

**Mobile Assisted Language Learning (MALL):
Exploring the Students' Experience on Listening Activities**

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Submitted: 21-11-2022

Accepted: 12-12-2022

Published: 01-02-2023

Abstrak

Dampak dari pandemi Covid-19 membuat kegiatan belajar mengajar harus diterapkan secara terintegrasi dengan teknologi. Mobile Assisted Language Learning (MALL) merupakan metode yang saat ini semakin populer akibat dampak tersebut, dimana segala sesuatunya menjadi sederhana dengan penggunaan perangkat seluler. Penelitian ini bertujuan untuk mengeksplorasi penggunaan Pembelajaran Bahasa berbasis Seluler dalam kegiatan menyimak mahasiswa terutama dalam pengalaman belajar. Penelitian ini juga bertujuan menyelidiki penggunaan berbagai aplikasi dan sumber belajar yang dapat diakses oleh mahasiswa. Selain itu juga memberikan gambaran tentang pengalaman mahasiswa dalam menggunakan aplikasi pada kegiatan menyimak yang dianggap sebagai bagian dari kegiatan pembelajaran yang terintegrasi dengan Pembelajaran Bahasa berbasis Seluler dalam prosesnya. Penelitian merupakan penelitian deskriptif kualitatif dengan partisipan berjumlah 33 mahasiswa Jurusan Bahasa Inggris yang mengambil mata kuliah menyimak. Kuesioner digunakan sebagai instrumen pengumpulan data yang disebar dengan menggunakan Google form. Hasil penelitian memperlihatkan bahwa Pembelajaran Bahasa berbasis Seluler mendukung kegiatan menyimak siswa melalui beberapa aplikasi yang direkomendasikan. Sebagian besar mahasiswa mendapatkan pengalaman belajar yang lebih baik dalam kegiatan menyimak melalui latihan yang didapatkan dari aplikasi yang mereka gunakan. Artinya, Pembelajaran Bahasa berbasis Seluler menghadirkan pengalaman belajar yang luar biasa pada aktivitas menyimak mahasiswa. Oleh karena itu, dapat disimpulkan bahwa Pembelajaran Bahasa berbasis Seluler mendukung kegiatan menyimak mahasiswa melalui beberapa aplikasi yang direkomendasikan.

Kata kunci: *pembelajaran bahasa berbasis seluler, perangkat seluler, aplikasi pembelajaran bahasa, kegiatan menyimak*

Abstract

The impact of Covid-19 disease requires the educational process have to be implemented in an integrated way with technology. Mobile Assisted Language Learning (MALL) as the recent methods becomes more popular because of these, where everything can be simplified by using mobile devices. This research aims at exploring the use of Mobile Assisted Language Learning (MALL) on students' listening activities especially related to their leaning experience. This research investigated the use of various applications and learning resources that can be accessed by students by themselves. It also gave a description about the students' experience in using the applications on their listening activities which is considered as learning activity that is integrated Mobile Assisted Language Learning (MALL) on the process. This study was designed as descriptive quantitative research. The participants involved in this study were 33 English Department students who taken listening subject. Questionnaire was used as instrument in collecting the data in this stud, and it was distributed by using Google form. It was found that Mobile Assisted Language Learning (MALL) support students' listening activities through several recommended applications. Most of the students got better learning experience on their listening activities through exercises that they got from the applications they used. It means that Mobile Assisted Language Learning (MALL) brings a great learning experience on students' listening activities. Therefore, it can be concluded that Mobile Assisted Language Learning (MALL) support students' listening activities through several recommended applications.

Keywords: *mobile assisted language learning (mall), mobile devices, mobile phones, language learning application, listening activities*

INTRODUCTION

Before the spreading use of mobile devices in teaching and learning activities, both of lecturers and students did listening activities by using computers where it is called as Computer Assisted Language Learning (CALL). When they need to conduct a listening class, they had to make sure the computers and its components working properly. In more classical method, they use tape recorder for this activity which was not effective and less efficient (Henning, 2013). Moreover, Computer Assisted Language Learning (CALL) has been showed as an effective method to enhance students' motivation on their listening skill (Nachoua, 2012).

Mobile Assisted Language Learning (MALL) is considered as a part of e-learning where it deals with the use of mobile technology in language learning process (Rohandi et al., 2017). There are many mobile applications are being developed in order to adjust the technology on teaching and learning process, especially for higher level students who has to have the ability to update it content dynamically in case of changes or updates of the learning materials.

In fact, the growth of technology makes great changes on the process of teaching and learning process where Mobile Assisted Language Learning (MALL) becomes current method that are popular used in innovative language learning. Some researches had been done to show that Mobile Assisted Language Learning (MALL) as a form of technology invention that support the students to learn English in a different technique (Inggita et al., 2019; Nafa, 2020; Nuraeni et al., 2020; Yunita & Ardi, 2022).

There are some studies that have been conducted in order to know about the learners' perception about the use of Mobile Assisted Language Learning (MALL) on teaching and learning process (Fouz-González, 2020; Khan et al., 2021). One of the studies found that the advantages of using MALL give a learning English experience related to facilitation given, saving time and energy, easy theory learning and information access, and improved motivation (Nafa, 2020). Then, the other researcher also showed that students had positive perception and attitude toward mobile phone as the medium on Mobile Assisted Language Learning (MALL) to support classroom activities (Yudhiantara & Nasir, 2017). The students performed in obtaining the benefit of mobile phone to support classroom activities and English learning through several activities. Some of activities that they done are such as using offline dictionary, operating PDF reader, playing audio file and recording their video project using their mobile phone.

The impact of COVID-19 diseases makes the implementing of Mobile Assisted Language Learning (MALL) increased significantly. Most of lecturers and students use technology to support the teaching and learning process. There are various applications on mobile devices that can be used such as Zoom Meeting, Google Classroom, WhatsApp Group, Google Meet, etc., where they also already observed by some researchers. Zoom Meeting is one of applications often used by lecturers in order to conduct the online learning process. Zoom Meeting generates an interactive learning environment with several features which can support the discussion on the process (Putri & Suryaman, 2022). It means that the lecturers and students can interact directly even they are not in the same room. They also can discuss about the material by using the supporting features that are available on the application.

Google Classroom also becomes useful application that helps the lecturers and students in generating the assignments. Through this application, lecturers can give the assignments and check them anytime as long as they are connected to the internet (Sepyanda, 2018). This application makes the assignments become paperless and more effective in time for both the lecturers and students. In other words, it gives beneficial use for the teaching and learning process in any kinds of subject, included on all level of education.

In line with the previous one, there are some mobile applications that can be categorized as parts of Mobile Assisted Language Learning (MALL). They are Zoom Meeting which provides distant conferencing services, Google Classroom which allows the creation of classrooms in distributing and submitting assignments, WhatsApp which allows the students and lecturer get discussion in a group, and Google Translate which helps the students in translating the texts easily (Fathurrahman et al., 2022). Beside the general applications that have been mentioned previously, there are several applications that can support the students in listening activities especially for students in higher education level. There are various potentially effective language learning applications for listening such as many audio or video-uploaded podcasting which also provides listening files and comprehension questions (Kim & Kwon, 2012). Some of the applications are also integrated with other language skills such as speaking, reading and writing.

Listening is one of crucial language skill that should be mastered in every language class, including English. It is one of the main thing in learning languages and it is very significant in language learning because the activity is related to listening to the sound that received by our ears (Kurniawan & Wardah, 2021). The activities in

listening should be supported by media, one of the media can be in form of language learning applications on mobile phones.

There many language learning applications served in mobile phones that commonly listed on Google Play Store where they can be classified into five categories. They are listening apps for practicing only, listening apps with exercises, listening apps with videos, listening apps with news program, and listening apps with games (Aisyah & Ciptaningrum, 2017). It shows that there are many language learning applications that can be used by the students to support their listening activities. They just need to suit the types of applications with their needs in learning.

One of applications that has been observed was English Listening Test App which was used as a teaching medium that aims to know how the application usage influenced students' listening skills (Handayani & Izzah, 2020). Through conducting an experimental research, it was found that the use of the mobile application namely Listening Test App can enhance students' listening comprehension (Handayani & Izzah, 2020). However, there are also some of the mobile applications that considered useful and helpful for the students on their listening activities. Some of them are Duolingo, English Listening and Speaking, Hello English, Learn with Aco, BBC Learning English, FluentU, Rosetta Stone, etc. These applications are considered as applications that help the students in listening practices. Most of the previous studies that do not focus on students' learning experience, meanwhile, it is considered as important thing on learning process (Audina et al., 2020; Hussein et al., 2020; Zhao, 2019).

The present study aimed to explore about the use of Mobile Assisted Language Learning (MALL) on students' listening activities especially related to their learning experience. It investigated the use of various applications and learning resources that can be accessed by students by themselves. It also gave a description about the students' experience in using the applications on their listening activities which is considered as learning activity that integrated Mobile Assisted Language Learning (MALL) on the process.

METHOD

This study used quantitative method which explored about the use of Mobile Assisted Language Learning (MALL) on students' listening activities. This study used questionnaire in collecting the data. This research involved 33 participants which consisted 21 female and 12 male students. They were students of English education department at Universitas Mahaputra Muhammad Yamin and they took listening subject on 2021/2022 academic year.

This study used questionnaire in collecting the data. The respondents have to respond honestly what they feel about the stated statements. The questionnaire consisted of a question related to mobile applications that they used on listening activities. It also consisted of 16 statements that means to explore about their experience on using the mobile application on their listening activities which is considered as part of Mobile Assisted Language Learning (MALL).

In order to accomplish the purpose of the study, there were several procedures implemented to get the data from the participants. First, the procedure in data collection was carried out by distributing questionnaires to respondents with a period of three days. The questionnaire was design on Google form which is the link was shared to the students through WhatsApp Group. Then, the questionnaire was collected. After that, the researcher did the cross-check and then tabulated the data in tables and diagrams.

FINDINGS AND DISCUSSION

Mobile Application Used by the Students on Listening Activities

Mobile phones are usually used by the students to help them their learning process where it helps them to access the knowledge, to practice their ability, and to measure their achievements. There are many applications designed to accommodate the mobile phone users especially for the educational services. One of them is applications designed for listening activities in learning English as foreign language. Many applications can be found in mobile devices to help the students to access the listening sources, to practice their listening ability, and to measure their listening comprehension. The following table shows types of application used by the students on their listening activities.

Table 1. Types of Applications Used by the Students

Types of Applications	Freq.	%
Duolingo	28	20%
Hello English	24	17%
Learn with Aco	26	18%
Cake	22	15%
BBC Learning English	12	8%
FluentU	9	6%
Rosetta Stone	6	4%
Others	16	11%

Based on the Table 1, it can be seen that Duolingo is application most frequently used by the students on their listening activities where 28 students stated that they used the application on their listening activities. Then, it is followed by Learn with Aco (26 students), Hello English (24 students), and Cake (22 students) which are often used by the students as they preferences application. Meanwhile, Rosetta Stone which is only used by 6 students becomes application rarely used on students' listening activities. There are also other kinds applications for listening activities used by the students. The simple explanation can be seen on the following Diagram 1.

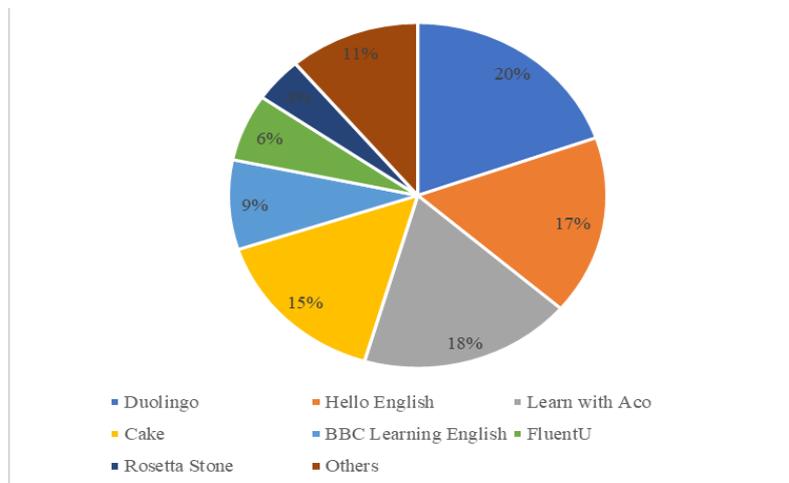


Diagram 1. Types of Applications Used by the Students

Duolingo is language learning application that is most used by the students on their listening activities. Duolingo is a mobile-based language application that uses a combination of visual, audio and questions about a grammar of a language (Habibie, 2020). It also provides listening activities where the students can comprehend their listening ability through several exercise given. Moreover, Duolingo is a free mobile app that is also a web version which statistically categorized as the most popular in the category of Education in Google Play (Nushi & Eqbali, 2017). Beside support the students on listening activities, this application also helps the students on other language skills.

Then, Hello English is also used by the students on their listening activities which may give learners illusion that they know the pronunciation of a word and its meaning, but since they have not used the phrases or the sentences they have learned, their lexical knowledge will only be passive and hard to retrieve (Siregar et al., 2020). Through this application, the students can be fun and enjoy their listening activities. They also did not feel to be enforced in learning English, they felt happy to learn since they are put in an enjoyable situation.

A research had been conducted related to the students' perception about the use of Learn with Aco as application in language learning where the result shown that the students are interested in learning English and they have positive perception on the application (Palangngan & Mulyaningsih, 2019)

Cake is a free language learning application which has fun and short English conversation videos updated every day, so the students can learn English fast and it is completely free (Fitria et al., 2021). This application makes students enthusiastic during learning process and students are able to tell their stories about memorable experience expressively and confidently in their learning activity.

FluentU is an application that consists of authentic materials such as: news, dialogues, public speaking talks, motivational videos which can support the students in English learning. (Altynbekova & Zhussupova, 2020). FluentU takes authentic content and turns it into language learning lessons. It also supports the students in listening activities through materials provided on the apps because it has a lot of interesting, unadoped English videos, including cartoons, music videos, movie trailers and others.

Rosetta Stone able to make the students more active in learning activities, especially on listening skill (Puspitasari, 2020). Through the research that had been conducted, the use of Rosetta Stone made the students feel happy, active, relaxed, more confident, and increases students' learning motivation in the teaching and learning process. In other words, this application is recommended to be used in order to support students' listening activities.

Rosetta Stone is a language learning software which is presented as one of fascinating and possible media to be used to develop or enhance student's listening comprehension skill. This learning application can be categorized as Mobile Assisted Language Learning (MALL) program by Rosetta Stone Inc, the application uses pictures, sound, and text to teach words, listening, and grammar through spaced repetition. With Dynamic Immersion, the students will be bounded with words, images, and the voices of native speakers. (Kurniawan & Wardah, 2021).

There are many other useful and interesting mobile application that can be used in listening activities besides applications above. One of them is Beelinguapp which can be compared with other English learning applications is that this application uses the concept of story-telling. The students can learn to read a story in English, then they can

create the story in their own words. Besides that, there is also a karaoke-style feature that allows students to read while listening to the pronunciation of the word being read. Then, there is also other application that is formed of game such as Memrise. This application helps the student in language learning through games which is fun and interesting.

The students need to explore by themselves in order to get the suitable application that can support the students' listening activities. They have to try and check whether the application is really helpful or not if compared with other applications. They also need to consider the strength and weakness of the applications.

Students' Experience on Using the Mobile Applications on Listening Activities

Based on data got from the questionnaire, the students got more experiences through mobile applications that they used on listening activities. The questionnaire concerns about the students' view toward MALL on listening activities, their experience in using the mobile applications, how they use the applications, and their effort related to similar applications. The finding based on the questionnaire on each statement can be illustrated the following.

Table 2. Students' Experience on Using the Applications

No	Statements	SA	A	N	D	SD
1	Mobile Assisted Language Learning (MALL) brings a better experience on my listening activities.	73%	15%	6%	3%	3%
2	Mobile Assisted Language Learning (MALL) is more flexible to be used than computer devices.	88%	9%	3%	0%	0%
3	Mobile Assisted Language Learning (MALL) encourages my learning motivation on listening subjects.	67%	21%	6%	3%	3%
4	Mobile Assisted Language Learning (MALL) increases my learning habits positively.	73%	12%	9%	3%	3%
5	The mobile applications as a part of Mobile Assisted Language Learning (MALL) help me on listening activities.	88%	9%	3%	0%	0%
6	The mobile applications as a part of Mobile Assisted Language Learning (MALL) support me on doing exercises on listening.	85%	9%	6%	0%	0%
7	The mobile applications as a part of Mobile Assisted Language Learning (MALL) are very interesting to be used in listening activities.	79%	9%	6%	3%	3%
8	The mobile applications as a part of Mobile Assisted Language Learning (MALL) improve my listening comprehension.	82%	12%	3%	3%	0%
9	I use the mobile applications that support my listening activities more often rather than other kinds of mobile applications.	18%	24%	36%	12%	9%

10	I use the mobile applications more often rather than social media to support my listening activities.	24%	18%	36%	15%	6%
11	I prefer to use the mobile applications independently than listening to material given by lecturer.	85%	9%	3%	3%	0%
12	I prefer to use the mobile applications than listening to applications served on computer.	76%	15%	6%	3%	0%
13	I able to use the mobile applications independently on my listening activities.	91%	6%	3%	0%	0%
14	I explore actively more mobile applications that can be useful on my listening experiences.	36%	30%	15%	12%	6%
15	I usually recommend my friends to use the mobile applications that I think can support their listening activities.	42%	21%	12%	15%	9%
16	I usually compare the mobile applications that I ever used with the newest applications to get better experiences on my listening activities.	33%	42%	12%	6%	6%

Based on the Table 2, the first point that can be generally determined that the students have positive views about the use of Mobile Assisted Language Learning (MALL) on their listening activities. It can be generalized from the 4 statements that show the students' responds about their view on the use of MALL. First, most of the students show their agreement that Mobile Assisted Language Learning (MALL) brings a better experience on their listening activities where 24 students (73%) are strongly agree, 5 students (15%) are agree, 2 students (6%) are neutral, 1 student (3%) is disagree, and 1 student (3%) is strongly disagree. Second, most of them also think that Mobile Assisted Language Learning (MALL) is more flexible to be used than computer devices that are absolutely not moveable like mobile devices where 29 students (88%) are strongly agree, 3 students (9%) are agree, 1 student (3%) is neutral, and no student (0%) is disagree and strongly disagree. Third, it also found that Mobile Assisted Language Learning (MALL) is thought can encourages their learning motivation on listening subjects where 22 students (67%) are strongly agree, 7 students (21%) are agree, 2 students (6%) are neutral, 1 student (3%) is disagree, and 1 student (3%) is strongly disagree. Fourth, most of the students also have positive responses about the use of Mobile Assisted Language Learning (MALL) that positively can increase their learning habits where 24 students (73%) are strongly agree, 4 students (12%) are agree, 3 students (9%) are neutral, 1 student (3%) is disagree, and 1 student (3%) is strongly disagree.

It is also recognized that students have positive experiences in using the mobile applications on their listening activities which is considered from 4 statements. First, most of the students thinks that mobile applications as a part of Mobile Assisted Language Learning (MALL) are helpful on their listening activities where 29 students (88%) are strongly agree, 3 students (9%) are agree, 1 student (3%) is neutral, and no student (0%) is disagree and strongly disagree. Second, the students think that mobile applications as a part of Mobile Assisted Language Learning (MALL) support them on doing exercises on listening where 28 students (85%) are strongly agree, 3 students (9%) are agree, 2 student (6%) is neutral, and no student (0%) is disagree and strongly

disagree. Third, most of the students are positively agree that mobile applications as a part of Mobile Assisted Language Learning (MALL) are very interesting to be used in listening activities where 26 students (79%) are strongly agree, 3 students (9%) are agree, 2 students (6%) are neutral, 1 student (3%) is disagree, and 1 student (3%) is strongly disagree. Fourth, most of them also think that mobile applications as a part of Mobile Assisted Language Learning (MALL) can improve their listening comprehension where 27 students (82%) are strongly agree, 4 students (12%) are agree, 1 student (3%) is neutral, 1 student (3%) is disagree, and no student (0%) is strongly disagree.

Related to their preferences on using mobile application on their listening activities are not showed the high percentages like the previous statements. First, there are 6 students (18%) strongly agree and 8 students (24%) agree that the use mobile applications support their listening activities more often rather than other kinds of mobile applications. The rest of them show that 12 students (36%) are neutral, 4 students (12%) are disagree, and 3 students (9%) are strongly disagree. Second, there are 8 students (24%) strongly agree and 6 students (18%) agree that they use mobile applications more often rather than social media to support their listening activities. The others show that 12 students (36%) are neutral, 5 students (15%) are disagree, and 2 students (6%) are strongly disagree. In contrast, the third statement show that most of the students prefer to use mobile applications independently than listening to material given by lecturer in the learning process where 28 students (85%) are strongly agree, 3 students (9%) are agree, 1 student (3%) is neutral, 1 student (3%) is disagree, and no student (0%) is strongly disagree. On the next statement, the students also most prefer to use the mobile applications than listening to applications served on computer where 25 students (76%) are strongly agree, 5 students (15%) are agree, 2 students (6%) are neutral, 1 student (3%) is disagree, and no student (0%) is strongly disagree.

It was found that 30 students (91%) shows that they are really able to use the mobile applications independently on their listening activities. It means that almost all of the students know how to use the mobile application without any instruction from the lecturers. It is totally different with their effort related to the use of mobile application. It is 12 students (36%) who truly actively explore more mobile applications that can be useful on their listening experiences, there are 10 students (30%) are actively explore. The others show 5 students (15%) are neutral, 4 students (12%) are disagree, and 2 students (6%) are strongly disagree in exploring it. Then, there are 14 students (42%) who are strongly agree and 7 students (21%) who are agree about recommending their friends to use the mobile applications that they think can support their listening activities. The rest of them, 4 students (12%) are neutral, 5 students (15%) are agree and 3 students (9%) are strongly disagree in giving the recommendation to their friends. Lastly, there are 11 students (33%) are strongly agree and 14 students (42%) are agree about comparing the mobile applications that they ever used with the newest applications to get better experiences on their listening activities. The others, it is found that only 4 students (12%) are neutral, 2 students (6%) are disagree and 2 students (2%) are strongly disagree related to the statements in comparing the mobile applications.

It was found that Mobile Assisted Language Learning (MALL) support students' listening activities through several recommended applications. Most of the students got better learning experience on their listening activities through exercises that they got from the applications they used. It means that Mobile Assisted Language Learning (MALL) brings a great learning experience on students' listening activities.

This finding is different from the students' response in UAE (Hussein et al., 2020). The students in UAE require the improvement for future online learning experiences. The problems may happen if the teachers do not consider students style and preferences in learning activity. Moreover, this finding also adds the information that learning resource that supported by technology should consider students' learning experience too (Yunita & Ardi, 2022).

The involvement of technology, especially mobile phone in learning activities can help developing students' learning achievement (Nuraeni et al., 2020). In other words, the applications served on students' mobile phone can be used optimally rather than only for communication or networking. It may help the students on their learning activities. Then, lecturers also need to recognize the potentials and practices of mobile devices for language learning (Inggita et al., 2019).

Listening is an activity in language learning that need more practice which should be supported with appropriate media. This also found in Yemen (Ahmed & Qasem, 2019). The development of technology makes the students get easiness in getting the sources and media that can support their listening experiences. They do not have to wait the materials and exercises given by the lecturers. They can find it independently, especially most all of the students have mobile phones that support them to get the language learning applications that can be easily downloaded on Google Play Store. In addition, through the rapid development of technology in the 21st century, students get easiness in finding various types of listening material on the internet that is freely accessed anytime and anywhere (Nursyarah et al., 2019).

Both of lecturers and students need to be more active and dynamic on getting familiar with applications that may help on listening activities. There is a need to get more conscious with the development of technology in order to make a better learning process. English language learning, especially listening skill, can be more flexible within Mobile Assisted Language Learning (MALL). It makes listening activities can be learnt in a more meaningful and authentic environment besides integrating with the other language skills.

CONCLUSION

The implementation of Mobile Assisted Language Learning (MALL) in listening activities grow significantly where the students maximize the use of applications on their mobile phones. Especially in listening activities, Duolingo, Learn with Aco and Hello English become applications that mostly used by the students to support their learning activities and give a better learning experience. The applications do not make them become depended on material given by the lecturers. They can find and gain other application and sources by using their mobile phones. Moreover, the role of MALL as a subset of e-learning where it deals with the use of mobile technology in language learning, make teaching and learning process should be integrated with the use of mobile devices optimally. Then, the students got more experiences through mobile applications that they used on listening activities. However, the limited applications observed becomes the weakness of this study. Therefore, future studies about Mobile Assisted Language Learning (MALL) can be gained through analyze the use of applications such as Duolingo, English Listening and Speaking, Hello English, Learn with Aco, BBC Learning English, FluentU, or Rosetta Stone on students' listening activities.

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