzes and games that engage students in language practice and assessment. Educators can create their quizzes or use pre-existing ones to reinforce language skills, vocabulary, grammar, and reading comprehension.

### 3.1 RESEARCH FINDING

#### 3.1.1.1 The Difficulties with Classroom Management

According to Harmer (2007) the characteristics of EFL teachers are they manage class activities, provide guidance and support, and maintain discipline within the classroom. Introducing the new media in class is not easy for the teacher. Even when the teacher uses social approach in social class, the crowded situation shows that there are some students who busy individually. it was difficult to control the students especially when using mobile applications in the classroom (Patrick, 2012, P.14).

The first problem is some students were busy when the teacher asked them to use their smartphones. It is also supported by the result of the interview with the teacher as follows: There are various issues that both the teacher and the students

experience during the teaching and learning process. There are two issues in this teaching-learning process, mobile-assisted language learning in EFL teaching. The first issue was that some students got distracted while the teacher instructed them to use their smartphones.

#### 3.1.1.2 The Difficulties with Connectivity and Internet

The second difficulties are connectivity. Connectivity in MALL relies on the availability of internet access. Learners require an internet connection to access online language learning resources, download language apps, participate in language exchange platforms, and communicate with teachers and peers. This connection problem has an effect due to lack of internet, it makes the network disconnected or the connection is unstable. Teacher 1 can see from the intermittent video calls from some students when doing Zoom, Teacher 1 also explains that using Zoom requires more internet. When the teacher asks the students to open their smartphones, they frequently grumble. If there is good connectivity, this teaching-learning process will run smoothly. If the connectivity is poor or non-existent, delivering content via smartphone will fail. That is consistent with Hashemi (2011), who notes that one of the downsides of MALL is that the wireless bandwidth is restricted and may degrade as the number of users' increases. Teacher 1 explained the difficulties faced, namely the lack of internet, especially during a pandemic learning, student complaints about the lack of internet. During *PJJ* (Distance Learning) learning it makes access difficult for use outside of school by using Wi-Fi. Problems with the internet, can lead to difficulties accessing applications, especially applications that are used online-based, and make learning not run well. Teacher 1 explained that the limited internet limits its use, such as when making video calls via Zoom, it takes up a lot of internets (*quota*). Wu and Marek (2015) highlight the benefits of internet connectivity in MALL.

#### 3.1.1.3 The Difficulties with Distractions and Time Management

The third, Distraction refers to the diversion of attention from the intended task or learning activity. Common distractions in

MALL include notifications from other apps, social media, incoming calls, and unrelated content. Based on the Interview, Teacher 2 when using MALL (Mobile Assisted Language Learning) in the classroom is a distraction. Using a Smartphone has advantages and disadvantages, students use their Smartphones, so when there is a notification on their smartphone, they open it in the middle of learning. Teacher are instruct the Student can set the device, which means Learners can optimize their device settings to minimize interruptions, such as turning off notifications or enabling "Silent" mode. Silent mode on each student's smartphone helps stop notifications and incoming calls, so students can not experience distractions or open applications that are not used in the learning process..

Forth, Teacher 2 explains that students are late of used the Application and have delays in using the application including several factors, such as student delays and applications that do not support learning. Discipline or Learner habits when using applications and the learning process. Teacher 2 also said that PJJ (Distance Learning) during the pandemic was not profitable because there was a lack of guidance from the teacher. Set specific time limits for different MALL activities to ensure efficient use of class time. Encourage students to manage their time effectively and stay on task during individual or group MALL activities. Circulate among students during MALL sessions to provide guidance, monitor progress, and address any questions or concerns. Implement monitoring tools or software to track student engagement and ensure adherence to learning objectives.

### 3.2 Discussion

This section presents the discussion based on the findings of the research, The Finding is about the difficulties that Teachers faced when applying MALL (Mobile Assisted Language Learning. Firstly, The Difficulties with Classroom Management. The first, Students were busy when the teacher asked them to use their smartphones. According to Harmer, J (2007) the characteristics of EFL teachers are they manage class activities, provide guidance and support, and maintain discipline within the classroom. Introducing the new media in class is not easy for the teacher. Even when

the teacher uses a social approach in social class, the crowded situation shows that some students are busy individually. it was difficult to control the students especially when using mobile applications in the classroom. Oliver (2011) researched classroom management and discussed student behavior. In their research, they explained that teachers must organize the class and manage students' behavior.

Secondly, the Difficulties with Connectivity Issues Mobile-assisted language learning often relies on an internet connection to access online resources, communicate with other learners, or use cloud-based platforms. In areas with limited or unstable internet connectivity, learners may face difficulties in accessing content, submitting assignments, or participating in online language learning communities.

Thirdly, The Difficulties with Distractions Mobile devices are versatile tools that can be used for various purposes, including social media, entertainment, and communication. The presence of these distractions can hinder language learning focus and productivity. Learners may need to exercise self-discipline to avoid distractions and stay focused on their language learning tasks. Distractions during Mobile Assisted Language Learning can hinder learners' focus, attention, and overall learning outcomes. However, with awareness and the implementation of strategies to mitigate distractions, learners can enhance their language learning experience and improve their proficiency. According to Hashiemi (2011) sometimes when mobile learning is being applied in the classroom, the students might do other things using their mobile devices without the teacher's permission.

The last one is The Difficulties with Time Management Mobile-assisted language learning can provide learners with autonomy and self-directed learning opportunities. However, the absence of direct teacher guidance can be a disadvantage, especially for beginners or those who require specific feedback and guidance. Learners may need to supplement their mobile learning with opportunities for interaction with teachers or language partners to ensure well-rounded language development.

## CONCLUSION

Some activities in class make use of a smartphone as a media device. Teachers are still introducing new media. It is further supported by a school change that allows kids to bring their smartphones. In language learning, especially in EFL Learning; it helps the teacher in delivering material through the application. Although this teaching-learning process already can be called MALL, the teacher is paying attention to its principles

There are some difficulties faced by the teacher and the students in this teaching-learning process. Firstly, the Difficulties with Classroom Management, Students were busy when the teacher asked them to use their smartphones. The second problem is connectivity. The students often complain about it when the teacher asks them to open their smartphones. This teaching-learning process will be fluent if there is good connectivity. If the connectivity is limited or bad, delivering material through the smartphone will not be successful. The Third is the lack of internet especially during a pandemic learning and using online applications. The last one, Distraction refers to the diversion of attention from the intended task or learning activity. Common distractions in MALL include notifications from other apps, social media, incoming calls, and unrelated content. The Forth, late of used Application, and delays in using the application include several factors, such as student delays and applications that do not support learning.

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