

# The Students and Teacher's Perception of Mobile-Assisted Language Learning Integration in EFL Teaching-Learning Practices

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## ABSTRACT

In the ever-evolving landscape of language education, technology propelled people toward new horizons, acting as the wind in their sails. Mobile-Assisted Language Learning (MALL) stood at the helm of this digital voyage, reshaping how people acquired languages. When setting these targets, the researcher focused on considering the quality requirements of mobile applications, taking into account the perspectives of both users and instructors. Therefore, the study aimed to analyze students' and teachers' perceptions of MALL integration in teaching-learning practice. For this study, the researcher chose a descriptive qualitative approach. The researcher used a questionnaire and an interview to collect both quantitative and qualitative data perspectives. The researcher quantitatively presented the percentage data of the questionnaire, and qualitatively, an analysis of interview responses was conducted, obtained from three classes and a teacher from one of the Private Junior High Schools in Jakarta. In a quantitative data perspective, students demonstrated favorable ratings on measures of usefulness, ease of use, and satisfaction when utilizing MALL (Mobile-Assisted Language Learning) in their English classrooms, as indicated by responses collected through Google Forms. From a qualitative perspective, both teachers and students concurred that MALL held the potential for enhancing both soft and hard skills. It fostered learning focus and independent study, offered convenience through its availability anytime and anywhere, optimized battery and data consumption, and facilitated communication between students and teachers. The result was an expressed desire to utilize MALL in the future.

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## I. Introduction

In the ever-evolving landscape of language education, technology is the wind in people's sails, propelling them toward new horizons. At the helm of this digital voyage stands Mobile-Assisted Language Learning (MALL), a visionary force that is reshaping how people acquire languages. In addition, the development of mobile devices, as well as their expanded features, innovations, and functions, has led educators and scholars to explore new possibilities for language pedagogy through these devices [1]. The use of digital information technology based on the Internet is expanding very quickly in Indonesia as it enters the information era [2]. Educators nowadays needs to understand the benefits offered by technology to advance teaching and learning. Moreover, MALL in the classroom not only provides intrinsic benefits to students, but also helps to develop soft skills by adding audio-visual components, providing students' awareness, and memory in storage [3]. However, mobile devices do not come without their drawbacks. A teacher must be able to figure out how to use mobile devices effectively in addition to the need for students to be able to operate and understand the information and skills of comprehension on them [4]. The reason is teacher should take into account the specifications and goals of the target user is to determine cognitive value of the students [5]. Nonetheless, even so, the primary objective of this study is to explore whether

educators should dedicate additional time to the development of mobile applications for language learning classes, highlighting the significance of creativity and innovation in pedagogical methods.

However, using mobile devices in the classroom has its challenges. Teachers need to learn how to use them effectively, and students must understand how to operate and comprehend information on them [4]. To make Mobile-Assisted Language Learning (MALL) work well, applications should be designed to meet students' classroom needs and teachers should consider students' cognitive abilities and goals when choosing MALL tools [5]. Furthermore, teachers should explore the opportunities MALL offers for teaching, requiring them to learn and adapt [6]. In summary, teachers should invest time in developing mobile applications for language classes to foster creativity and innovation.

Moreover, MALL requires more than just technical skills. The students need good reading abilities because comprehension is crucial for understanding information on smartphones [7]. Signal and internet issues, though common in internet-based technologies, can also hinder MALL effectiveness [2]. Additionally, some students might see MALL as a way to cheat on exams [8].

However, aside from the adverse effects of MALL within the classroom, students also exhibit numerous positive impacts. Research on Mobile Assisted Language Learning (MALL) has shown its diverse impact. Some studies, it is found that students and teachers are enthusiastic about MALL in language learning [9]. They also found that factors such as gender and GPA can affect how people view it. On the other hand, the issues with using smartphones in EFL classes and suggested stricter rules [10]. MALL can boost classroom engagement, especially in pronunciation [10]. It is also discovered that students generally like using MALL for English learning, even though internet issues can be a problem [11]. Additionally, student participation and improved independent learning skills when MALL apps were used and can help during crises by being portable and interactive [12] [13].

Further, the decision to utilize MALL cannot solely rely on the teacher's viewpoint. Hence, the research aimed to explore students' viewpoints and challenges related to the utilization of MALL for learning the English language [12]. On the flip side, it was scrutinizing students' perspectives on the application of Mobile Assisted Language Learning (MALL) for improving pronunciation, as well as dissecting the challenges encountered by students in utilizing MALL for pronunciation enhancement [14]. In English learning process, mobile applications should be classified according to their cognitive value, pedagogical coherence, accessibility, capacity, and adaptability [4]. However, there is an important need to thoroughly understand how both students and teachers view the use of Mobile-Assisted Language Learning (MALL) tools in the classroom. This study did not only look at the perspectives of students but also considers the insights of teachers who use MALL for English instruction. Therefore, the main purpose of this research is to investigate how teacher and students perceive MALL's role in the classroom. It also provides valuable information to readers about the impact of MALL on both teachers and students. By comparing the viewpoints of these two important groups, this study aims to uncover any differences in their opinions and find common ground. Gaining insights into how students and teachers see MALL integration can help improve teaching methods, design better curricula, and develop effective teacher training programs that make the most of MALL's benefits for language learning.

## II. Method

To answer the study issues, a descriptive qualitative has been chosen as this paper method. A process that begins with identifying the research question, choosing an appropriate strategy, and identifying the best data sources [15]. It was chosen to develop an intervention, the exploratory, in-depth methodology of qualitative inquiry was an ideal method for gathering effective data [16]. The participants who participated in this research were three classes and a teacher from one of the Private Junior High Schools in Jakarta. The participants were chosen from three classes in the English language subject at that school. The group of chosen participants consisted of 112 students, approximately in the age range of 14 to 16 years. The teacher who participated in this study was taken from the teacher who taught in those classes. The reason why the researcher chose those three classes was because he wanted to measure with certainty what the majority of students learned like and they also possess considerable expertise in managing MALLs amid the COVID-19 pandemic in the recent past.

Qualitative data was gathered through teacher interviews and student questionnaires using Google Form, with interviews conducted in Bahasa Indonesia to prevent misunderstanding. This approach aimed to enhance credibility, and student involvement validated the findings [1]. The interview and questionnaire followed the guidelines [17], aligning with TAM to gauge students' views on technology's usefulness, ease of use, and satisfaction. To gather qualitative and quantitative data, the researcher employed Google Form as a survey tool. The process involved: (1) formulating questions about mobile-assisted language learning for students and teachers, (2) sharing the Form's link through WhatsApp groups or private chats with participants, and (3) analyzing the responses to efficiently gather mixed-methods data. The statements were presented in Bahasa Indonesia.

This study utilized interviews and a Google Form questionnaire to explore students' and teachers' perspectives on MALL, covering motivation, benefits, experiences, and challenges. Qualitative analysis was conducted through thematic analysis of participants' responses. For quantitative data, data preparation involved organization and error-checking. Graphs and categories were created, followed by interpretation and error-checking. Finally, SPSS was used to present the data visually.

### III. Results and Discussion

#### Results

This section will showcase the research findings, elucidating the usefulness, ease of use, and satisfaction experienced by students when employing MALL in the classroom.

#### Students' Perception of MALL Integration in EFL

##### Usefulness

The first indicator examines MALL's usefulness in teaching. It assesses whether MALL usage enhances students' English communication skills – listening, speaking, writing, and reading – crucial for vocabulary and pronunciation comprehension. Furthermore, the indicator gauges how effectively MALL users participate in class by comprehending instructions and engaging with the material.

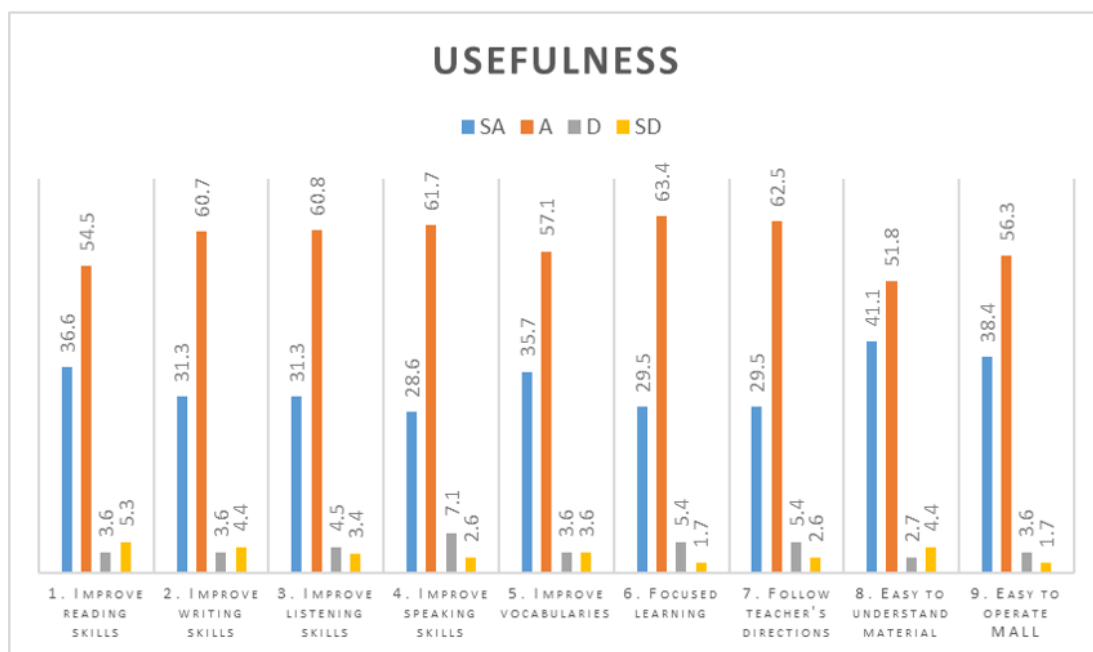


Fig. 1. Bar chart of usefulness indicator of each statement

Regarding point 1, 36.6% strongly agreed, and 54.5% agreed (Figure 1). Disagreements were around 3.6%, while strong disagreements were about 5.3%. The first statement suggests that students' reading skills improve with MALL in class. When students access websites or apps, their attention is drawn to screens for information. Inadequate reading might lead to overlooking sought-

after information. For point 2, strong agreement was lower at 31.3%, while 60.7% agreed. Disagreements were at 3.6%, and strong disagreements at 4.4% (Figure 1). Similarly positive, point two reflects improved writing skills through MALL in class. MALL necessitates accurate typing and spelling to access content, prompting strong agreement. Writing errors can distract from sought-after information. This process enhances comprehension and boosts writing improvement. For point 3, 31.3% strongly agreed, and 60.8% agreed; disagreements were at 4.5%, and strong disagreements at 3.4%. The statement concerns MALL enhancing listening skills. This is attributed to MALL's incorporation of listening exercises where students complete sentences or match words. This engagement sharpens their auditory skills, aiding in better comprehension of spoken words. point 4 reveals that about 28.6% strongly agreed and 61.7% agreed that MALL enhances English speaking skills. A small portion, 7.1%, disagreed, while 2.6% strongly disagreed. In MALL, students engage in exercises involving speaking skills. They might repeat words or sentences from online materials, improving pronunciation through repetition and explaining the strong agreement observed. The agreement of more than 80 percent of students attests to the enhancement of English speaking skills through MALL, signifying that the majority of students not only improve their proficiency in using technology but also elevate their competence in English speaking. Point 5, numerous MALL applications aid vocabulary acquisition. Roughly 35.7% strongly agreed, and about 57.1% agreed. Disagreements were at 3.6% and 3.6% strongly disagreements. Judging from the agreement percentage of around 85 percent, researcher believes that the use of MALL in English language classrooms enhances their vocabulary due to diverse words. Challenges included unfamiliar vocabulary and pronunciation difficulties. To verify MALL's impact on English skills, interviews were conducted. Students were asked, "Is mobile device use beneficial for the four abilities?" Extracts from the interview revealed the following facts:

*S2 admits that: In my opinion, using mobile devices is very helpful, because by using mobile devices I can hear English songs or stories and read English texts so that I can develop my English skills. (Interview session 2, April 5<sup>th</sup>, 2023)*

*Meanwhile, S3 gives opinion that: Very helpful, because in mobile devices there are many platforms that provide content in English so that it helps these four abilities. (Interview session 3, April 5<sup>th</sup>, 2023)*

*Moreover, S6 states that: Yes, a lot applications that can help learn listening skills of English in MALL, I am myself learn English in Youtube. (Interview session 6, April 5<sup>th</sup>, 2023)*

Point 6, MALL enhances lesson comprehension and focus through online teaching efficiency. Regarding this statement, 29.5% strongly agreed, 63.4% agreed, while 5.4% disagreed, and 1.7% strongly disagreed. Engaging with reading, writing, speaking, and listening requires careful attention to avoid misunderstanding. However, distractions like opening other sites or apps might explain some disagreements. Point 7, 29.5% strongly agreed, and 62.5% agreed on attentive listening to teachers in class. However, 5.4% disagreed, and 2.6% strongly disagreed about potential instruction impact. Like point 6, focused students can easily grasp teacher's MALL-based instructions. Otherwise, struggles may arise in operating MALL, accessing content, and understanding lessons. Point 8, Students comprehend learning materials easily, aided by MALL's focus in point 6. Strong agreement was notable at 41.1%, and agreement at 51.8%. However, around 2.7% disagreed, and 4.4% strongly disagreed, likely due to lack of focus hindering proper understanding. MALL offers diverse learning resources, insights, and explanations for English study, allowing personalized selection that aligns with understanding the teacher's instructions. Last in the usefulness indicator (point 9), 38.4% strongly agreed, and 56.3% agreed that MALL usage was easily applicable. Like statements 6 and 8, focus and understanding aid in effortless internet material search, MALL activation, and internet access through MALL. Around 3.6% disagreed, and 1.7% strongly disagreed; these dissenting opinions might stem from students not attentive during MALL instruction or lacking material comprehension in English class.

### **Ease of Use**

Apart from the benefits of MALL in the English language classroom, the ease of use is also felt by students when accessing MALL in their English language learning. In this Ease of Use point of finding, researcher explain why MALL is very user-friendly.

MALL's convenience in the English classroom is pivotal, making the ease of use indicator significant in subsequent statements. The researcher notes MALL's cost-effectiveness, portability, universal accessibility, comfortable screens, efficient battery usage, and improved teacher-student communication. This indicator also gathers intriguing student perspectives.

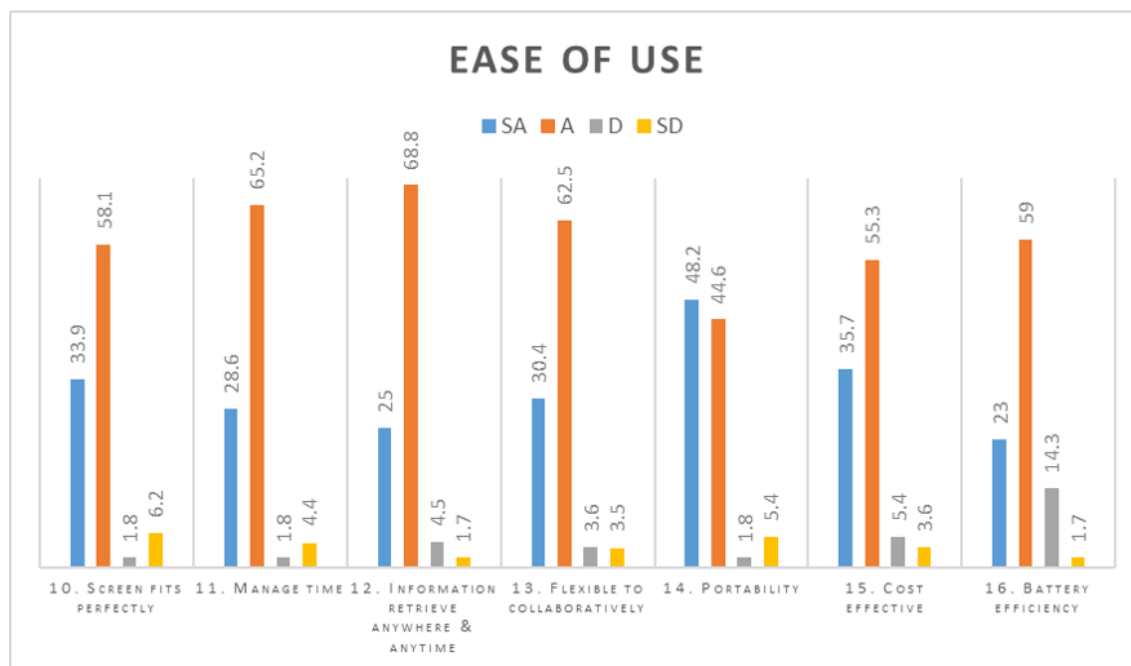


Fig. 2. Bart chart of ease of use of each statement

Point 10 highlights MALL's user-friendliness alongside its utility for students in class. In Figure 2, results for the second indicator's tenth statement show 33.9% strong agreement, 58.1% agreement, 1.8% disagreement, and 6.2% strong disagreement. These figures underscore MALL screens' aptness for closely viewing materials, teaching content, and online information sought by students. Many students strongly agree or agree that MALL screens greatly enhance English classroom learning activities. In Fig. 2, point 11 reveals that MALL enables students to manage study time flexibly, inside or outside class, often multitasking. The breakdown: 28.6% strongly agreed, 68.8% agreed, 1.8% disagreed, and 4.4% strongly disagreed. This freedom fosters effective time management, aligning with various commitments and activities. Additionally, point 12 suggests MALL's time management capability enables students to access resources anytime and anywhere – while traveling, in class, or even public spaces, as long as internet is available. Responses show 25% strongly agreeing, 68.8% agreeing, 4.5% disagreeing, and 1.7% strongly disagreeing. In point 13, around 30.4% strongly agreed, 62.5% agreed, 3.6% disagreed, and 3.5% strongly disagreed that MALL facilitates easy student-teacher and peer connections in English classes. This connectivity enables open discussion of learning materials, diverse sharing, and effective brainstorming. point 14 emphasizes material accuracy and communication. Strong agreement was 48.2%, agreement 44.6%, disagreement 1.8%, and strong disagreement 5.4%. Majority agreement underscores MALL's convenience and portability, fitting in small bags or pockets, as supported by points 11 and 12. Point 15 concludes that MALL's value lies not only in portability but also in cost-effectiveness. Strong agreement was 35.7%, agreement 55.3%, disagreement 5.4%, and strong disagreement 3.6%. Those strongly agreeing find MALL a cost-efficient English learning option, reducing the need for frequent data purchases. Lastly, point 16 highlights MALL's efficiency: it's portable, usable alongside other tasks, cost-effective, and battery-efficient in class. Strong agreement reached a quarter, agreement 59%, disagreement 14.3%, and strong disagreement 1.7%. This suggests that depending on the device, efficient battery use is probable. This efficiency minimizes the need for frequent charging or hunting for power outlet.

To validate the statements, the researcher interviewed students on the utility of MALLs. Many students acknowledged the high usefulness of MALL in class activities, as indicated by their comments:



*S2 admits that: Very useful, because as a student I can hone my skills by listening and reading English texts at the same time using mobile devices. (Interview session 2, April 5<sup>th</sup>, 2023)*

*Whereas, S3 says that: Very useful, because if there are terms or events that we do not know the context of, we can look at the web or Google. (Interview session 3, April 5<sup>th</sup>, 2023)*

*In addition, S6 defines that: We can listen and mimic the word or sentences with easily through MALL, that is why MALL is really useful in classroom. (Interview session 6, April 5<sup>th</sup>, 2023)*

As per their responses, students found it easy to locate explanations and answers on certain websites. Some websites enabled combined listening and reading activities. Thus, MALL's application in English classrooms isn't constrained by time. This approach exposes students to diverse English words and sentences. The comfort and ease in using MALL in English classes result from its unhindered access to materials and seamless teacher-peer communication. This convenience empowers students to engage with content at their own pace, both in and out of class, without time limitations.

### Satisfaction

Due to the useful and ease of use, a sense of comfort and satisfaction arises to continue the use of MALL in the English language classroom. In the finding related to satisfaction, the researcher explored how students feel about their satisfaction in using MALL in the English language classroom.

The Satisfaction indicator concludes with the following statement. The researcher aims to gauge student satisfaction with MALL after assessing its classroom implementation and practicality. Student responses will influence the researcher's determination of MALL's prospective effectiveness.

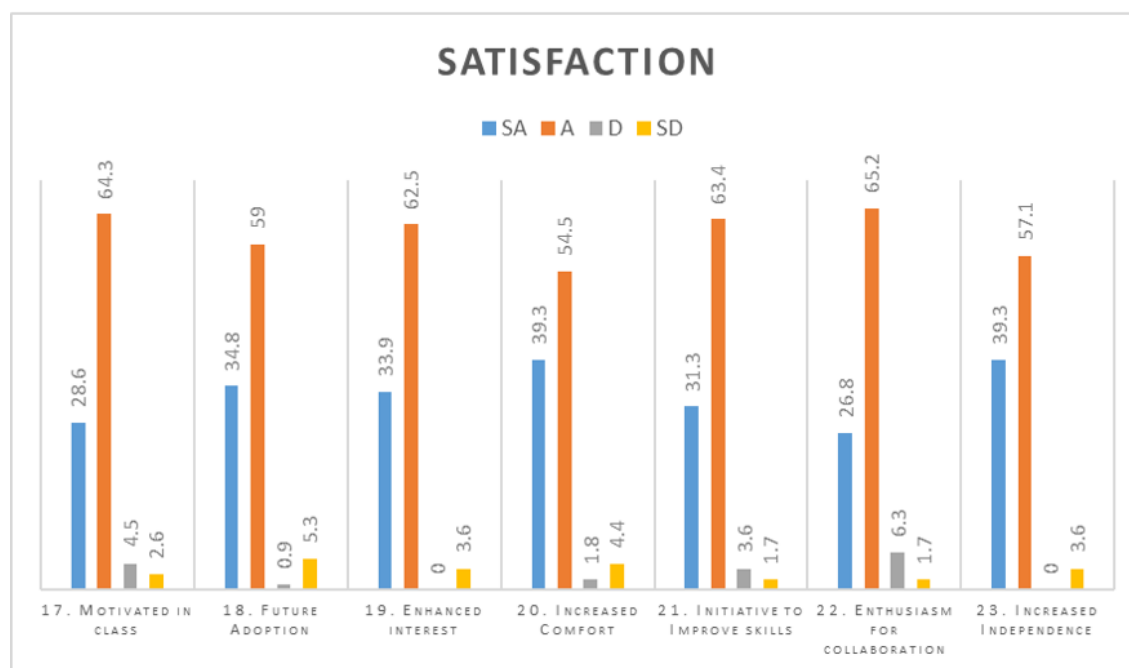


Fig. 3. Bar chart of satisfaction indicator of each statement

Point 17 examines student satisfaction with MALL's Ease of Use indicator, positively influencing its assessment. The study also aims to gauge student contentment regarding MALL's application in English classes. Strong agreement from 28.6% and agreement from 64.3% contrast with 4.5% disagreement and 2.6% strong disagreement, indicating a roughly equal split between positive and negative sentiment. The latter might be due to unmaximized MALL utilization. Moving forward to statement 18, 34.8% strongly agreed, 59% agreed, 0.9% disagreed, and 5.3% strongly disagreed with using MALL in the future for English or other purposes. This section highlights that nearly three-quarters of students agree due to MALL's beneficial features, particularly since their

motivation was confirmed in point 17. point 19 highlights MALL's various appealing features, such as multiple sites and device uniqueness, fostering student motivation for future English or general use. Positive student views dominate, with 33.9% strongly agreeing, 62.5% agreeing, and negligible disagreement (0.9% disagreed, 3.6% strongly disagreed). This underscores MALL's potential to enhance English classes with its diverse sites and features. Point 20, about 39.3% strongly agreed, 54.5% agreed, 1.8% disagreed, and 3.6% strongly disagreed that MALL's use in learning English brings comfort. This arises from easily accessible content, vocabulary search with pronunciation, and sentence translation. These figures highlight MALL's role in motivating enjoyable, stress-free English learning. Moving to point 21, students responded positively, echoing motivation, future intentions, and comfort using MALL for English classes. These outcomes align with previous points 17, 18, 19, and 20, indicating a desire to develop both soft and hard English skills. Notably, 31.3% strongly agreed, 63.4% agreed, while 3.6% disagreed, and 1.8% strongly disagreed. In point 22, after developing hard and soft skills, improved communication becomes prominent, boosting collaboration and efficiency. About 26.8% strongly agreed, 65.2% agreed, and 6.3% strongly disagreed. Wide agreement highlights MALL's potential to enhance English learning's communication and collaboration, while some may be adapting to it gradually. While in statement number 23, the students felt that they could work independently even outside the classroom setting. This was supported by positive results, with approximately 39.3% of individuals strongly agreed, 57.1% agreed, and around 3.6% strongly disagreed. For a comprehensive response, the researcher conducted interviews to address the entire Satisfaction indicator. The question posed was, "Are you comfortable using Mobile Devices? Can you explain why? Would you choose to use Mobile Devices for learning English?" The interviews yielded valuable insights, with students expressing their reasons for using mobile devices. Some student comments include:

*S2 claims that: Using MALL makes learning engaging; I can find English materials on YouTube or Google. (Interview session 2, April 5<sup>th</sup>, 2023)*

*Whilst, S3 affirms that: I prefer mobile devices for wider learning, like watching videos on YouTube or TikTok. (Interview session 3, April 5<sup>th</sup>, 2023)*

*Whereas, S4 indicates that: Mobile devices are practical and comfortable for me. (Interview session 4, April 5<sup>th</sup>, 2023)*

*While, S5 acknowledges that: MALL's various apps enable learning anytime, anywhere. (Interview session 5, April 5<sup>th</sup>, 2023)*

*Next, S6 mentions that: I'm comfortable with MALL, but effectiveness varies per person. (Interview session 6, April 5<sup>th</sup>, 2023)*

Due to its versatility and user-friendliness, students prefer MALL for English learning. Its flexibility allows tailored access to web resources, aiding individual learning styles and enhancing program benefits. Students look forward to future MALL integration into teaching. While many find MALL comfortable, its effectiveness depends on individual comprehension and engagement with learning materials.

This section will showcase the research findings, elucidating the usefulness, ease of use, and satisfaction experienced by a teacher when employing MALL in the classroom.

### **Teacher's perception of MALL Integration in EFL**

#### **Usefulness**

The teacher's insights from 9 questions (Figure 1) reveal a mixed impact of MALL on English language skills. Conclusions drawn include:

The teacher's interview highlighted MALL's dual impact on learning. Positives include improved skills in reading, writing, listening, speaking, and vocabulary. MALL's abundant resources enhance reading skills by facilitating information exploration and comparison. Concerns about laziness and copying in writing are countered by MALL's role in encouraging text accuracy verification. Continuous MALL engagement advances writing proficiency. MALL positively affects listening by exposing students to extracurricular music and movies, boosting comprehension. Enjoyable activities, such as music and movies, foster a relaxed learning atmosphere, expediting listening skill development. Speaking benefits from MALL, with enhanced pronunciation and fluency through

regular practice and interactions. MALL enriches vocabulary and sentence construction through exposure to varied content. Balancing MALL's benefits, the teacher acknowledges potential distractions, advocating supervision for focused learning. Teacher guidance ensures effective MALL use and progress tracking. MALL significantly aids subject understanding and language skills. Students' tech prowess facilitates seamless MALL integration, making it a valuable tool in English classrooms. In sum, the interview underscores MALL's potential benefits and challenges, necessitating mindful integration into teaching practices. The interview findings, centered on MALL integration for enhancing speaking, listening, writing, and reading skills, are summarized below:

*Teacher(S1) expresses that: "MALL sparked enthusiasm for reading." (Interview session 1, January 10<sup>th</sup>, 2023)*

*Then, S1 adds that: "While it might encourage copying, effective supervision enhances reading proficiency." (Interview session 1, January 10<sup>th</sup>, 2023)*

*After that, S1 conveys that: "MALL boosts listening skills through music and movies." (Interview session 1, January 10<sup>th</sup>, 2023)*

*For the final statement, S1 proclaims that: "Improved pronunciation and clarity in speech observed." (Interview session 1, January 10<sup>th</sup>, 2023)*

Based on the feedback provided by the teacher, a conclusive observation can be drawn: the utilization of MALL proves to be highly valuable when integrated into English classrooms during various teaching and learning endeavors.

### **Ease of Use**

At this point of the ease of use indicator, the researcher explains the various conveniences of using MALL in the classroom, aside from its usefulness within the classroom.

Reading, time management, information retrieval, communication, portability, and battery efficiency. However, MALL's success hinges on supervision, distraction control, and class management. Cost-effectiveness varies with students' economic situations. Teacher interview underscores MALL's convenience, aiding skills and focus. Easy access and communication enhance learning. Teacher acknowledges cost's family dependence on MALL's affordability. The teacher was interviewed to gauge students' experience of ease with MALL in the classroom. Here are the outcomes:

*Teacher(S1) gives opinion: "Certainly, it's incredibly convenient. Its compact size allows easy carrying." (Interview session 1, January 10<sup>th</sup>, 2023)*

*Then, S1 adds that: "Comparatively, MALL is cost-effective, especially depending on usage." (Interview session 1, January 10<sup>th</sup>, 2023)*

*After that, S1 admits that: "In my view, its battery is efficient for teaching, and recharging is simple." (Interview session 1, January 10<sup>th</sup>, 2023)*

*S1 states that: "Its compact size facilitates portability." (Interview session 1, January 10<sup>th</sup>, 2023)*

*For final statement, S1 defines that: "Communication improves, but effective class management is key for successful collaboration." (Interview session 1, January 10<sup>th</sup>, 2023)*

MALL's value lies not only in its utility but also in its user-friendliness. Portability, battery efficiency, screen size, and seamless communication contribute to its ease of use, as highlighted by the teacher.

### **Satisfaction**

On the final section, the researcher attempts to explain the attainability of satisfaction derived from the ease of use and utility of MALL in the English language classroom.

Based on Figure 3 interview teacher responses, key findings include: Boosted Motivation: MALL usage in English class increases student engagement and participation, surpassing traditional methods. Students eagerly adopt technology to access materials and answers. Future MALL Adoption: The teacher's positive stance towards MALL indicates openness for its continued use, adapting to advancements and innovation in education. Enhanced Interest: MALL sparks student



curiosity through novel approaches, making learning smoother and more engaging. Increased Comfort: MALL creates a comfortable environment due to tech enthusiasm, portability, and cost-effectiveness, promoting effective learning. Initiative to Learn: Students proactively use MALL to improve language skills, enhancing independent learning. Collaboration Enthusiasm: Students happily collaborate via MALL, benefiting from shared insights and teacher guidance. Fostered Independence: MALL cultivates student independence and activity, empowering them to take charge of their learning journey. In conclusion, MALL positively impacts English learning, boosting motivation, interest, comfort, initiative, collaboration, and independence. It enhances student engagement, language development, and academic growth. Based on an interview with a teacher regarding the future use of MALL in English learning, the following key points emerge:

*Teacher(S1) claims that: "The presence of MALL serves to motivate students, bringing about a noticeable change. They exhibit increased engagement in the classroom compared to their previous level of participation." (Interview session 1, January 10<sup>th</sup>, 2023)*

*S1 adds that: "Due to the innovation that transforms manual processes into technological utilization, students display significant enthusiasm and interest." (Interview session 1, January 10<sup>th</sup>, 2023)*

*Furthermore, S1 says that: "Because earlier, the students were more enthusiastic about new things, and the device's portable size, cost-effectiveness, and even energy efficiency contribute to their comfort." (Interview session 1, January 10<sup>th</sup>, 2023)*

*And, moreover, S1 defines that: "Should there be new innovations involving devices within MALL, I would be delighted to utilize MALL for teaching English in the future."*

Based on the insights shared by the teacher, considering the comfort, interest, motivation, and the latest innovations within MALL, it's conceivable that in the future, not only students but also teachers might embrace the use of MALL. (Interview session 1, January 10<sup>th</sup>, 2023)

## **Discussion**

### **Students' perception on MALL in classroom**

The use of MALL in English classrooms is a sure-fire way to help students develop the four skills of language learning. Mobile-assisted learning has the potential to serve as an effective means of enhancing students' cognitive abilities and fostering the development of essential soft skills [3]. This line with [18] that the students expressed a favorable attitude towards the possibility of utilizing MALL as a means to enhance their language skills, including speaking, listening, reading, and vocabulary. Beside of those, students are more active in class. The use of MALL inside classrooms encourages participants to participate more actively [19]. MALL enables learning anytime and anywhere [20]. MALL or mobile learning pertains to tools accessible continuously and everywhere. Platforms on MALL enable users to connect with others, share their work, and coordinate assignments effectively [6]. Its accessibility and mobility make MALL ideal for language learning by students and educators [19]. Social media platforms is one of example platform that provide the opportunity to select content suitable for honing a range of language skills, allowing for diverse learning activities [21]. Based on the outcomes derived from the questionnaire and interview data, depicted in Figure 1 under the "usefulness" indicator, it can be inferred that MALL contributes to students' acquisition of English language skills [22]. The advancement of students' participation is also detected [23]. Regarding this indicator of usefulness, it can be affirmed that the practicality of MALL within the classroom setting supports students in developing a range of skills, with a particular emphasis on reading, writing, listening, and speaking, alongside other essential competencies. Moreover, students' engagement rises owing to their genuine interest and curiosity.

Moreover, the availability of these technologies, combined with mobility and internet access, can significantly bolster the effectiveness of language learning. For instance, students can enhance their English reading skills by reading online news articles on their smartphones during their daily commute to school. Since most users keep their mobile devices in their pockets, they are more convenient to use [24]. Connectivity and social interaction [25]. Drawing insights from the results obtained from both the questionnaire and interview data, as illustrated in Figure 2 within the "ease of use" section, students can utilize mobile applications both inside and outside the classroom. This is facilitated by the convenience and user-friendly nature of these applications. Additionally, students

can employ mobile apps to aid in their English learning not only at home but also in collaborative learning environments with their peers [22]. The inference from the "ease of use" indicator in students' perceptions is that MALL is genuinely adaptable for use at any time and place. This is attributed to its compact size, efficient battery usage, easy recharging, and the facilitation of seamless communication, allowing teachers to inquire about various matters effortlessly.

Due to these benefits, perceptions of MALL become positive and their satisfaction increases. Perception is the cognitive process through which individuals make sense of their surroundings, constructing a mental portrayal of the environment [26]. This might cause students feel motivated in the classroom to take part in the class and will also use it in the future because of this convenience and usability. Perception allows messages or information to enter the human brain, since the brain is constantly in contact with its surroundings [27]. Consequently, when students hold a favorable perception of MALL, it stands to reason that they will possess a constructive perspective, enabling them to successfully integrate English language learning into their daily lives. Students generally hold a positive view regarding the integration of MALL into English learning [28]. In light of the results obtained from the survey and interview data, as illustrated in Figure 3 within the "satisfaction" category, students express their enthusiasm due to the genuine utility and user-friendly nature of MALL in the classroom. MALL also boosts students' enthusiasm for learning the English language [22]. Therefore, it can be concluded that to feel interested in using MALL, motivation is needed initially.

### **Teacher's perception on MALL in classroom**

Even though supervision is required [29]. Instructors should also provide guidance on how to use mobile devices to facilitate language learning [19]. MALL is widely used for language learning and various other activities like video watching, gaming, and social networking [30]. Additionally, It aids progress tracking [31] Highlighting these points, the need for teachers to guide students for effective and focused English learning, preventing deviation from the intended use. Certain devices quickly become outdated, with limited expansion potential and reduced wireless bandwidth due to increased users [32]. Drawing from the observations derived from interview data, particularly focusing on the "usefulness" aspect in teachers' perspectives, the researcher inferred the critical necessity for teachers to offer guidance to students. This guidance serves to safeguard their concentration and goals, preventing potential distractions like watching videos, playing games, and engaging in social media.

Instructors interviewed regarding the "ease of use" indicator highlighted that students encounter challenges due to shortcomings in the devices they utilize. Students encounter challenges using cellphones for language study, including technical issues, small screens, distractions, content concerns, health problems, impatience, and fatigue [30]. Moreover, in teacher's interview, students might be uncomfortable using MALL in English class due to assumptions about device quality related to family economics. Due to the need for a level of flexibility to perceive the utility of using MALL. The functionality, adaptability, innovation, and text confidentiality of the MALL application [23]. Based on the feedback gathered from teacher interviews, particularly regarding the "ease of use" indicator, one can deduce that the quality of MALL learning in the classroom is indeed influenced by the standard of devices. It is likely that insufficient devices might impede students' progress.

Students' motivation and willingness to use mobile devices for language study are essential factors in the use of such devices to enhance students' language skills. Students are motivated to learn languages when they are using mobile-assisted learning. Students' motivation and willingness to use mobile devices for language study are essential factors in the use of such devices to enhance students' language skills [30]. The best learning outcomes will be produced by students with individual motivations and learning preferences [33]. As the tool for language learning, foreign language acquisition, and other pressing situations, MALL are extremely beneficial [34]. The teacher thinks MALL excites students to learn English, but it relies on internet access. Problems often arise from poor signals and networks, not MALL itself [2]. Students find language learning with MALL challenging due to connectivity issues [11]. According to the teacher, MALL has transformed English learning for students, fostering enthusiasm, motivation, comfort, happiness, and independent learning. Students find joy and motivation not only during technology-driven learning, similar as MALL, but it also aids in enhancing their comprehension of the subject matter and a

useful tool for more effective language instruction in the future [20][35]. It would be better if students could access free school or government-provided Wi-Fi to make using MALL more efficient. From the teacher interviews regarding the "satisfaction" aspect, it can be inferred that, in order to boost students' motivation and satisfaction, aside from the utility and user-friendliness, educational institutions or schools should offer sufficient facilities for the implementation of MALL within the classroom.

#### IV. Conclusion

The study findings directly relate to the research question, addressing how both students and teachers perceive the incorporation of MALL into education. Clearly, MALL has a positive impact on English classrooms, offering enhanced usability, ease of use, and satisfaction. Under the usability factor, MALL proves beneficial in various ways, improving language skills, comprehension, and concentration. Evidence suggests that students enhance their writing, reading, speaking, and listening abilities, along with their ability to grasp English materials, all due to heightened focus. Their proficiency with mobile devices also improves as they learn to locate desired sources effectively. Regarding ease of use, students find reading more convenient through MALL, as they no longer need to glance at their teacher's monitor or flip through physical books—only their devices. The added advantages of portable devices with efficient batteries, affordable data usage, and constant connectivity contribute to students' positive perception of MALL. The freedom to communicate and learn anywhere and anytime boosts their motivation, interest, comfort, and learning efficacy. These advantages prompt students to willingly use MALL for collaborative and independent learning, fostering a desire to utilize it effectively in the classroom. However, the effectiveness of MALL depends on device quality, which intersects with students' economic situations. Furthermore, ensuring desired learning outcomes requires careful supervision, and teachers must have a comprehensive understanding of MALL operation to guide students effectively. Student proficiency is a key factor as well. Lastly, continuous internet access is essential for students to make the most of MALL in English classes.

Future research should explore students' and teachers' MALL perceptions in English classrooms. Prioritize tech-savvy teachers. Despite the study's brevity, deeper investigation is necessary. Expanding the teacher sample size to two or more could yield more comprehensive data for enhanced insights

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