

ENGLISH TEACHERS' BELIEF TOWARDS UTILIZATION OF MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN MA NURUL HIKMAH BANJARBARU

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Abstract

The utilization of Mobile Assisted Language Learning (MALL) is believed to enhance students' understanding of the teaching-learning process. The participants were two English teachers in MA Nurul Hikmah Banjar Baru. The instruments of this study were interviews, observations and documents. This study used a case-study design. To analyze the data, this study used the qualitative method developed by Miles and Huberman (2004). The findings of this study revealed that the English teachers' beliefs about the use of MALL in the classroom are really helpful and supportive of students' learning processes. Even in the implementation, there are positive and negative impacts on the learning process. Through the application of MALL makes the learning atmosphere more interesting and enjoyable. However, still necessitates adherence to the school's MA Nurul Hikmah Banjar Baru regulations. In addition, the challenge faced by the English teacher with the use of MALL in the classroom is the need for awareness among the teacher and students about the concept of MALL. In order for students not to misuse the functions of MALL, the teacher must supervise their use. However, for the use of MALL in the learning process in schools, the role of the teacher becomes very important.

Keywords: Belief, MALL, Implementation.

Abstrak

Pemanfaatan Mobile Assisted Language Learning (MALL) diyakini dapat meningkatkan pemahaman siswa terhadap proses pembelajaran. Partisipan penelitian ini adalah dua guru Bahasa Inggris di MA Nurul Hikmah Banjar Baru. Instrumen penelitian ini adalah wawancara, observasi, dan dokumen. Penelitian ini menggunakan desain studi kasus. Untuk menganalisis data, penelitian ini menggunakan metode kualitatif yang dikembangkan oleh Miles dan Huberman (2004). Hasil penelitian ini menunjukkan bahwa keyakinan guru Bahasa Inggris tentang penggunaan MALL di kelas sangat membantu dan mendukung proses pembelajaran siswa. Bahkan dalam implementasinya, terdapat dampak positif dan negatif pada proses pembelajaran. Penerapan MALL membuat suasana belajar menjadi lebih menarik dan menyenangkan. Namun, tetap diperlukan kepatuhan terhadap peraturan sekolah MA Nurul Hikmah Banjar Baru. Selain itu, tantangan yang dihadapi guru Bahasa Inggris dengan penggunaan MALL di kelas adalah perlunya kesadaran di antara guru dan siswa tentang konsep MALL. Agar siswa tidak menyalahgunakan fungsi MALL, guru harus mengawasi penggunaannya. Namun, untuk penerapan MALL dalam proses pembelajaran di sekolah, peran guru menjadi sangat penting.

Kata kunci: Kepercayaan, MALL, Implementasi.



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INTRODUCTION

The impact of Indonesia on the COVID-19 virus in recent years has forced the world of education to be more advanced. When done online, the use of smartphones and the internet becomes a combination of learning. Therefore, every individual, both parents and students, should be able to master smartphones and the internet. Nowadays, the existence of technology cannot be separated from humans' daily activities. From work to study to entertainment, technology can point us in the right direction. Young¹ stated that people attach technology to almost all of their activities. It means that technology facilitates humans' lives, especially in providing information. In this era of ICT (Information Communication Technology), technology is not only in the field of humans' daily activities but also in the discipline of study. The influence of ICT creates new methods and practices in pedagogy like "digital school," "smart classroom," "online learning," etc., making it real learner-centric education. Online or digital learning opens a wide space for both teachers and learners to create more effective and attractive teaching and learning activities.

In the world of education, the role of technology is undeniable, especially for mobile technology (m-learning). One of them is Mobile Assisted Language Learning (MALL). Crompton² stated that MALL is learning through social and content interaction in multiple contexts. With MALL, the teaching-learning process will be more effective because all of the material for study is already provided. Smartphones and internet access is an open gate to the education world.³ These tools, combined with some good policies, will have a positive impact on teaching and learning activities, particularly for English teachers. MALL is expected to improve the topic and media for English learning. The utilization of MALL is believed to enhance students' understanding of the teaching-learning process.⁴ It means that teachers will be helped in carrying out their daily duties. With various learning sources and applications, there should be no reason for teachers not to use them in the classroom.

In online learning, many types of applications and gadgets, such as iPods, tablets, smartphones, MP3 and MP4 players, and laptops, are created and used by people learning English as a second or foreign language. This new method of learning expands the possibilities for teaching and learning beyond the confines of space and time. The MALL terminology comes from a mixture of mobile learning (m-learning) and computer-assisted language learning

¹ Rose Young, *Using Technology Tools in the Public School Classroom*, 2008.

² H. A. Crompton, "Historical Overview of Mobile Learning: Toward Learner-Centered Education," in *Handbook of Mobile Learning* (2013).

³ C. Newhouse et al., "Supporting Mobile Education for Pre-Service Teachers," *Australasian Journal of Educational Technology*, 2006.

⁴ M. A. Ramdhani and H. Muhamadiyah, *The Criteria of Learning Media Selection for Character Education in Higher Education*, 2015.

(CALL). The brief history of MALL begins with research by Twarog and Pereszlenyi.⁵ They investigated the language of telephone assistance in the 1980s. At that time, they used the telephone as a tool to facilitate distant language learning while also providing them with feedback and assistance.⁶ In the 1990s, educators at Brigham Young University-Hawaii conducted distance teaching of English courses from Hawaii to Tonga via telephone and computer.⁷

Many studies have been conducted on MALL, especially in Indonesia. such as research conducted by Dewi et al.,⁸ Lilik Yuliawati⁹, Saputra et al.,¹⁰ Octavia et al.,¹¹ Rohandi et al.,¹² Darmawati (2018), and research conducted by Chincole. All of the preceding research indicates that English teachers generally have a positive perception of MALL because English teachers are viewed as very helpful and critical in the teaching and learning process. For example, online dictionaries and many websites provide non-stop material and many applications to support students' English skills. No matter how positive the English teacher's perception of MALL is, the use of MALL in the classroom is still a controversial and hotly debated topic. MALL implementation is not as easy as one might expect. However, using MALL as another teaching and learning method requires good cooperation between teachers and students, the main players in the process. As a leader in the classroom, the teacher's role is very important to bring new methods into the classroom and adapt them based on student needs. It can be said that teacher trust is one of the most important parts of this process, as it will affect the way they teach. Teacher confidence has an important impact on teaching and learning activities because it will affect the results of improving English in the classroom. Gilakjani and Saburi¹³ stated that MALL would affect the way they manage the classroom, how they behave, and the beliefs of

⁵ L. Twarog and M. Pereszlenyi-Pinter, "Telephone-Assisted Language Study and Ohio University: A Report," *The Modern Language Journal* 72 (1988): 426–34.

⁶ Twarog and Pereszlenyi-Pinter, "Telephone-Assisted Language Study and Ohio University: A Report."

⁷ B. A. Green et al., "Teaching Tomorrow's Class Today: English by Telephone and Computer from Hawaii to Tonga," in *Distance-Learning Program*, ed. L. E. Henrichsen (Teachers of English to Speakers of Other Language, Inc., 2001).

⁸ N. A. P. Dewi et al., *The Implementation of Mobile Assisted Language Learning (MALL) Strategy through Quizizz Application in Grammar Class of English Language Education*, 2017, <https://doi.org/10.23887/jpbi.v5i2.18782>.

⁹ Lilik Yuliawati, "Pemanfaatan Mobile Assisted Language Learning (MALL) Melalui Aplikasi Berbasis Android Dalam Pembelajaran Bahasa Inggris Secara Mandiri," 1 (2018).

¹⁰ R. K. Saputra et al., "Higher Education Students Perception on Perceived of Ease of Use of Mobile Assisted Language Learning (MALL)," *Jurnal Pendidikan Bahasa Inggris UNDIKSHA*, 2017.

¹¹ H. Octavia et al., "Vocational Students' Perceptions of Mobile Assisted Language Learning (MALL) Materials," *Jurnal Pendidikan: Teori, Penelitian Dan Pengembangan UNM*, 2019.

¹² M. Rohandi et al., "Pengembangan Mobile Assisted Language Learning Menggunakan User Centered Design," *Jurnal Nasional Teknik Elektro Dan Teknologi Informasi*, 2018.

¹³ A. P. Gilakjani and N. B. Sabouri, "Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature," *ELT Journal* 10, no. 4 (2017), <https://doi.org/10.5539/elt.v10n4p78>.

their students. It is also a good idea to understand the teacher's thought process, teaching methods, and teaching learning.¹⁴

According to Kuzborska¹⁵ and Harste & Burke¹⁶, teachers' decisions about how to teach are influenced by their beliefs about language teaching and learning. They assert that teachers' beliefs have a strong influence on their goals, procedures, roles, and learners. Richards & Rodgers¹⁷ emphasize that the confidence teachers have in language learning will help them make better approaches to teaching. We can also predict their next steps in teaching by knowing their beliefs, as Nation and Amiryousefi¹⁸ state that teachers' actions are determined by their beliefs. Williams & Burden¹⁹ share the view that the beliefs teachers have will influence their actions in the classroom more than whatever methodology they are told to follow. In addition, Kagan²⁰ argues that what teachers apply in the classroom represents their beliefs in language learning. So, it is important to understand all kinds of teachers' beliefs in language learning because if they are in accordance with the beliefs of students, the learning process will be easily improved.²¹

In terms of using technology, especially MALL, in the classroom, teacher trust is crucial in how they are involved in the classroom, meaning it can have a positive or negative impact depending on what they believe.²² With the introduction of Information and Communication Technology (ICT) into the education field, and its subsequent adoption by MALL, teachers have formed their own belief systems about them based on their knowledge, understanding, and personal experience. They will analyze MALL as a tool in teaching practice, what the value of student learning outcomes is, and what impact it has on students' personal development (competence, self-confidence, motivation, etc.).

¹⁴ H. Zheng, "A Review of Research on EFL Pre-Service Teachers' Beliefs and Practices," *Journal of Cambridge Studies* 4, no. 1 (2009): 73–81.

¹⁵ I. Kuzborska, "Links between Teachers' Beliefs and Practices and Research on Reading," *Reading in a Foreign Language* 23, no. 1 (2011).

¹⁶ J. C. Harste and C. L. Burke, "A New Hypothesis for Reading Teacher Research: Both the Teaching and Learning of Reading Is Theoretically Based," in *Reading: Theory, Research, and Practice*, ed. P. D. Pearson (National Reading Conference, 1977).

¹⁷ J. C. Richards and T. Rodgers, *Approaches and Methods in Language Teaching* (Cambridge University Press, 2001).

¹⁸ M. Amiryousefi, "Iranian EFL Teachers and Learners' Beliefs about Vocabulary Learning and Teaching," *International Journal of Research Studies in Language Learning* 4, no. 4 (2015): 29–40, <https://doi.org/10.5861/ijrsll.2015.1016>.

¹⁹ M. Williams and R. Burden, *Psychology for Language Teachers* (Cambridge University Press, 1997).

²⁰ D. M. Kagan, "Professional Growth among Pre-Service and Beginning Teachers," *Review of Educational Research* 62, no. 2 (1992).

²¹ P. Riley, "Shifts in Beliefs about Second Language Learning," *RELC Journal* 40, no. 1 (2009).

²² L. Wozney et al., "Implementing Computer Technologies: Teachers' Perceptions and Practices," *Journal of Technology and Teacher Education* 14, no. 1 (2006).

These new beliefs will meet with their previous beliefs that have been established over the years. This meeting will ultimately have a positive or negative end result, and both will have an influence on how MALL is applied in the classroom, both as an addition to the standard curriculum and as a medium that will make their teaching and learning activities better.²³ In fact, teachers tend to involve the use of technology in relation to their beliefs in learning and teaching.²⁴

There are two obstacles to integrating technology in the teaching and learning process, namely extrinsic barriers and intrinsic barriers.²⁵ Extrinsic barriers include physical tools such as internet access, adequate equipment, time, etc. where the teacher's belief is considered the second obstacle. Most schools and institutions have overcome the first obstacle, but the second is more difficult to overcome because belief cannot be seen physically but can be measured with certainty. Although teachers have proficiency in digital pedagogy, most of them still have not adopted it.²⁶ It seems that even though the institution has no problem with extrinsic factors and teachers have positive beliefs about MALL that does not mean they will integrate it in the classroom.

Various perceptions regarding the application or use of MALL in the teaching and learning process in schools prompted researchers to examine the beliefs of English teachers towards the use of MALL at MA (Madrasah Aliyah) Nurul Hikmah Banjarbaru. MA Nurul Hikmah Banjarbaru was chosen because in this school the use of MALL is not recommended, while English teachers recommend it. Based on the observations that the researchers made previously, the researchers found that the two English teachers at MA Nurul Hikmah Banjarbaru had a good perception of MALL. However, school policy prohibits the use of MALL in the classroom. This policy is interesting because Curriculum 13 demands a scientific approach (student center-based learning) in classroom activities, which is quite difficult to do with traditional teaching methods and only three hours of English lessons per week. Ideally, schools that can integrate MALL in their teaching and learning activities will find it easier to implement Curriculum 13 in a more effective, efficient, and even fun way, especially in learning English.

Based on the background described above, further research will be conducted on the confidence of English teachers in the use of mobile assisted language learning (MALL) at MA Nurul Hikmah Banjarbaru. The objectives of this research are as follows: To find out the English teacher's beliefs about the use of MALL in the classroom, To find out the implementation of the

²³ S. Prestridge, *The Beliefs behind the Teacher That Influences Their ICT Practices*, 2011.

²⁴ H. Drenoyianni and I. Selwood, "Conceptions or Misconceptions? Primary Teachers' Perceptions and Use of Computers in the Classroom," *Education and Information Technologies* 3, no. 2 (1998).

²⁵ P. Ertmer, "Teacher Pedagogical Beliefs: The Final Frontier in Our Quest for Technology Integration," *Educational Technology, Research and Development* 53, no. 4 (2005).

²⁶ P. Scrimshaw, *Enabling Teachers to Make Successful Use of ICT*, 2004.

English teacher beliefs in the use of Mobile Assisted Language Learning (MALL) in learning English at MA Nurul Hikmah, To find about the challenges that teacher at MA Nurul Hikmah Banjarbaru faced when implementing their beliefs about using MALL in the classroom.

RESEARCH METHODS

This research used qualitative research and the case study method. Qualitative research is a type of study that observes the relationship between quality, material, situations, or activities.²⁷ Krathwoh stated that "qualitative research" is a study that describes a phenomenon or case in sentences instead of numbers. In other words, the data of qualitative research is presented in description form. The main goal of qualitative research is to provide a complete and detailed description of one topic, as Miriam stated that the final product of qualitative research is highly descriptive. This design is not just about "what" people think but also demands an explanation of "why" they think so. John W.²⁸ also stated that qualitative research is the best option for research that is focused on the exploration of problems. The qualitative approach was chosen by the researcher because the goal of this study is to provide a detailed description of English teachers' attitudes toward the use of mobile devices in the classroom.

This research used the case study method. A case study is an empirical investigation of a contemporary phenomenon in depth and real-life context, especially when the relationship between phenomena and reality has not been proven. Yin (2009) Some of the cases that can be investigated using a case study are decisions, individuals, organizations, processes, programs, neighborhoods, institutions, and events.²⁹ Ary et al.³⁰ also stated that a case study focuses on a single unit to produce an in-depth description that is rich and holistic; the unit can be an individual, a group, a site, a class, a program, a policy, a process, an institution, or a community. The researcher chose the case study method because this research is about to investigate and dig deeply into the English teachers' beliefs towards the use of mobile devices in the classroom. The data sources for this research can be collected through interviews, observation, and documentation.

The participant or subject that will take part in this study is MA Nurul Hikmah Banjarbaru, an English teacher. There are two English teachers in this school, and the researcher will take them both as participants since their position in the school is equal. Both teachers have been teaching in MA Nurul Hikmah since their early teaching career, which was about 12 years

²⁷ J. R. Fraenkel et al., *How to Design and Evaluate Research in Education*, 8th ed. (The McGraw-Hill Companies, Inc., 2012).

²⁸ C. John W., *Education Research, Planning, Conducting, and Evaluating Qualitative & Quantitative Approaches* (Sage Publication, 2008).

²⁹ R. K. Yin, *Case Study Research: Design and Method* (Sage Publication, 2009).

³⁰ D. Ary et al., *Introduction to Research in Education* (Wadsworth Cengage Learning, 2010).

ago. This means that they have known the condition of the school for a long period of time. They both attended curriculum training and use mobile devices in their daily teaching activities to complete the teaching materials. The investigation will focus on English teachers' beliefs towards the utilization of MALL in the classroom.

MA Nurul Hikmah Banjarbaru is the site of the research. The researcher conducts research in this place since it is considered an average-level high school (accreditation B). This kind of high school has no appropriate technical equipment to support the efficiency of English teaching. Infocus, wifi, television, and speakers are a few examples. So, the researcher is willing to find out if they allow the students to use mobile devices to achieve teaching and learning goals.

The term data can be defined as the kinds of information that researchers get from the participants when they conduct the research.³¹ The focus of this study is the English teachers' beliefs towards the utilization of MALL.

In this research, the source of data is primary data that the researcher directly collected from observation and semi-structured interview questions that will be answered by the English teachers as the participants. Secondary data will be used to support the primary data. In this research, the secondary data will be taken from the text book and lesson plan that English teachers used in MA Nurul Hikmah.

To collect the data, the researcher will use interview, observation, and documentation. Ary et al.³² stated that interviews are used to gather data from people about their opinions, beliefs, and feelings about a situation in their own words. They may provide information that cannot be obtained through observation or can be used to verify observations.

In this case, the observation was conducted by observing students' behavior during teaching and learning. The researcher's role in the observation was that of a non-participant. He observed all of the students in class X, especially the eleven participants who had an interview with the writer before. Furthermore, the observation was used to find out when students were likely to feel anxious and in what situations those feelings might be triggered in English class.

The source of the document comes from the school. Researchers collected some data about school profiles, number of students, MALL used in the learning process, and others. The document also assists researchers in determining the type of MALL used so the combination of interviews and documents completes both.

³¹ Fraenkel et al., *How to Design and Evaluate Research in Education*.

³² Ary et al., *Introduction to Research in Education*.

Based on qualitative data analysis by Miles, M. B. and Huberman³³. Data analysis technique is divided into three categories. They are data reduction, data display and data verification. the first step is data reduction, such as summarizing, coding, and teasing out themes.³⁴ The second step is data display. In this stage the data is organized into a pattern of relationship. The second step is data display. In this stage the data is organized into a pattern of relationship.

Triangulation is a technique for data validation. Sutopo stated that triangulation is a method to validate the trustworthiness of data by using external material as a comparison, checker, or justification. There are four types of triangulation: data triangulation, methodological triangulation, theoretical triangulation, and investigatory triangulation. In this research, the researcher will use data triangulation.

RESULTS AND DISCUSSION

English Teachers' Beliefs about the Use of MALL

Based on the findings of the interview, the perspective of English teachers at MA Nurul Hikmah regarding their general views on the use of MALL in teaching and learning activities was that the use of MALL was very helpful, especially in the era of the COVID-19 pandemic, where the learning process must be done online. As the statement:

“Some time ago, during the pandemic, schools conducted online learning. The use of MALL is very helpful in the process of learning and teaching activities” (T1, L2, GPT).

Another teacher conveys that in this digital era, MALL really supports students in the learning process; for example, the students who are too lazy to carry the dictionary can open the dictionary on their smartphones. As the statement:

“The application of MALL really supports the student learning process in the digital era, students who are lazy to carry a dictionary can open a dictionary via their smartphone”. (T2, L2, GPT).

Moreover, the teacher also talked about the impact of implementing MALL in the classroom. Based on the teachers' statement, there are positive and negative impacts to implementing MALL in the classroom. The positive impact is that the use of MALL can help teachers and students find information easily, and teachers can use different methods to keep students from getting bored. The negative impact of MALL is that it can cause jealousy in students

³³ M. B. Miles and A. M. Huberman, *Qualitative Data Analysis: A Source Book or New Methods*, 2nd ed. (Sage Publication, 2004).

³⁴ Miles and Huberman, *Qualitative Data Analysis: A Source Book or New Methods*.

who do not have smartphones, and students frequently open applications during class hours that are unrelated to the material presented. As the statement:

“The positive impact is that if you use MALL (in this case a smartphone) it helps teachers and students to find the information they need more easily, teachers also teach not only using the lecture method and children don't get bored quickly. The negative impact is that there can be envy from other students who do not have smartphones. Then another negative impact is that sometimes students use their smartphones not only to study in class but also to open other applications that deviate from learning problems”. (P T1, L4-L5, IMT).

However, other teachers argue that the impact of using MALL is more than just the negative impact he conveys. Based on the teacher statement, the use of MALL only made students unfocused and kept them busy with their smartphones. As the statement:

“In my opinion, the impact of using MALL is that students in the class are less focused when the teacher explains in front of the class. Students are more focused on their respective smartphones”. (T2, L4, IMT).

Interview about the impact of implementing MALL was the ease of learning and teaching in the classroom. The negative impact is that it can cause jealousy in students who do not have smartphones, and students often open applications during class hours outside of the material presented. The positive impact is that if you use MALL (in this case, a smartphone), it helps teachers and students find the information they need more easily; teachers also teach more than just using the lecture method; and children don't get bored quickly. The negative impact is that there can be envy from other students who do not have smartphones. Another negative impact is that students sometimes use their smartphones not only to study in class but also to open other applications that divert their attention away from learning problems. However, other teachers argue that the impact of using MALL is more than just the negative impact he conveys. She said the use of MALL only made students unfocused and kept them busy with their smartphones. The impact of using MALL is that students in the class are less focused when the teacher explains in front of the class. Students are more focused on their respective smartphones.

The implementation of English Teacher Belief in the Use of MALL

English teachers have implemented the use of mobile assisted language learning (MALL) in learning English at MA Nurul Hikmah. Based on the results of interviews regarding the application of MALL in the classroom, teacher MA Nurul Hikmah has already applied it to learning. Through the application of MALL in the classroom, it makes the learning atmosphere more interesting and more enjoyable, particularly with the use of dictionaries on smartphones and other applications. As the statement:

“Once. Learning is very interesting”. (T1, L7, MBT)

“Once, indeed learning went smoothly especially for the use of dictionaries and so on. However, it must always be monitored”. (T2, L6,MBT).

However, the implementation of the use of MALL at MA Nurul Hikmah Banjarbaru in the classroom still considers some factors. One of them is school regulations that prohibit students from bringing smartphones to class. Handphones are only permitted during specific hours or subjects, and only when required by the teacher. As the statements:

“Yes.. It's because of school regulations that don't allow children to bring handphones to school. Unless there is permission from a teacher in the field of study who requires a handphones for learning”. (T1, L8, INT)

“Because there are still many considerations for using handphone in class. Maybe only certain hours or certain subjects are allowed to use handphones”. (T2, L9, INT).

Based on the results of interviews regarding the application of MALL in the classroom, MA Nurul Hikmah has already applied it in some cases. Through the application of MALL in the classroom, it makes the learning atmosphere more interesting and more enjoyable. However, there are still many factors to consider when using MALL in the classroom, particularly at MA Nurul Hikmah, because students are not permitted to bring cellphones to school.

In addition to interviews, researchers also made observations to determine the learning process in the classroom at MA Nurul Hikmah. The following is a checklist of the observations made:

Table 1. *Checklist Observation*

No	Observation Items	Implementation		Notes
		Yes	No	
Pre-activities				
1	The teacher greets the students before the lesson begin	√		In this section the teacher greets students before learning begins and prays to read a short Surah in the Al-Quran before learning.
2	The teacher gives students learning objectives that are required in the teaching and learning process.	√		In this section, the teacher explains the objectives before starting the Lesson.

While-activities		
3	The teacher asks some leading questions related to the material as a warming up.	√
		In this section, the teacher asks the students. What will be studied today.
4	The teacher explains the material and uses MALL in learning activities.	√
		In this section, the teacher explains the English material being studied. After that the teacher asked the students whether they had used MALL in learning after that the teacher asked the students to enter the site to translate the English text into Indonesian (online dictionary).
5	The teacher asks students to do an English assignment using an online English dictionary on their smartphone.	√
		-
6	The teacher asks students to look for categories of material being studied.	√
		In this section, After students learn to use MALL, the teacher asks students to return to the categories that will be studied.
Post-activities		
7	The teacher asks students to repeat the material that has been taught.	√
		In this section, the teacher does not ask students to repeat the material that has been given.
8	The teacher asks students to answer several open-ended questions about the material they have just learned.	√
		In this section, the teacher gives open questions to students about the material they have just learned to find out how far the students have understood the material being taught.

Based on the results of observations made at MA Nurul Hikmah, it is known that English teachers have implemented MALL in the learning process in the classroom. In English lessons, MALL is used by teachers and students to search for the material being studied and to access an online English dictionary.

The Challenge of teacher in applying the Implementing the Use MALL in The Classroom

The challenge faced by English teachers in implementing MALL is that they cannot leave students using their own smartphones, and students are difficult to manage. If the teacher wants to use the MALL only during certain hours and it is well prepared for use in the teaching and learning process. As the statements

“The challenge must be as much as possible the role of the teacher in using MALL in the classroom because students cannot be left free to use smartphones without supervision from the teacher”. (T1, L13, NMM).

“Students who are difficult to manage in the learning process by using smartphones, learning wrongly can become chaotic. Therefore, the challenge is that the use of MALL in the classroom must only be at certain hours and be well prepared if you want to apply MALL in the teaching and learning process”. (T2, L12, NMM).

The teachers also convey that MALL needs to incorporate into the teaching and learning process at school. MALL should be implemented in the school because of the development of science and technology nowadays was very advanced. As the statements

“Actually it is necessary, with the development of science and technology today which is very advanced. But it all goes back to the school's decision regarding the existence of these regulations and teachers not only use smartphones but other equipment that supports learning. Like in a laboratory room”. (T1, L13, NMM)

“yes. if needed, but there are still package books that can help if the smartphone is not available and when the internet network is low”. (T2, L12, NMM).

However, in addition to the challenge of implementing MALL in the classroom, teachers have hopes and wishes for the use of MALL in the classroom. The teacher hopes that MALL can be used at least occasionally because it allows children to learn more quickly and avoid boredom. Student can also use smartphones wisely. The use of smartphones for students hopes only for learn, not for other functions such as selfies or playing games. As the statements

“Actually want, for the child to get information faster and help the child not get bored quickly. Even if you don't fully use MALL, you can at least occasionally use the media”. (T1, L15, TEM).

“Students can use smartphones wisely, that's all, it's time to learn to use smartphones, just for studying, not for selfies or playing games”. (T2, L14, TEM)

Based on the results of interviews regarding the challenges in implementing MALL at MA Nurul Hikmah, it can be explained that the English teacher at MA Nurul Hikmah is very supportive of the use of MALL in schools. However, the use of MALL during class hours is sometimes misused

by students for taking selfies or playing games so that they do not focus on studying. MALL does need to be implemented in schools, but with extra supervision from the subject teachers at that time.

Discussions

The teacher belief about the use of Mobile Assisted Language Learning (MALL) media is very widespread in society, including among high school students. There are almost no high school students who do not use MALL media such as mobile phones, laptops, tablets, iPads, and others in their daily lives, including at the school where they study. The findings of this study revealed that English teacher belief about the use of MALL is really helpful and very supportive of students' learning processes. Thus, the results of the study are in accordance with several studies that mention that MALL also plays a very big role in supporting students or students learning foreign languages such as English. Students can record or download English stories from the internet and listen to them to practice their listening skills; students can download scientific articles from the internet into their laptops to practice improving their reading skills; students can send short message services (SMS) or an email message in English to someone who can speak English both at home and abroad to practice improving their writing skills; students can call someone in English to practice improving their speaking skills; and students can call someone in English to practice improving their writing skills. This means that a lot of learning and practicing English activities can be done by a student using the materials they have at a cost that is not too expensive.

The findings of this study also revealed that MALL was already used in learning process. This result of study is in line with study by Rank, et al who mentions that MALL is very commonly used in the teaching and learning process of English at school and outside of school. However, according to Rank et al. There is still a lot of research that needs and can be done to make MALL more effective, efficient and fun to use in the English learning process, both for use in the classroom and outside the classroom as an additional or extra activity for students. The use of MALL provides various facilities as well as learning media with audio or sound facilities, images or pictures, video or moving images, and can be used interactively, facilities that cannot be provided by other media such as cassette players, video players, television, telephone, computers and others. The variety of facilities that can be used by using MALL makes the learning process much more interesting, authentic, interactive and real.

This study also revealed the challenge faced by English teachers in implementing MALL in the classroom. The challenge was it needs of awareness of teacher and students about the concept of MALL. This result finding is accordance with Sad and Goktas, who suggest that there is an urgent need to increase awareness among student teachers in regard to the concept of m-learning. The teachers need to be the important role in classroom in using MALL, because teacher has to

monitor students in using mobile phone. The teacher cannot leave students using their own smartphones and students are difficult to manage. Students who are difficult to manage in the learning process by using smartphones, learning wrongly can become chaotic. Therefore, the challenge is that the use of MALL in the classroom must only be at certain hours and be well prepared if you want to apply MALL in the teaching and learning process.

CONCLUSIONS

This study used a qualitative case study approach to collecting the data. Researchers obtained data by means of observation and interviews. Based on the findings in this study, it can be concluded that the English teachers' beliefs about the use of MALL are really helpful and supportive of students' learning processes. Even in the implementation of MALL, there are positive and negative impacts on the learning process, but the teacher believes that the learning that can be done becomes easier in helping students understand the material. MALL, as part of the technological advances used in this learning activity, can function as an educational application that can support and facilitate the teaching and learning process of English in the classroom.

The use of MALL in the classroom was already implemented by the English teacher at MA Nurul Hikmah Banjar Baru. Through the application of MALL in the classroom, it makes the learning atmosphere more interesting and more enjoyable. However, using MALL in the classroom still necessitates adherence to the school's MA Nurul Hikmah Banjar Baru regulations.

In addition, the challenge faced by the English teacher with the use of MALL in the classroom is the need for awareness among the teacher and students about the concept of MALL. In order for students not to misuse the function of MALL, the teacher must supervise their use. However, for the use of MALL in the learning process in schools, the role of the teacher becomes very important.

Suggestions that can be conveyed in this research are as follows: It is recommended for teachers develop the use of MALL in the classroom continuity with various learning materials to make the learning process more enjoyable, variety, and innovative. It is hoped that the future of MALL implementation will exploit the communication and multimedia affordances of mobile devices in ways that support collaborative, task-based learning both within and outside of the classroom. It is recommended for school to consider better regulations about the use of MALL in classroom because the rapid development of technology is more advanced. future research is needed to identify good methods for adopting and using MALL as a formal tool, as there is a distinct lack of knowledge in how this can be done.

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