

**INVESTIGATING MOBILE-ASSISTED PEER AND
TEACHER FEEDBACK IN ENHANCING EFL
PRONUNCIATION**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Bachelor of Education
in English Education Department



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SEMARANG
2025**

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ABSTRACT

Title : Investigating Mobile-assisted Peer and Teacher
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Pronunciation in English as a foreign language (EFL) learning is often a challenge for students, especially due to time and attention constraints in providing immediate feedback. With the advancement of technology, mobile devices offer a flexible alternative and support independent learning. This study aims to investigate mobile-assisted peer and teacher feedback in enhancing EFL students' pronunciation, as well as explore their responses and experiences to the use of mobile-assisted feedback. The participants of this study consisted of 35 students, 14 male and 21 female, and 1 English teacher at MTs Negeri 2 Semarang City. This study used descriptive qualitative method with data collection techniques through semi-structured interviews. Data were analyzed using thematic analysis. Two main themes emerged: (1) mobile-assisted feedback in enhancing pronunciation, including clearer correction, repeated access, and increased awareness, and (2) student and teacher responses, including emotional comfort, independent learning, and technical challenges. Findings show that mobile-assisted feedback helped students enhance pronunciation accuracy, confidence, and learning autonomy. Teachers found it practical and effective. Despite minor technical issues, responses were largely positive. This study highlights the value of combining teacher and peer feedback through accessible mobile tools.

Keywords: *Mobile-assisted Feedback, Peer Feedback, Teacher Feedback, Pronunciation*

MOTTO

“Allah tidak akan membebani seseorang melainkan sesuai dengan kesanggupannya”
(QS. Al – Baqarah 2:286)

“Setetes keringat orang tuaku yang keluar, ada seribu langkahku untuk maju.”

“God has perfect timing, never early, never late. It takes a little patience and it takes a lot of faith, but it’s a worth to wait.”

“It will pass, everything you’ve gone through, it will pass.”
(Rachel Venya)

“Hidup bukan saling mendahului, bermimpilah sendiri-sendiri.”
(Bagaskara Putra)

DEDICATION

The researcher respectfully dedicates this thesis to her beloved family, the English Education lecturers, mentors, friends, and partners who have provided continuous support, sincere guidance, and meaningful companionship throughout the academic journey.

This dedication is also extended to all those who, in ways both seen and unseen, have contributed to the researcher's personal and academic growth along the way.

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Semarang, 13 June, 2025

The writer,



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TABLE OF CONTENT

THESIS STATEMENT	i
ADVISOR NOTE	ii
RATIFICATION.....	iii
ABSTRACT	iv
MOTTO.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENT	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xiii
LIST OF APPENDIXES.....	xiii
CHAPTER I INTRODUCTION.....	1
A. Research Background.....	1
B. Research Question.....	6
C. Research Objectives	6
D. The Significance of the Study	7
E. Limitations of the Study	8
CHAPTER II THEORITICAL REVIEW	9
A. Previous Research	9
B. Mobile-Assisted Language Learning (MALL)	18
C. Peer and Teacher Feedback.....	22
Feedback.....	22
Peer Feedback.....	26

Teacher Feedback.....	31
Conceptual Framework	34
CHAPTER III RESEARCH METHOD	37
A. Research Design.....	37
B. Participants of Research	38
C. Instrument.....	38
D. Data Collection.....	41
E. Data Analysis	43
CHAPTER IV FINDING AND DISCUSSION.....	53
A. Research Findings	53
1. Mobile-assisted Peer and Teacher Feedback in Enhancing Pronunciation	53
2. Students and Teacher Respond Of Mobile-assisted Feedback.....	66
B. Discussion	81
CHAPTER V CONCLUSION AND SUGGESTIONS	86
A. Conclusion.....	86
B. Suggestions.....	88
REFERENCES	80
APPENDIXES	1
APPENDIX 1. Interview Questions	1
APPENDIX 2. Transcript of Interview	3
APPENDIX 3. Table	22
APPENDIX 4. Documentation.....	46
CURRICULUM VITAE	62

LIST OF TABLES

Table 1. <i>Familiarization the Data for students</i>	46
Table 2. <i>Familiarization the Data for Teacher</i>	48
Table 3. <i>Initial Code Generation for Student</i>	51
Table 4. <i>Initial Code Generation for Teacher</i>	52

LIST OF FIGURES

Figure 1 Conceptual Framework	36
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LIST OF APPENDIXES

- Appendix 1.** Interview Questions for Students and Teacher
- Appendix 2.** Transcript of Interview
- Appendix 3.** Table of Findings
- Appendix 4.** Documentation of the Interviews

CHAPTER I

INTRODUCTION

A. Research Background

Mobile-assisted peer and teacher feedback plays an important role in enhancing EFL pronunciation skills. Advances in technology, particularly mobile-assisted tools, have reshaped the pedagogical landscape for teaching pronunciation. Research demonstrates that mobile applications equipped with automatic speech recognition (ASR) technology can significantly enhance EFL learners' pronunciation (Dai & Wu, 2023; Sun, 2023). These applications not only provide immediate and personalized feedback, which is crucial for pronunciation improvement, but also allow learners to practice independently, facilitating more frequent engagement with phonetic exercises (Dai & Wu, 2023; Nur Ardini et al., 2024).

One study indicates that the integration of artificial intelligence in mobile apps effectively engages learners, leading to improved interactional competence and pronunciation skills (Nur Ardini et

al., 2024). The portability of these technologies allows learners to practice their pronunciation in varied contexts beyond traditional classroom settings, thus promoting continuous learning and self-paced progression (Dai & Wu, 2023; Phuong, 2022). The use of mobile applications enables students to have access the learning materials anytime and anyplace, as well as interact with their peers and teachers through features such as voice recording, video, and text.

High engagement in learning through mobile applications or online tools has been linked to improvements in pronunciation skills, suggesting a beneficial model that incorporates both peer and teacher feedback through technology (Duong, 2022). This supports the notion that technology can bridge gaps in pronunciation instruction, particularly in environments where traditional methods have faltered (Nguyen & Newton, 2020). The significance of feedback in the EFL pronunciation teaching landscape cannot be overstated. Teachers can offer corrective guidance, peers can give solutions, books

can provide information to clarify concepts, parents can offer support, and students can look for answers to assess the truth (Hattie & Timperley, 2007).

Feedback from peers and teachers are two types of feedback that are important in the learning context. Feedback from peers encourages collaborative learning, as highlighted by studies that indicate peer interactions can enhance learners' awareness of pronunciation nuances, subsequently fostering their pronunciation skills (Burri & Baker, 2019). When peers engage in meaningful feedback exchanges, they not only reinforce their learning but also create an environment where pronunciation becomes a shared responsibility, increasing motivation and engagement (Couper, 2017).

On the other hand, teacher feedback provides more structured and professional direction, based on the teacher's knowledge and experience. It is believed that students need feedback from teachers on their performance to monitor, assess and control their own learning and grow into independent learners (Ferguson & Ferguson, 2011). Teacher feedback is

equally vital, with effective pronunciation instruction needing to include targeted corrective feedback. Research indicates that educators who are well-trained in pronunciation methodologies significantly impact student learning outcomes (Nguyen & Newton, 2020). Specifically, teachers who provide explicit corrective feedback within meaningful contexts have shown to enhance their students' phonetic performance (Saito & Lyster, 2012). Furthermore, it is essential to address the training and professional development of teachers in this field. Teachers' beliefs and practices regarding pronunciation instruction deeply influence their effectiveness in delivering feedback (Altoeriqi, 2020).

Studies have shown that many teachers prioritize teaching practices that align with traditional norms, often neglecting pronunciation due to a lack of confidence or pedagogical knowledge (Nu et al., 2024; Phuong, 2022). Therefore, providing continuous professional development focusing on pronunciation education is critical for equipping

teachers with the necessary skills and knowledge to offer effective instruction and feedback (Nguyen et al., 2021; Nguyen & Newton, 2020). Enhancing teachers' cognition of pronunciation methods and the importance of feedback can translate into better learning experiences for students (Al Tale, 2023).

The integration of mobile-assisted feedback mechanisms both peer and teacher led offers a promising avenue for enhancing EFL pronunciation outcomes. The symbiotic relationship between technology and effective feedback fosters an engaging learning environment, which, when supported by well-trained educators, can significantly enhance EFL learners' pronunciation skills. Although there have been many studies that have addressed the use of mobile technology in language learning, most of these studies tend to focus on only one type of feedback, either from teachers or peers, and more on the general speaking aspect rather than pronunciation. In addition, the applications used are generally complex, automation-based, or require a certain cost. In fact, in the context of secondary school learning, a

simpler, more flexible, and more accessible approach is needed. Therefore, this study aims to fill this gap by investigating how the integration of mobile-assisted peer feedback and teacher feedback through the Google Keep application can enhance EFL students' pronunciation skills, as well as how students and teachers respond to the use of this method in everyday learning practices.

B. Research Question

1. How is mobile-assisted peer and teacher feedback in enhancing pronunciation?
2. How do students and teachers respond to this mobile-assisted feedback?

C. Research Objectives

1. To investigate mobile-assisted peer and teacher feedback in enhancing EFL pronunciation.
2. To explore the respond and experiences of students and teachers regarding mobile-assisted feedback.

D. The Significance of the Study

1. Theoretical Benefits

The researcher hopes that the results of this study can enrich the literature for readers in the field of teaching English as a foreign language, especially in the subtopic of using mobile technology and feedback in enhancing pronunciation.

2. Practical Benefits

The researcher's practical expectation in this academic report is the realization of teachers' knowledge on how to utilize mobile technology in the English language learning process. The implications are as follows:

A. The teachers

Teachers are expected to gain new insights on how to utilize mobile technology and feedback mechanisms to enhance the quality of pronunciation teaching. With more frequent and specific feedback, teachers can help increase students' motivation in learning pronunciation.

B. For researchers themselves

This research can be a foundation for researchers to continue further studies or develop more complex research in the same field and as knowledge material that researchers can later use when they become qualified teachers.

C. For other researchers

The results of this study are expected to be a reference for other researchers who are interested in researching similar topics.

E. Limitations of the Study

This study is restricted to a junior high school setting and focuses on how students may enhance their pronunciation by using mobile devices to provide and receive feedback from teachers and pee

CHAPTER II

THEORITICAL REVIEW

A. Previous Research

The first, a study conducted by Yuanjun Dai & Zhiwei Wu (2023) by title "Mobile-assisted pronunciation learning with feedback from peers and or automatic speech recognition a mixed-methods study" examined how well students' pronunciation might be improved by using mobile-assisted pronunciation learning with peer feedback and/or automated speech recognition (ASR). The study involved 60 second-year students at a first-tier university in China, who were enrolled in a College English course. The students were randomly assigned to three groups: the Collaborative-non-ASR (Co-non-ASR) group, the Collaborative-ASR (Co-ASR) group, and the Autonomous-ASR (Auto-ASR) group.

According to the findings, the Co-ASR group performed noticeably better than the Auto-ASR group in terms of word stress accuracy, segmental correctness, and comprehensibility. The Co-non-ASR group also fared better than the Auto-ASR group, but

not by much, in terms of word stress correctness, segmental accuracy, and comprehensibility. With no discernible differences between the three groups, the students' opinions of the mobile-assisted feedback exercise were largely favorable. The study highlights the importance of peer feedback in improving pronunciation and the technical and social affordances of mobile-assisted pronunciation learning.

The similarity between this research and the current research is that both examined peer feedback using mobile-assisted to learn to enhance students' pronunciation. The difference between this research and the current research is the tool used, this research uses the WeChat application while the current research uses the Google Keep application. Then this research also examines Automatic Speech Recognition (ASR), while this current research examines feedback from teachers as well. This research uses mixed research methods while the current research uses qualitative methods.

The second, a study conducted by Liuyan Yang (2022) by title “Student Engagement With Teacher Feedback in Pronunciation Training Supported by a Mobile Multimedia Application” investigated about pronunciation training in foreign language education has traditionally relied on classroom instruction and, more recently, on computer-assisted pronunciation teaching (CAPT). CAPT tools aim to improve pronunciation through various methods such as recording speech, providing native speaker models, and delivering automated feedback. However, the effectiveness of CAPT is mixed due to varying research designs, and there is limited focus on the experiences of teachers and students using these tools.

In China, English pronunciation instruction often focuses on intelligibility rather than native-like accuracy. Teacher feedback is crucial for pronunciation training, yet students frequently neglect pronunciation practice. Advances in mobile-assisted language learning (MALL) provides new possibilities to overcome these challenges by giving

customized feedback and increasing student engagement. This study investigates the use of a mobile multimedia application, "Xiaodaka" to support teacher feedback in a first-year English majors' pronunciation course at a Chinese university.

The study employed several methods to gather data on student engagement. Learning analytics were used to collect various types of data, including students' logging activities, submissions, and comments or evaluations related to assignments. A 17-item questionnaire was designed to capture students' behavioral engagement, perceptions of the app's usefulness, intentions to use the app in future learning, and preferences for teacher feedback. This questionnaire used a 5-point Likert scale and included multiple-choice questions about time spent on pronunciation practice and app usage. Additionally, semi-structured interviews were conducted with eight students to gain deeper insights into their experiences and perceptions of the technology-assisted course activities, aiming to capture both observable

engagement and more reflective, internal engagement with the feedback.

The study found high levels of student engagement through the app's analytics, with substantial numbers of submissions for the reading tasks, particularly in the first few weeks. Engagement peaked in week 3 with 104 recordings but declined significantly in the later weeks. Most students perceived the teacher feedback as helpful and were motivated to engage more when feedback was provided. They indicated that they would be more active users if more or more detailed feedback were given. The app was found to be engaging and conducive to learning, with students voluntarily participating in activities despite the lack of compulsory requirements and grading implications. Students appreciated the app as a tool for enhancing their learning experience, acting as an external motivator for engagement in pronunciation practice. The feedback from teachers was a significant motivational factor.

This study contributes to understanding how mobile multimedia apps can support pronunciation training and highlights the importance of detailed and engaging feedback in enhancing student learning experiences. The similarity between this research and the current research is that both examined the feedback given by teachers using mobile-assisted to enhance students' pronunciation. The difference between this research and the current research is the tool used, this research uses the Xiodaxa application which is almost the same as WeChat while the current research uses the Google Keep application. This study only examined teacher feedback and student engagement while the current study examined teacher and peer feedback. This study used mixed research methods while the current study used qualitative methods.

The study “Improving English Learners' Speaking through Mobile-assisted Peer Feedback” by Junjie Gavin Wu and Lindsay Miller (2020) used a mixed-methods approach to explore the effectiveness of peer feedback supported by mobile technology in

improving English speaking among second language learners. The study utilized the PeerEval app, which facilitates peer feedback by allowing students to rate their peers' performance based on a preset rubric. Students log into their accounts using an access code created by the teacher and provide feedback on their peers' oral performances. The app also includes an optional comment field for more detailed feedback. The teacher summarizes all students' comments and discusses them with the class to prompt students to use the feedback to improve their work, which will be assessed by the teacher.

The study included 25 students from a Business Communication class at the University of Hong Kong, including 10 first-year students, 12 second-year students, and 3 fourth-year students. They were all aged between 18-22 years old and had English proficiency between intermediate to upper-intermediate based on previous exam results and teacher assessment.

The research method involved several stages, including a questionnaire survey, after-class group

discussions, and teacher journals. The questionnaire survey used contained five Likert questions and five open-ended questions to obtain students' feedback on their learning experience using the app. Qualitative data was obtained from the survey's open-ended questions and interviews with students who were willing to participate. Throughout the project, teachers also kept a research journal to reflect on using the app and observing peer feedback practices in the classroom.

The results show that students generally prefer to use mobile technology to improve their English language skills. The survey results showed that students rated the question “How much do you think this app helped you prepare for this task?” with an average score of 3.96 from 1 (very little) to 5 (very much) with a standard deviation of 0.79. Students also expressed several advantages, including immediate and anonymous feedback, and whole class participation. Students also said that they could receive more detailed feedback from their peers and learn from various group members.

However, the research also found some challenges in using peer feedback. As students do not fully trust their peers to provide feedback, students said they would like to get more feedback from their teachers. Students also said that they had difficulty in finding their friends' names due to the small screen size of the phones and the system only allowing up to six assessment criteria. This led to some students not providing further comments in the app's comments section. This study shows that mobile-assisted peer feedback can be a useful tool for improving second language learners' English proficiency. However, it also emphasizes the need for a balanced approach that includes both peer and teacher feedback to maximize its effectiveness. The findings provide insight into the potential of mobile technology in improving language learning and highlight areas that need to be further researched to overcome technical obstacles and improve more detailed assessment rubrics.

The similarity between this research and the current research is that both examined mobile assisted peer feedback. While the difference is that the focus

of this research is on the effectiveness of peer feedback supported by mobile technology in improving English speaking skills and this research uses mixed-method, while the focus of the current research is to investigate mobile assisted peer and teacher feedback in enhancing English pronunciation and the method used is qualitative method.

B. Mobile-Assisted Language Learning (MALL)

The field of mobile learning is developing quickly. These days, as more people own mobile and wireless devices, students are able to take charge of and participate in activities that are driven by their own demands and use situations, including more mobility. Mobile learning journeys are often associated with the use of mobile technology, and new perspectives on student mobility have emerged (Sharples, 2007).

For quite some time, the definition of mobile learning was usually associated with the use of mobile technology. However, nowadays, the main focus of attention is student mobility (Sharples, 2007). Mobile learning is usually defined by availability anywhere

and anytime: mobile learning can be defined as the provision of education where handheld devices or palmtops are the dominant technology (Geddes, 2004).

In general, MALL are expected to use technologies such as mobile phones, palmtop computers, PDAs, and MP3/MP4 players. (Kukulska-Hulme & Shield, 2008). Mobile-assisted language learning (MALL) is the process of learning a foreign or second language (FL/L2) using mobile devices, such as smartphones and tablets. Compared to traditional teaching techniques, MALL offers many benefits, including as greater flexibility and convenience and the option to include multimedia content like interactive quizzes and films (Koleini et al., 2024). With the use of mobile devices, students can participate in personalized, self-directed learning that is catered to their unique requirements and interests (Koleini et al., 2024).

Despite some variations in definitions, the essential elements of MALL remain consistent: (a) flexibility in study time and location (Loewen et al.,

2019), enabling students to study anywhere and at any time, thereby allowing learning schedules to be customized to each student's needs (Koleini et al., 2024); (b) continuity of study across various devices, including laptops, tablets, and mobile phones (Loewen et al., 2019), removing technical obstacles to allow students to stay connected and complete their education (Koleini et al., 2024); (c) easy access to information (Loewen et al., 2019), giving students easy access to a variety of tools, including dictionaries, the internet, and other study materials (Koleini et al., 2024); and (d) adaptability to individual study habits (Loewen et al., 2019), with MALL technologies being customizable to suit each learner's unique learning style and needs, thus enhancing the effectiveness and efficiency of the learning process (Sung et al., 2015).

MALL offers a portable, connected, context-sensitive, location-aware and multifunctional learning environment for foreign language students or second language (Sung et al., 2015). The advantages include portability, as mobile devices are easy to carry and

allow learners to utilize their spare time for learning; connectivity, offering internet access that keeps learners connected to study materials, instructors, and peers at all times; contextual and location sensitivity, where MALL applications can use location information to deliver relevant and contextual content; multifunctionality, with mobile devices supporting various functions and applications for diverse learning activities, from reading texts to interactive video engagement; and ubiquity, allowing learning to take place anytime and anywhere, integrating seamlessly into daily life.

MALL has proven to be effective, but it has some caveats. One of them is that it allows for customized learning techniques and is divided into separate methods to meet the specific needs of each student (Fernández-López et al., 2013). Interest in mobile learning (m-learning), or the use of mobile devices for teaching and learning, has increased alongside the rise of MALL (Loewen et al., 2019). The integration of MALL technology into language learning leverages

the everyday technology that learners use, making the learning process more relevant and engaging.

C. Peer and Teacher Feedback

Feedback

Feedback can be defined as information about elements of one's performance or understanding provided by certain parties, such as teachers, peers, books, parents, self, and experience. Teachers can offer corrective guidance, peers can give solutions, books can provide information to clarify concepts, parents can offer support, and students can look for answers to assess the truth (Hattie & Timperley, 2007). In line with Vygotsky's (1978) sociocultural theory, feedback can also be seen as a form of scaffolding that supports learners within their Zone of Proximal Development (ZPD), helping them move from what they can do with assistance toward independent performance.

Many theories of instruction and learning rely on feedback; understanding the conditions for effective feedback will help develop instructional theory and practice (Bangert-drowns et al., 1991).

Information specifically related to the task or learning process that fills the gap between what is understood and what is to be understood should be provided to receive feedback on instructional objectives (Sadler, Royce, 1989), and it can do this in various ways, for example, increased effort, motivation, or engagement (Hattie & Timperley, 2007). This process of gradually bridging the gap between current and expected understanding through guided interaction aligns closely with Vygotsky's emphasis on the importance of social mediation in learning.

The direction of feedback in relation to task performance affects its effectiveness. In particular, feedback works better when it builds on improvements from earlier trials and gives advice on appropriate rather than erroneous replies. The complexity of the tasks and goals also had an impact on the impact of the feedback. It seems to be most effective when the job complexity is modest but the goals are clear and difficult. Given how little information on learning is included, it is not unexpected that praise for task performance appears

to be worthless. It seems to work better in situations when there is a low perceived threat to one's self-esteem as opposed to a high one, probably because low threat circumstances make it easier to pay attention to the input. These findings reinforce Vygotsky's (1978) view that learning is most effective when supported by guidance that is responsive to the learner's current level of development.

According to Selvaraj (2021) Feedback can occur in several situations, including 1) teachers providing suggestions for corrective action, 2) peers providing information for clarification, 3) students looking at an assignment answer key to see if the answer they chose is correct, and 4) students using self-reflection to improve themselves. These forms of feedback reflect Vygotsky's concept of learning as a socially mediated activity, where learners internalize knowledge through interaction and collaboration. Effective feedback should answer the three main questions students and teachers ask: where am I going (what is the goal?), how am I going (what progress

has been made towards the goal?), and where am I going next? (What should be done to get better?) (Hattie & Timperley, 2007).

How effectively the answers to these questions can reduce the gap depends on how effectively the feedback functions. These include the task performance level, the process level of understanding how to perform the task, the regulatory or metacognitive process level, and the self or personal level (not related to a specific task). Feedback has distinct impacts across these levels (Hattie & Timperley, 2007). Hattie & Timperley (2007) state that there are four main levels at which feedback is directed that will affect its effectiveness. First, feedback can take the form of tasks or products, such as incorrect or correct work. At this level, feedback may include directions that allow for obtaining more, different, or more accurate information. Secondly, feedback refers to the process used to produce an item or complete a task. At this level, feedback is more directly focused on

information processing or learning processes that require understanding and task completion.

Third, feedback given to students can focus on their level of self-regulation, such as the ability to better assess themselves or the confidence to participate in larger tasks. Such feedback can have a significant impact on students' self-efficacy, self-regulation abilities, and confidence as learners, encouraging them to seek information on better or easier ways to complete tasks. These self-regulatory functions are central to Vygotsky's notion of internalization, where external support eventually transforms into independent control. Fourth, feedback is personal, meaning that it can be directed towards "the self," usually unrelated to performance in tasks but rather to one's own performance or strengths, such as self-praise.

Peer Feedback

Peer feedback is an important feedback type in higher education (Noroozi et al., 2023). It serves as an effective instructional strategy to support overall student learning processes and outcomes (Er et al.,

2021). In mass higher education, peer feedback has been supported not just as an addition to diminished teacher-student contacts (Boud & Molloy, 2013; Nicol, 2010), but also and perhaps more importantly because it aligns with: (a) dialogic, durable feedback procedures (Boud & Molloy, 2013; Carless et al., 2011), and (b) student involvement with feedback. (Price et al., 2011). Peer feedback allows for peer interactions and cooperation and solicits input from sources other than the teacher (Boud & Molloy, 2013).

Peer feedback epitomizes collaborative learning by allowing students to provide and receive "social support and scaffolding" within group work, functioning as scaffolding tailored to their specific learning needs (Dai & Wu, 2023). The process of peer feedback in classroom practice typically involves three steps: observing a peer's teaching performance, providing information about the observed classroom practice, and reflecting on the feedback with the goal of improving future performance (Prilop & Weber, 2023). Without the direct assistance of a teacher, peer

feedback allows students to learn from and with one another, improving their capacity to recognize and correct mistakes on their own and encouraging introspection and critical thinking (Novakovich, 2016). Peer feedback of the highest caliber is essential for enhancing students' agentic usage and guiding their future education (Panadero & Lipnevich, 2022).

Giving peer feedback is inherently cognitively taxing as it calls for more complex processes like explanation, justification (Cho & Cho, 2011), comparison and problem-solving (Nicol et al., 2014), which go beyond just recalling information about the course material, feedback, specific tasks, and associated criteria (McConlogue, 2015). Additionally, it incorporates metacognitive functions including assessment, (Nicol, 2010), observation (Nicol et al., 2014) and introspection (Evans, 2015). Implementing peer feedback in classrooms not only activates student engagement but also broadens and deepens their understanding of the subject matter (Banihashem et al., 2024). Good feedback should be in line with the evaluation criteria, be detailed,

provide recommendations, ask thoughtful questions, include both good and negative remarks, and be written in the first person (Prilop & Weber, 2023). The effectiveness of peer feedback depends significantly on training experiences. Many students, particularly those with low proficiency, often lack the necessary skills to communicate effectively with peers, deliver appropriate feedback, balance positive and critical comments, and soften negative tones (Yu & Lee, 2016).

Despite its numerous benefits, the application of peer feedback in higher education is not without challenges. Students' attitudes and impressions about their peers and their feedback, such as their degree of trust and their low threshold for resistance and critical criticism, are among these difficulties (Hu & Lam, 2010). Furthermore, problems may result from students' insufficient abilities and knowledge, such as their poor feedback literacy, unfamiliarity with criteria, and feedback giving and feedback receiving experiences (Winstone et al., 2016). Peer feedback from a new provider can be benign and guarded

(Mutch et al., 2018) because of face concerns (Carson & Nelson, 1996) or it can be face-threatening and discouraging because the social-affective dimension of peer feedback is overlooked (Chang, 2015) and the poor self-efficacy of the provider (Hu & Lam, 2010).

Peer feedback can be difficult to use and receive. One barrier is an excessive dependence on teacher input, which stems from a deep faith in the knowledge and authority of teachers (Hu & Lam, 2010). Since the person giving the evaluation has a standing that is comparable to their own, students' cynicism about the caliber of peer criticism is a corollary of this view (Zhu & Carless, 2018). The intricacy of the work itself may also provide difficulties because it requires self-evaluation, comparison, analysis, reflection, and knowledge reconstruction in addition to controlling the emotions that arise throughout the peer feedback process (Zhu & Carless, 2018). Thus, while peer feedback holds significant potential to enhance learning and performance, addressing these challenges is essential for its effectiveness.

Teacher Feedback

Feedback from teachers is essential to students' academic success as well as their learning process. For students to monitor, assess, and control their own learning and grow into autonomous learners, teachers' feedback on their performance has been seen as crucial. (Ferguson & Ferguson, 2011).

According to (Boud & Molloy, 2013), teacher feedback has frequently been viewed as one-way "information transmission" as students tend to take their remarks as clear instructions from their teacher. However, there is mounting evidence of a discrepancy between students' actual feedback practices and teachers' expectations (Beaumont et al., 2011). When a teacher gives a student feedback, they are basically offering information on the student's performance or comprehension (Hattie & Timperley, 2007). Teachers should endeavor to close the gap between a student's comprehension and performance and how they want him to perform or grow by using feedback (Hattie, 2009).

Since students are consumers in the educational system, teachers are required to give accurate feedback that is especially catered to the needs and interests of their pupils. As a result, teachers need to understand that feedback enhances students' learning by informing them of their progress and outlining their next steps (Selvaraj et al., 2021). Teachers systematically employ feedback to help students refocus their attention from grades to the value of understanding their level of mastery of a particular task. Additionally, the finest feedback is tailored to each student's unique requirements rather of being merely a list of remarks (Selvaraj et al., 2021). Feedback's effect on students, however, varies according to its kind, timing, and application. In practice, teachers use the feedback loop to let students know how they are doing as they are studying (Chalmers et al., 2018). In these situations, students receive updates on their progress, meet their learning objectives, and compare their performance to that of their peers (Selvaraj et al., 2021). Sadler (1989) argues that feedback should go beyond simply

providing students with their exam results in the form of grades or marks since these ratings are insufficient to help them become better people. Lefroy et al., (2015) and Rossiter (2016) who claim that since students use feedback to determine what they still need to work on, teacher criticism cannot be regarded as self-improvement feedback if it is not implemented.

Al-Bashir (2016) believed that feedback gave teachers and students knowledge about learning, while Masantiah (2018) concurred that students require teachers' feedback to be able to reach their learning and to help them recognize the crucial and vulnerable points of their work. Depending on how much information the teacher provides for further development, feedback can have a significant and useful impact on students' learning. These teachers will use the feedback they get to make the required modifications to meet the needs of their students, and students will concurrently modify their learning strategies and goals (Hattie & Timperley, 2007).

Conceptual Framework

In a study, the conceptual framework plays an important role as a basis for thinking that directs the course of the study. This framework shows the relationship between the main variables or concepts studied, and how the relationship contributes to achieving the research objectives. This study focuses on the use of mobile technology, especially the Google Keep application, in the process of providing feedback from both peers and teachers, in order to enhance students' English pronunciation.

The three main theories that form the basis of this conceptual framework are as follows. First, Mobile-Assisted Language Learning (MALL) which emphasizes the use of mobile devices in the language learning process to create flexible, portable, and integrated learning with students' daily lives. In this context, Google Keep is used as a medium to provide and receive feedback asynchronously and synchronously. Second, the Feedback theory by Hattie & Timperley (2007) which states that effective feedback can answer three important questions: (1)

where am I going? (what is the goal?), how am I going (what progress has been made towards the goal?), and where am I going next? (What should be done to get better?) Both teacher and peer feedback can fill these roles in different but complementary ways. Third, Vygotsky's (1978) Sociocultural theory emphasizes that learning occurs socially through interactions with others who are more experienced. In this case, teachers provide scaffolding or guidance, while peers provide horizontal support that allows for collaboration and strengthening of understanding.

With this theoretical basis, the conceptual framework in this study is designed to describe how mobile technology, through interactions with teachers and peers, contributes to improving students' pronunciation skills. These interactions not only improve students' linguistic skills, but also build learning independence, error awareness, and self-confidence. Therefore, the use of mobile-assisted peer and teacher feedback is believed to be an effective and relevant pedagogical strategy in the context of current foreign language learning.

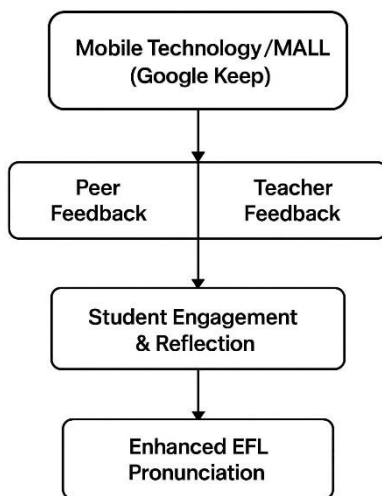


Figure 1 *Conceptual Framework*

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used descriptive qualitative research methodology because the researcher investigated how students and teachers give and receive feedback to each other to enhance students' pronunciation by using mobile-assisted. The information for this study came from interviews with students and teachers as the researcher investigated their responses and use of mobile-assisted in providing feedback between peers and teachers.

According to Patton (2003) qualitative methods include observation, interviews, and focus groups. The hallmark of descriptive qualitative research is its endeavor to produce a methodical, factual, and accurate overall account of the facts, traits, and connections among the phenomena under investigation (Furidha, 2023).

B. Participants of Research

The participants of this study were the English teacher of class 9C and the students of class 9C of MTs Negeri 2 Semarang City, which consisted of 35 students, 14 male and 21 female. They are about 15 years old. To collect information in this study, the researcher conducted semi-structured interviews with them about their experiences using mobile-assisted feedback.

C. Instrument

Instruments are tools or techniques used in research that help collect data systematically and effectively. In this study, Research instruments refer to the tools or methods used by researchers to collect data relevant to the research objectives. In this study, the main instrument used was a semi-structured interview, which aimed to explore in depth the experiences and responses of participants regarding the use of mobile-assisted feedback in enhancing English as a foreign language (EFL) pronunciation.

Semi-structured interviews were chosen because they provided a balance between pre-

prepared questions and the flexibility for researchers to further explore participants' responses. Interview questions were designed to uncover how participants used mobile device in their pronunciation practice, how they received and responded to feedback from peers and teachers, and to what extent the feedback helped them improve their pronunciation. This instrument provided researchers with the data and insights they needed to conduct the study.

a. Interview

After participants give and get feedback from each other, the researcher will start interviewing the participants, namely students and English teacher. An interview is an activity in which the interviewer and the interviewee are involved. The interviewer asks the interviewees some questions and they have to answer them. The interview method involves the researcher asking the interviewee a series of questions in an attempt to elicit information from them on a certain topic (Adhabi & Anozie, 2017).

Interviews were conducted with 16 pairs and 1 English teacher. The researcher conducted interviews with 9C students and English teachers of MTs Negeri 2 Semarang City. The researcher gave 7 questions for students and 5 questions for teachers. The interviews were about their views on peer and teacher feedback through mobile-assisted, then about their responses or experiences when receiving and giving feedback to each other, and the challenges they went through while using mobile-assisted.

According to Patton (2003), the purpose of the interview is to "let other people get into their point of view". It is to comprehend a person's inner universe and point of view. By using the interview approach, the researcher looks at the events from the participant's point of view in an attempt to comprehend the facts. As a result, it will be feasible to assess the individual's viewpoint based on his verbal explanations.

There are three general types of interviews including; structured, semi-structured and

unstructured interviews (Edwards & Holland, 2013). This study used semi-structured interviews with students and English teacher. During the interview, the researcher could ask additional questions that arose according to the responses of the subjects under study. This interview was conducted to obtain accurate responses and information about mobile feedback in improving pronunciation. The function of interviews in this research is to check the data and ensure that the data is really valid.

D. Data Collection

This research was conducted at MTs Negeri 2 Semarang City. This school is located at Jl. Soekarno Hatta, Kalicari. Pedurungan District, Semarang City, Central Java, 50198, Indonesia. This research was conducted on 28 October – 23 November 2024. This research was conducted in the first semester of the 2024/2025 academic year.

The researcher used the Google Keep app to collect data, which is used by students and teachers to record their pronunciation and give and receive

feedback. Google Keep is an application that allows users to record, edit, and share notes, lists, photos, audio, and images. Some of the features contained in the Google Keep application are: *Automatic synchronization* (All changes made in Google Keep will be automatically synced to all devices that have the same Gmail account), *Collaborate* (Users can share notes with others so they can edit, label, add colours, archive or add reminders), *Reminders* (Users can create time or location-based reminders), *Voice memos* (Users can record voice memos and Keep will transcribe them automatically), *Labels* (Users can add labels to code notes for quick management and use), *Widget* (Users can pin notes to the main screen of a mobile phone or tablet with widgets), *Filter* (Users can quickly filter notes by colour, label or attributes).

Before recording using the Google Keep application, the researcher asked students to make their own recount text about vacation. After they finished making the Recount Text, the researcher divided the students into pairs, there were about 16 pairs. Then the researcher asked the students to record

the results of their stories and give each other feedback as well as the teacher, the researcher asked the teacher to give feedback on the recording of the students' pronunciation.

After the process of recording and giving feedback between peers and teachers, the researcher conducted semi-structured interviews for further data collection. Data collection is a systematic procedure for obtaining data about the problems that exist in the research to be solved.

E. Data Analysis

The research analyzed the data using thematic analysis. Thematic analysis is a qualitative data analysis technique that involves looking for, examining, and reporting recurring patterns in a data collection (Braun & Clarke, 2006). Although it is a technique for characterizing data, the selection of codes and the development of themes also include interpretation. (Braun & Clarke, 2006) argue that thematic analysis may stand alone as an analytic approach and be viewed as fundamental for other qualitative research methodologies. Other qualitative

techniques, including discourse analysis, can benefit from the same concepts as the thematic analysis methodology, which include coding data, detecting themes, honing those themes, and reporting the findings (Swift, 2022).

According to Braun & Clarke (2006) there are six phase of thematic analysis:

Phase 1: Familiarizing Yourself with Your Data

Researchers read and understand the data in depth by reading it repeatedly. If the data is in the form of interviews, the transcription process is also part of this phase. The goal is to identify the initial meanings and patterns that emerge from the data.

Phase 2: Generating Initial Codes

Researchers systematically identify and mark interesting features in the data. Each piece of relevant data is labeled with a code. This can be done manually or using qualitative analysis software.

Phase 3: Searching for Themes

Researchers begin to group relevant codes into potential themes. This stage also involves

organizing data into groups that are related to one another.

Phase 4: Reviewing Themes

The themes that have been developed are reevaluated: whether each theme is strong enough and whether the data supports the theme. Weak themes are merged, split, or deleted.

Phase 5: Defining and Naming Themes

Once the final themes are confirmed, researchers clearly define the essence of each theme and give each an appropriate name. The goal is for readers to immediately understand the core of each theme.

Phase 6: Producing the Report

The final phase involves writing the report or analysis results, presenting a comprehensive narrative of the data based on the identified themes, supported by strong data quotes, and linked back to the research questions and relevant literature.

1. Familiarization the Data

Table 1. *Familiarization the Data for students*

Theme	Sub-theme	Code	Interview Question
Mobile-assisted feedback in enhancing pronunciation	Comfortable and Flexible Learning Experience	CFL-Q1	How do you think mobile-assisted feedback helps enhance your pronunciation compared to traditional methods like face-to-face corrections?
	Helpful and Motivating Teacher Feedback	HTF-Q2	How do you think feedback from teachers via mobile-assisted can enhance your pronunciation?
	Different Effects of Peer Feedback	DEP-Q3	How does peer feedback through mobile assisted influence your pronunciation practice?
Student's and teacher's	Positive Emotional	PRTF-Q4	How do you feel when your

responses to mobile-assisted feedback	and Reflective Response to Teacher Feedback		teacher uses mobile tools to provide feedback on your pronunciation?
	Receptive and Appreciative Response to Peer Feedback	RAPF-Q5	How do you respond to feedback from peers given through mobile apps or tools?
	Encourages Independent Learning	EIL-Q6	In your experience, does using mobile tools for feedback help you become more independent in practicing pronunciation
	Technical Challenges	TC-Q7	What challenges have you faced, if any, while using mobile devices for pronunciation feedback?

Table 2. *Familiarization the Data for Teacher*

Theme	Sub-theme	Code	Interview Question
Mobile-assisted feedback in enhancing pronunciation	Retaining Pronunciation Feedback	RPF-Q1	How do you think mobile-assisted in providing feedback can enhance EFL learners' pronunciation?
	Accessible and Repeatable Feedback	ARF-Q2	In your experience, how does mobile-assisted feedback differ from traditional forms of feedback?
Student's and teacher's responses to mobile-assisted feedback	Students Feel Challenged and Motivated	SCM-Q3	How do your students generally react to receiving pronunciation feedback through mobile tools?
	Flexible and Helpful Feedback Process	FHF-Q4	How do you personally feel about giving feedback

			using mobile assisted?
	Confidence and Technical Limitations	CTL-Q5	Are there any challenges you or your students face when using mobile tools for feedback? And how have you addressed these challenges?

Familiarization The Data For Student: As a finding of this study, the researcher highlighted how students perceive the use of mobile-assisted giving and receiving feedback in terms of Comfortable and Flexible Learning Experience (CFL), Helpful and Motivating Teacher Feedback (HTF), Different Effects of Peer Feedback (DEP), Positive Emotional and Reflective Response to Teacher Feedback (PRTF), Receptive and Appreciative Response to Peer Feedback (RAPF), Encourages Independent Learning (EIL), Technical Challenges (TC).

Familiarization The Data For Teacher: As a finding of this study, the researcher highlighted how teachers perceive the use of mobile-assisted in providing feedback in terms of Retaining Pronunciation Feedback (RPF), Accessible and Repeatable Feedback (ARF), Students Feel Challenged and Motivated (SCM), Flexible and Helpful Feedback Process (FHF), Confidence and Technical Limitations (CTL).

2. Thematizing and Coding

The researcher has separated the various responses from the participants into a number of groups. Every response has a topic that has been grouped according to the findings of the researcher's examination of the responses provided by participants based on their experiences providing and receiving feedback via mobile devices. This research has two main themes and several sub-theme that will be discussed in the discussion section.

Table 3. *Initial Code Generation for Student*

Theme	Sub-theme	Code	Total Trend
Mobile-assisted feedback in enhancing pronunciation	Comfortable and Flexible Learning Experience	CFL-Q1	15
	Helpful and Motivating Teacher Feedback	HTF-Q2	16
	Different Effects of Peer Feedback	DEP-Q3	16
Student's and teacher's responses to mobile-assisted feedback	Positive Emotional and Reflective Response to Teacher Feedback	PRTF-Q4	15
	Receptive and Appreciative Response to Peer Feedback	RAPF-Q5	15
	Encourages Independent Learning	EIL-Q6	14
	Technical Challenges	TC-Q7	16

Table 4. *Initial Code Generation for Teacher*

Theme	Sub-theme	Code	Total Trend
Mobile-assisted feedback in enhancing pronunciation	Retaining Pronunciation Feedback	RPF-Q1	1
	Accessible and Repeatable Feedback	ARF-Q2	1
Student's and teacher's responses to mobile-assisted feedback	Students Feel Challenged and Motivated	SCM-Q3	1
	Flexible and Helpful Feedback Process	FHF-Q4	1
	Confidence and Technical Limitations	CTL-Q5	1

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research findings and discussion.

A. Research Findings

To achieve the purpose of this study, data has been methodically examined and collected to offer a significant analysis of the findings.

1. Mobile-assisted Peer and Teacher Feedback in Enhancing Pronunciation

The findings of this interview were to find out how mobile-assisted peer and teacher feedback is in enhancing pronunciation. The findings combine the interview results from students and teachers.

a. Comfortable and Flexible Learning Experience

Students felt that using mobile-assisted to receive feedback from both teachers and peers helped them learn in a non-pressuring environment and gave them the freedom of time and space to understand their pronunciation mistakes. This was an important factor in increasing their confidence

and effectiveness in enhancing their pronunciation independently.

According to the findings of interviews with students, feedback supported by mobile devices offers a more comfortable and flexible learning environment compared to direct face-to-face correction. Of the 16 students who participated, 15 reported positive experiences in receiving feedback on their pronunciation via their mobile phones. When compared to receiving direct face-to-face corrections, some students reported that receiving feedback via mobile devices made them feel less embarrassed and more confident. For instance, one student stated:

“If given feedback face to face it is embarrassing, whereas through mobile-assisted it is more comfortable and confident.” (P3, echoed by P8 and P12)

Several students emphasized the flexibility of accessing feedback anytime and anywhere, which gave them greater control over their own learning process. One student (P13) mentioned:

“We think that mobile-assisted feedback is very convenient and easy to remember because we can open our phones whenever we want.”

Replaying and storing audio feedback allowed students to revisit corrections until they grasped their errors, which was another crucial point brought up by several students. This feature enhanced pronunciation awareness and accuracy. A student explained:

“The audio can be listened to repeatedly, the audio can be saved so it is not lost.” (P014)

Some students also pointed out that mobile-assisted feedback tends to be more focused and individualized, allowing them to receive specific input without distractions:

“Through mobile-assisted feedback, the focus is only on one person and not on multiple people so it can help enhance pronunciation more deeply.” (P4)

The data shows that most students perceive mobile-assisted feedback as a more supportive, practical, and learner-centered alternative to

traditional correction methods, particularly in enhancing their English pronunciation.

b. Helpful and Motivating Teacher Feedback

Students indicated that the feedback provided by teachers via mobile assisted not only provided clear and easy to understand corrections, but also provided morale boosts that made them more enthusiastic about correcting mistakes. Feedback from teachers was seen as a credible and convincing source, so students felt more confident and motivated in their learning process.

According to students' answers to the second interview question, they all agreed that receiving teacher feedback via mobile-assisted really helps them enhance their pronunciation. According to all 16 participants, the teacher's input was crucial, beneficial, and successful in assisting them in recognizing and fixing their pronunciation mistakes. A number of students specifically highlighted the remedial role of teacher comments, pointing out that teachers could

identify and clearly explain mistakes. For example one peer (P5) stated:

“The teacher's feedback is very helpful because they can correct our wrong pronunciation.”

This sentiment was reinforced by others, such as P013 who shared:

“The teacher's feedback is very helpful because they can correct our incorrect pronunciation.”

Another student, P14, added that the feedback was beneficial because:

“It provides feedback on mispronunciations.”

Furthermore, some students connected this teacher's feedback to their progress and motivation in enhancing pronunciation. After getting this sort of feedback, they felt more directed and conscious of their shortcomings. All students thought that receiving teacher feedback via a mobile assisted was a very beneficial and inspiring part of their education. It improved their accuracy, confident, and awareness when

they practiced pronouncing words correctly in English.

c. Different Effects of Peer Feedback

Some students felt that peer feedback helped them recognize simple errors and increased their engagement in the learning process, while others found peer feedback less accurate and less influential in improving pronunciation. These differences suggest that students' perceptions and acceptance of peer feedback are influenced by their level of confidence in their peers' abilities and their preference for the source of correction.

The findings demonstrate that students benefited to varying degrees, suggesting that peer feedback supports students' speaking growth in a variety of ways. A total of 9 students reported that peer feedback actively supported their pronunciation enhancement. For instance, P01 mentioned:

“Because we give each other feedback we can repeat the feedback over and over again to enhance our pronunciation.”

On the other hand, 6 students stated that peer feedback had little or no effect. This was primarily because they doubted the accuracy and reliability of peer input. P014 and P015 said:

“Feedback from friends does not help because they are not as experienced as teachers.”

Meanwhile, P02 expressed a limited impact, stating:

“May affect enhancing our pronunciation a little.”

This implies that although peer feedback might offer chances for improvement, its efficacy varies according to students' confidence in their peers' skills and the manner in which the feedback is given.

The answer to this question indicates that while peer feedback via a mobile assisted can help students enhance pronunciation through repetition, collaboration, and reflection, its effects vary depending on the learner. According to the data, peer feedback can be a useful tool for certain students but may not provide the professional

direction required for others to make real progress.

d. Retaining Pronunciation Feedback

From interviews with teachers about retaining pronunciation feedback which shows how the use of mobile platforms helps students to store and re-access the feedback that has been given. According to the teacher's answer to the first interview question, mobile-assisted feedback is beneficial for enhancing students' pronunciation. The potential of mobile-assisted feedback to help students retain and recall pronunciation input more successfully than traditional spoken feedback given in the classroom is one of its most significant achievements.

The teacher clarified that students have a tendency to quickly forget errors when they get feedback verbally during face-to-face instruction. On the other hand, feedback provided by mobile-assisted technologies allows students to view it again, which strengthens learning and promotes

the development of enhanced pronunciation. This is evident in the teacher's statement:

"It really helps the children to learn more, because if in the classroom, sometimes students like to forget after being given verbal feedback."

According to the teacher, mobile-assisted feedback enhances pronunciation by addressing forgetting, which is one of the main drawbacks of conventional oral feedback input is given to students via mobile device which also guarantees that the input is useable and available outside of the classroom

e. Accessible and Repeatable Feedback

Teachers argue that there is a significant difference between direct feedback and mobile-assisted feedback. The teacher highlights the main distinctions between mobile-assisted feedback and direct feedback, especially with regard to repeatability and accessibility. The teacher claims that one major benefit of mobile-assisted feedback is that it enables students to go

over pronunciation mistakes more than once, something that direct feedback cannot do.

The teacher clarified that because direct feedback is not recorded and cannot be reviewed, students often forget corrections. On the other hand, because mobile-assisted feedback is permanently kept and available via digital platforms, it provides a workaround for this restriction. This is clearly stated in the teacher's answer:

“The difference is that if through oral students because it is not recorded they forget, but if using audio or mobile-assisted students can repeat again at home.”

This finding highlights that mobile-assisted tools not only deliver pronunciation corrections but also extend learning beyond the classroom. Replaying the feedback at their own pace and convenience helps students retain it better and enhance their pronunciation over time.

From the teacher's statement, mobile-assisted feedback offering students the ability to

store, revisit, and practice pronunciation corrections as needed, making it a more effective and flexible tool in language learning.

The findings of student and teacher interviews repeatedly demonstrate the importance of mobile-assisted feedback, from peers as well as teachers, in enhancing the pronunciation of EFL learners. Analysis of the answers to questions 1 through 3 reveals that mobile-assisted feedback helps students enhance their pronunciation in several ways. First of all, a vast majority of students stated that getting feedback via mobile assisted was more convenient and adaptable than getting face-to-face corrections. They appreciated the ability to listen to feedback multiple times, access it anytime, and practice at their own pace, which allowed them to gain better awareness of their pronunciation errors and improve accuracy.

Secondly, when teacher feedback was given via mobile-assisted, students consistently recognized its worth. According to all 16

participants, teacher corrections made it easier for them to acknowledge and rectify their errors, while mobile-assisted made it simpler to access and repeat the process. Thirdly, some students found mobile-assisted peer feedback useful, while others didn't trust it as much. Although some students believed that peer feedback promoted practice and collaboration, some questioned its accuracy in comparison to teacher feedback. This illustrates how pronunciation may be supported by peer feedback using mobile-assisted technologies, but how well it works relies on how confident students are in their peers' abilities and how well the feedback is given.

The mobile-assisted approach has a distinct benefit over traditional feedback from the teacher's point of view. According to the teacher, students frequently forget direct corrections in class, but mobile-assisted feedback helps them remember the errors and revisit them at home. This demonstrates how

mobile-assisted feedback's repetition and storage improve retention while also extending the learning process outside of scheduled class times. The teacher also highlighted how mobile-assisted feedback helps students enhance their pronunciation by providing more accessible and long-lasting information, particularly for those who require repetition and time to internalize mistakes.

In conclusion, the findings demonstrate that mobile-assisted peer and teacher feedback enhances students' pronunciation in a number of specific ways. By offering a more private and comfortable environment for getting corrections, it helps students feel less anxious and embarrassed. In addition, mobile-assisted allows students to access feedback repeatedly, enabling them to listen, reflect, and self-correct their pronunciation without the pressure of real-time interaction. For students who require more time or who would rather learn outside of the classroom, this flexibility encourages more

autonomous and self-paced practice. Additionally, students view teacher feedback provided via mobile apps as accurate and trustworthy, providing them with dependable advice on their pronunciation mistakes. Mobile-assisted feedback may be saved and seen again, which improves retention and promotes long-term progress in contrast to traditional spoken feedback that is readily forgotten. Last but not least, using mobile-assisted promotes peer collaboration by providing students with chances to share and receive ideas, which strengthens learning through support and social interaction.

2. Students and Teacher Respond Of Mobile-assisted Feedback

The findings of interviews conducted with students and teacher explain how they respond to mobile-assisted feedback

a. Positive Emotional and Reflective Response to Teacher Feedback

Students' feelings regarding the feedback given by the teacher are an important component

for students in the learning process. If students feel happy, the learning process will be comfortable and easier for students to understand a material. On the other hand, if students feel uncomfortable, unhappy, then the learning process will be hampered. Students will find it difficult to understand the material.

The majority of students expressed gratitude, happiness, and comfort, along with a deeper awareness of their pronunciation mistakes. From an emotional perspective, students found that mobile-assisted teacher feedback is useful, and enjoyable, especially since they had never received feedback via mobile devices before. For example, Peer 1 shared:

“It's more fun because I've never done it before and it makes it easier and more helpful.”

Similarly, Peer 3 and Peer 12 said:

“Glad and thank you for pointing out our pronunciation mistakes.”

These expressions indicate that feedback via mobile devices creates a supportive environment for learning.

From a reflective perspective, students reported that feedback helped them identify and understand their mistakes more clearly. As Peer 2 explained:

“It’s like being enlightened so we know which pronunciation is wrong.”

Peer 11 added:

“Become more aware of where the pronunciation errors are.”

These findings suggest that students not only appreciated the feedback but also engaged with it attentively, using it as a resource to improve their skills. Notably, 15 out of 16 students expressed positive reactions, both emotionally and cognitively. Only one student (Peer 16) gave a neutral response:

“Ordinary...”

This isolated response does not detract from the overall trend but suggests that while most students were enthusiastic, some may have found the experience more routine. In summary, the data suggest that mobile-assisted teacher feedback fostered a highly supportive and effective learning experience, in which students felt valued, more self-aware, and motivated to enhance their pronunciation.

b. Receptive and Appreciative Response to Peer Feedback

Not only responses about the feedback given by the teacher but students also gave their responses regarding the feedback given by their respective partners.

Students' answers to the fifth interview question showed a distinct pattern of openness and appreciation for peer feedback given via mobile-assisted. Most students said that they accepted the feedback well, seeing it as beneficial, encouraging, and supportive of their efforts to enhance their pronunciation. Many students described their

responses with phrases such as “accept happily,” “very grateful,” and “very helpful,” indicating not only openness to peer correction, but also an appreciation for the collaborative learning environment that peer feedback promotes. For example, Peer 3, 5, and 15 stated:

"We happily accept when given feedback from peers." (P03)

"Very grateful for helping to give us feedback." (P05)

"Accepts gladly when given feedback by friends." (P015)

A general feeling of pleasant interaction with peer feedback in a mobile-assisted setting is reflected in these remarks. It seems that getting pronunciation input from peers is viewed as a kind gesture that promotes learning rather than as being invasive or judgmental.

However, there was one divergent response, peer 2 expressed skepticism about the effectiveness of peer feedback, stating:

“Feedback from friends is not helpful because it has to come from the teacher.”

This shows that while most students welcome peer input, a minority may prefer teacher authority or feel elements about their peers' capability to provide accurate correction.

c. Encourages Independent Learning

Based on the findings of interviews with students regarding their responses about the mobile-assisted feedback in encouraging them to learn independently.

The vast majority of students said that using mobile-assisted gave them the opportunity to practice their pronunciation independently and take more ownership of their progress. Numerous students highlighted how mobile-assisted feedback allowed them to self-correct without continual monitoring, repeat corrections, and access them at any time.

“Yes, it really helps us to be more diligent in learning pronunciation independently.”(P01)

“Yes, we can, because with mobile phones we can learn independently and can keep repeating ourselves.” (P04 and P07)

Peer 16 reinforced this sentiment, saying:

“Yes, because we have our own mobile phones, we can study on our own.”

These responses demonstrate that students recognize the autonomy provided by mobile technology, which allows them to set their own pace and revisit feedback whenever they need it. However, not all students viewed this benefit as automatic. Two students (Peer 5 and Peer 13) pointed out that becoming independent also depends on personal discipline, as expressed in:

“Yes, we can, but it depends on whether or not you are diligent in your studies.”

This suggests that while mobile-assisted feedback can encourage independence, its effectiveness may vary depending on students' motivation and study habits.

d. Technical Challenges

Most students thought that the challenges while using the Google Keep app were during the process of recording their voice, then signal constraints, and email account constraints when wanting to collaborate.

The most commonly reported challenge was the audio recording tool frequently stopping on its own, which disrupted students' ability to submit pronunciation recordings smoothly. For example, Peer 3, 4 and 7 stated:

"The recording sound is not clear enough, if you are recording, it suddenly stops itself." (P03)

"The recording suddenly stopped on its own." (P04 and P07)

Additionally, a number of students (including Peer 2 and Peer 9) experienced network-related issues, such as a slow internet connection or an app stopping while uploading. These problems made it more difficult for mobile-assisted feedback to be sent and received efficiently. Additionally, students who had trouble

sending or receiving peer criticism via email or app links pointed up issues with teamwork. Peer cooperation was hampered by issues with email mistakes or full inboxes, as reported by Peer 1 and Peer 16.

Students encountered several technological obstacles even though they largely reacted favorably to the idea and use of mobile-assisted feedback. These technical issues, especially those pertaining to app operation and connection, draw attention to areas that must be fixed to guarantee that the feedback process continues to be seamless, dependable, and available for all students.

e. Student's Feel Challenged and Motivated

According to the teacher, the students felt challenged by the task of recording their own voices and receiving feedback, but they also saw it as a motivating experience that encouraged them to enhance.

The teacher noted:

“Students have so far been challenged by the task of recording their own voices and then getting

feedback from the teacher to enhance their pronunciation.”

According to this finding, students interacted with feedback critically and used it as a tool for personal development rather than passively receiving it. Because students had to listen to their own pronunciation and consider the teacher's remarks, the use of mobile-assisted gave a feeling of novelty and ownership. The challenge itself became a form of motivation, pushing students to take pronunciation more seriously and work towards improvement.

According to the teacher, feedback provided by mobile devices seems to encourage self-monitoring, boost motivation, and engage student involvement, all of which show that students are responding constructively in the setting of mobile learning.

f. Flexible and Helpful Feedback Process

Not only the student's feelings but also the teacher's feelings when giving this mobile-assisted feedback are very important.

A favorable opinion of using mobile-assisted to provide pronunciation feedback is demonstrated by the teacher's response to question 4. The teacher observed that, mainly due to the increased time flexibility, the mobile-assisted approach made the feedback process easier to handle and more effective.

She explained:

“I find it helpful because I have never assessed students in the form of recorded speaking assignments like this, so I have flexible time to correct them not necessarily in class.”

This suggests that the time limitations usually associated with traditional feedback were removed by mobile-assisted feedback. The ability to check students' pronunciation outside of class allowed the teacher to better manage her time while still offering precise, considerate feedback.

In addition, teachers can focus on each student's performance separately without feeling rushed thanks to this feedback method, which improves learning outcomes and provides high-quality feedback. The teacher's positive feelings

support the idea that mobile platforms can help teachers and students in terms of teaching and feedback delivery.

g. Confidence and Technical Limitations

There were challenges that the teacher experienced while providing this mobile-assisted feedback.

The teacher explained that she needed to be extremely confident and accurate when recording her voice since it would be saved and listened to by students over and over again. She expressed worry about making sure her pronunciation was right before providing the corrections, because mistakes may be reinforced by students playing them again repeatedly. She stated:

“I have to be more confident because my voice is recorded on my phone... I imagine my students listening to my voice over and over again...”

In addition to the psychological component, she noted that Google Keep, the application utilized, had a limited tolerance for pauses, which meant that the recording would end suddenly if

there was a halt or pause in the speech. This presented yet another challenge when providing input. The teacher used personal techniques to deal with these difficulties, such as going over her pronunciation beforehand and modifying her speech pattern to keep the application from stopping. These initiatives demonstrate her flexibility and dedication to preserving the caliber of feedback in spite of the limitations.

Findings from students and teachers showed positive emotional, reflective, and practical responses to the use of mobile-assisted feedback in pronunciation learning. This feedback not only affected students' attitudes and behaviors, but also the role and perception of teachers. From the students' perspective (interview questions 4–7), they responded positively in emotional, cognitive, and behavioral aspects. Students felt grateful, happy, and more aware of their pronunciation errors. They felt that teacher feedback was helpful and increased their motivation and self-confidence.

Peer feedback was also rated positively, although one student doubted its reliability.

The use of mobile devices encouraged independence in pronunciation practice because students could access feedback at any time. However, its effectiveness still depended on individual discipline and learning habits. Technical challenges such as recording interruptions, poor internet connections, and problems collaborating via email were also acknowledged, although they did not reduce their acceptance of this method.

From the teachers' perspective, the responses of students who felt challenged but motivated were seen as constructive. Teachers also felt helped by the flexibility of the mobile platform which allowed them to provide feedback outside of class hours and assess students more deeply. Despite facing technical and personal challenges such as sound constraints and adapting to the platform, teachers demonstrated a proactive and adaptive response.

Based on the findings there is a clear difference between the results of peer feedback and teacher feedback. Feedback from teachers tends to be more trusted by students because it is considered accurate and clear in correcting pronunciation errors. Students feel more confident and helped when receiving direct correction from teachers via a mobile platform. Meanwhile, peer feedback is received with an open attitude and most students stated that feedback from peers is also helpful. However, the level of trust in peer feedback is not as high as in teachers, because some students doubt their friends' ability to provide appropriate corrections. Even so, peer feedback has a positive social value because it encourages collaboration between students and increases their involvement in the learning process. Overall, teacher feedback has a greater impact on students' understanding and self-confidence, while peer feedback plays a greater role in building interaction and active learning attitudes.

B. Discussion

The purpose of this study is to investigate how teacher and peer feedback via mobile-assisted can help EFL students enhance their pronunciation. The findings of interviews with students and teachers show that mobile-assisted feedback can help students be more aware of their pronunciation errors, strengthen their self-reflection skills, and encourage them to make efforts on their own. The findings support previous theories and research in the field of mobile assisted language learning (MALL).

According to research conducted by Dai and Wu (2023), ASR-based apps such as WeChat equipped with peer feedback can improve pronunciation accuracy, especially in terms of word comprehension and stress. On the other hand, this study does not use ASR technology, but emphasizes more on how students interact with teachers and peers through the Google Keep app. Although this technology is simpler, the benefits are still great, with more social collaboration and emotional engagement of students. Vygotsky's (1978) Zone of Proximal Development (ZPD) theory reinforces these

findings. This theory states that social interaction with more advanced people can help students develop further. Research conducted by Liuyan Yang (2022) using the Xiaodaka app also emphasized the importance of teacher feedback to increase student engagement. A similar study found that teachers were perceived as a reliable and trustworthy source of criticism. However, this study also found that peers helped students become more confident and more open to correction. This is in line with the findings of Noroozi et al. (2023) and Banihashem et al. (2024), which showed that peer feedback helps improve students' social interaction and understanding. However, Wu & Miller (2020) found that mobile-assisted peer feedback was often perceived as irrelevant. While the perceptions of students in these studies are similar, the use of Google Keep, which allows students to record and re-access feedback, can make students learn more comfortably and less stressed.

In terms of feedback theory, Hattie & Timperley (2007) divide feedback into four levels: task, process, self-regulation, and self. In this context, feedback from teachers tends to be at the task and process level, as it

provides explicit corrections and improvement strategies. Meanwhile, feedback from peers is more supportive of self-regulation as it encourages reflection and discussion. With feedback accessible at all times, students can apply the feed forward principle-making feedback the basis for future improvement. According to Sadler (1989), effective feedback should be able to reduce the gap between students' understanding of what they know and the expected goals. The mobile-assisted feedback model used in this study allows students to repeat and improve their own understanding.

Mobile-based learning (MALL), as stated by Loewen et al. (2019) and Kukulska-Hulme & Shield (2008), has advantages in terms of flexibility, portability, connectivity, and the ability to be adapted to students' learning styles (adaptivity). All these aspects are fulfilled by the Google Keep app used in this study. These include the ability for students to record and access feedback at any time (flexibility), the ability to study outside the classroom (portability), the ability to collaborate with teachers and friends through Google accounts (connectivity), and the ability to customize their own

learning pace and style (adaptivity). This is also in line with Sung et al. (2015) that MALL supports personalization of learning and creates a contextual and sustainable learning environment.

Overall, this research brings new benefits that differentiate it from previous studies. First, it uses a mobile-assisted approach to incorporate student and teacher feedback simultaneously. Secondly, using a simple and unpaid application such as Google Keep makes it more inclusive and accessible. Third, the use of a qualitative descriptive approach allowed for a deeper understanding of the technical and emotional experiences of teachers and students. Fourth, this research emphasizes that feedback is a cooperative process that supports independent learning, not just one-way instruction. By combining feedback theory, Vygotsky's social interaction theory, as well as the MALL approach, this study reinforces the belief that mobile-assisted peer and teacher feedback via mobile devices is an effective and relevant strategy for enhancing EFL students' pronunciation skills. Appropriate use of technology not only supports student learning outcomes, but also encourages active

participation, self-reflection, and collaboration among students in foreign language learning.

Based on the findings and limitations in this study, it is suggested that future research explore the use of other more sophisticated mobile applications, such as those equipped with Automatic Speech Recognition (ASR) features, to compare their effectiveness with simple applications such as Google Keep. Future research should also include more participants from different education levels and contexts to generalize the results. In addition, a quantitative or mixed approach can be used to measure pronunciation enhancement more objectively. Future researchers can also deepen the analysis of the motivational aspects and emotional responses of students in using mobile-assisted feedback.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and suggestions for the following finding of the study.

A. Conclusion

Based on the results of the research that has been conducted on the use of mobile-assisted feedback in enhancing English pronunciation of EFL students at MTs Negeri 2 Semarang, it can be concluded that mobile-assisted peer and teacher feedback provides a significant contribution to enhancing students' pronunciation skills. The use of the Google Keep application has proven effective in facilitating students and teachers to provide feedback to each other in a flexible, personal, and structured manner. The enhancement in pronunciation experienced by students occurs in several ways. First, students become more aware of their pronunciation errors because they can listen to the audio recordings repeatedly. This helps them recognize previously unnoticed errors and enhance their pronunciation more precisely. Second, the flexibility of time and access

allows students to practice independently without the pressure of class time, thus fostering learner autonomy. Third, feedback from teachers is considered more accurate and clear, because it is delivered personally and is not disturbed by the limitations of class time.

In addition, feedback from peers helps students see their pronunciation from the perspective of fellow learners and encourages active involvement and a sense of shared responsibility in the learning process. In addition to improving technical skills, students also show positive emotional responses; they felt more confident, motivated, and comfortable in receiving corrections via mobile devices compared to face-to-face in class. Teachers also felt the benefits of providing more focused and in-depth feedback, despite still facing technical constraints such as network and devices. These findings prove that a simple and free application such as Google Keep can still support effective learning, in line with the principles of Mobile-Assisted Language Learning (MALL) which emphasizes flexibility, portability, and integration of learning with everyday life. This study also contributes to the existing literature by combining two

types of feedback at once (from teachers and peers) in a secondary school context, using an approach that is easily accessible but has a high impact on students' pronunciation development. Overall, mobile-assisted feedback not only enhances pronunciation accuracy but also creates a collaborative, independent, and relevant learning environment for 21st-century students.

B. Suggestions

Based on the results of this study, it is recommended that English teachers start utilizing mobile technology such as Google Keep in providing feedback to students, as it is proven to enhance pronunciation skills independently and flexibly. Students are also expected to be more active in utilizing the technology's features to record, re-listen, and improve their own pronunciation. Schools or educational institutions need to provide support in the form of training and supporting facilities, such as adequate devices and stable internet connections. For future research, it is suggested to conduct a broader study with a quantitative or mixed methods approach, as well as comparing the effectiveness of various types of

mobile-based learning applications in the context of improving English language skills.

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APPENDIXES

APPENDIX 1. Interview Questions

Interview Questions for Student

1. How do you think mobile-assisted feedback helps enhance your pronunciation compared to traditional methods like face-to-face corrections?
2. How do you think feedback from teachers via mobile-assisted can enhance your pronunciation?
3. How does peer feedback through mobile assisted influence your pronunciation practice?
4. How do you feel when your teacher uses mobile tools to provide feedback on your pronunciation?
5. How do you respond to feedback from peers given through mobile apps or tools?
6. In your experience, does using mobile tools for feedback help you become more independent in practicing pronunciation?
7. What challenges have you faced, if any, while using mobile devices for pronunciation feedback?

Interview Questions for Teacher

1. How do you think mobile-assisted in providing feedback can enhance EFL learners' pronunciation?
2. In your experience, how does mobile-assisted feedback differ from traditional forms of feedback?
3. How do your students generally react to receiving pronunciation feedback through mobile tools?

4. How do you personally feel about giving feedback using mobile platforms?
5. Are there any challenges you or your students face when using mobile tools for feedback? And how have you addressed these challenges?

APPENDIX 2. Transcript of Interview

TRANSCRIPT OF INTERVIEW

Topic : Comfortable and Flexible Learning Experience
Participants : 16 Peers
Time : 13.25 WIB
Date : 23 November 2024
Place : MTs Negeri 2 Kota Semarang

Turn	Participant	Expressions
1.	Peer 1	“Mobile-assisted feedback can help enhance pronunciation because we give each other feedback and we are also given feedback by mam yuni.”
2.	Peer 2	“If through mobile-assisted, it is usually less clear, while if face to face it is clearer.”
3.	Peer 3	“If given feedback face to face it is embarrassing, whereas through mobile-assisted it is more comfortable and confident.”
4.	Peer 4	“Through mobile-assisted feedback, the focus is only on one person and not on multiple people so it can help enhance pronunciation more deeply.”
5.	Peer 5	“We think that mobile-assisted feedback is very convenient and easy to remember because we can open our phones whenever we want.”
6.	Peer 6	“The mobile-assisted feedback is easy to understand too, almost the same as

Turn	Participant	Expressions
		the face to face one, both help to improve pronunciation.”
7.	Peer 7	“Through mobile-assisted feedback, the focus is only on one person and not on multiple people, so it can help enhance pronunciation.”
8.	Peer 8	“If given feedback face to face it is embarrassing, whereas through mobile-assisted it is more comfortable and confident.”
9.	Peer 9	“Mobile-assisted feedback can help enhance our pronunciation because the audio can be listened to repeatedly, the audio can be saved so it is not lost.”
10.	Peer 10	“Mobile-assisted feedback can help enhance our pronunciation because the audio can be listened to repeatedly, the audio can be saved so it is not lost.”
11.	Peer 11	“The mobile-assisted feedback makes it more aware of where the mistakes are compared to the face-to-face feedback.”
12.	Peer 12	“If given feedback face to face it is embarrassing, whereas through mobile-assisted it is more comfortable and confident.”
13.	Peer 13	“We think that mobile-assisted feedback is very convenient and easy to remember because we can open our cell phones whenever we want.”
14.	Peer 14	“Mobile-assisted feedback can help enhance our pronunciation because the

Turn	Participant	Expressions
		audio can be listened to repeatedly, the audio can be saved so it is not lost.”
15.	Peer 15	“Mobile-assisted feedback can help enhance our pronunciation because the audio can be listened to repeatedly, the audio can be saved so it is not lost.”
16.	Peer 16	“It can help enhance pronunciation because the feedback is directly delivered in person, whereas face to face feedback is usually not focused. Mobile-assisted feedback can be played back repeatedly or viewed again if forgotten.”

Topic : Helpful and Motivating Teacher Feedback
 Participants : 16 Peers
 Time : 13.25 WIB
 Date : 23 November 2024
 Place : MTs Negeri 2 Kota Semarang

Turn	Participant	Expressions
1.	Peer 1	“Feedback from the teacher through mobile-assisted is very important.”
2.	Peer 2	“Very helpful and very important.”
3.	Peer 3	“When the teacher giving feedback through mobile assisted is very helpful in enhancing our pronunciation skills.”
4.	Peer 4	“Teacher’s feedback through mobile-assisted is very helpful and important in enhancing our pronunciation skills.”
5.	Peer 5	“The teacher's feedback is very helpful because they can correct our wrong pronunciation.”
6.	Peer 6	“It is important and very helpful in enhancing our pronunciation skills.”
7.	Peer 7	“Teacher’s feedback through mobile-assisted is very helpful and important

Turn	Participant	Expressions
		in enhancing our pronunciation skills.”
8.	Peer 8	“When the teacher giving feedback through mobile assisted is very helpful in enhancing our pronunciation skills.”
9.	Peer 9	“It is very helpful as it provides feedback on mispronunciations.”
10.	Peer 10	“It is very helpful as it provides feedback on mispronunciations.”
11.	Peer 11	“Teacher’s feedback is very important in providing feedback through mobile-assisted.”
12.	Peer 12	“When the teacher giving feedback through mobile assisted is very helpful in enhancing our pronunciation skills.”
13.	Peer 13	“The teacher's feedback is very helpful because they can correct our incorrect pronunciation.”
14.	Peer 14	“It is very helpful as it provides feedback on mispronunciations.”
15.	Peer 15	“It is very helpful as it provides feedback on mispronunciations.”

Turn	Participant	Expressions
16.	Peer 16	“It is important and very helpful in enhancing our pronunciation skills.”

Topic : Different Effects of Peer Feedback
 Participants : 16 Peers
 Time : 13.25 WIB
 Date : 23 November 2024
 Place : MTs Negeri 2 Kota Semarang

Turn	Participant	Expressions
1.	Peer 1	“Because we give each other feedback we can repeat the feedback over and over again to enhance our pronunciation.”
2.	Peer 2	“May affect enhancing our pronunciation a little.”
3.	Peer 3	“Peer feedback is very helpful in enhancing our pronunciation skills.”
4.	Peer 4	“Greatly affects our pronunciation.”
5.	Peer 5	“Less helpful in enhancing our pronunciation.”
6.	Peer 6	“Really helped enhance our pronunciation skills.”
7.	Peer 7	“Greatly affects our pronunciation.”
8.	Peer 8	“Peer feedback is very helpful in enhancing our pronunciation skills.”
9.	Peer 9	“Feedback from friends does not help because they are not as experienced as teachers.”
10.	Peer 10	“Feedback from friends does not help because they are not as experienced as teachers.”
11.	Peer 11	“Feedback from friends can help enhance pronunciation skills.”

Turn	Participant	Expressions
12.	Peer 12	“Peer feedback is very helpful in enhancing our pronunciation skills.”
13.	Peer 13	“Less helpful in enhancing our pronunciation.”
14.	Peer 14	“Feedback from friends does not help because they are not as experienced as teachers.”
15.	Peer 15	“Feedback from friends does not help because they are not as experienced as teachers.”
16.	Peer 16	“Feedback from friends can influence pronunciation practice because they both give feedback to each other.”

Topic : Positive Emotional and Reflective Response
to Teacher Feedback

Participants : 16 Peers

Time : 13.25 WIB

Date : 23 November 2024

Place : MTs Negeri 2 Kota Semarang

Turn	Participant	Expressions
1.	Peer 1	“It's more fun because I've never done it before and it makes it easier and more helpful.”
2.	Peer 2	“It's like being enlightened so we know which pronunciation is wrong.”
3.	Peer 3	“Glad and thank you for pointing out our pronunciation mistakes.”
4.	Peer 4	“The feeling is good because it only focuses on each person.”
5.	Peer 5	“It's good because we can know what the correct pronunciation is.”
6.	Peer 6	“It's good to get feedback and to know how to pronounce it correctly.”
7.	Peer 7	“The feeling is good because it only focuses on each person.”
8.	Peer 8	“Glad and thank you for pointing out our pronunciation mistakes.”
9.	Peer 9	“Happy to help us correct wrong pronunciation.”
10.	Peer 10	“Happy to help us correct wrong pronunciation.”
11.	Peer 11	“Become more aware of where the pronunciation errors are.”

Turn	Participant	Expressions
12.	Peer 12	“Glad and thank you for pointing out our pronunciation mistakes.’
13.	Peer 13	“It's good because we can know what the correct pronunciation is.”
14.	Peer 14	“Happy to help us correct wrong pronunciation.”
15.	Peer 15	“Happy to help us correct wrong pronunciation.”
16.	Peer 16	“Ordinary...”

Topic : Receptive and Appreciative Response to
Peer Feedback

Participants : 16 Peers

Time : 13.25 WIB

Date : 23 November 2024

Place : MTs Negeri 2 Kota Semarang

Turn	Participant	Expressions
1.	Peer 1	"We think it's okay."
2.	Peer 2	"Feedback from friends is not helpful because it has to come from the teacher."
3.	Peer 3	"We happily accept when given feedback from peers."
4.	Peer 4	"Accept feedback from friends happily."
5.	Peer 5	"Very grateful for helping to give us feedback."
6.	Peer 6	"Very Helpful."
7.	Peer 7	"Accept feedback from friends happily."
8.	Peer 8	"We happily accept when given feedback from peers."
9.	Peer 9	"Accepts gladly when given feedback by friends."
10.	Peer 10	"Accepts gladly when given feedback by friends."
11.	Peer 11	"Very helpful."
12.	Peer 12	"We happily accept when given feedback from peers."

Turn	Participant	Expressions
13.	Peer 13	“Very grateful for helping to give us feedback.”
14.	Peer 14	“Accepts gladly when given feedback by friends.”
15.	Peer 15	“Accepts gladly when given feedback by friends.”
16.	Peer 16	“Feedback from friends is helpful.”

Topic : Encourages Independent Learning
 Participants : 16 Peers
 Time : 13.25 WIB
 Date : 23 November 2024
 Place : MTs Negeri 2 Kota Semarang

Turn	Participant	Expressions
1.	Peer 1	“Yes, it really helps us to be more diligent in learning pronunciation independently.”
2.	Peer 2	“Yes, it helps us to learn pronunciation independently.”
3.	Peer 3	“Having feedback through this app helps us learn about our pronunciation independently.”
4.	Peer 4	“Yes, we can, because with mobile phones we can learn independently and can keep repeating ourselves.”
5.	Peer 5	“Yes, we can, but it depends on whether or not you are diligent in your studies.”
6.	Peer 6	“Can help us become more independent in learning pronunciation.”
7.	Peer 7	“Yes, we can, because with mobile phones we can learn independently and can keep repeating ourselves.”
8.	Peer 8	“Having feedback through this app helps us learn about our pronunciation independently.”

Turn	Participant	Expressions
9.	Peer 9	“Yes, it can make us more independent in learning pronunciation”
10.	Peer 10	“Yes, it can make us more independent in learning pronunciation”
11.	Peer 11	“It can really help us to be more independent in learning pronunciation through mobile phones.”
12.	Peer 12	“Having feedback through this app helps us learn about our pronunciation independently.”
13.	Peer 13	“Yes, you can, but it depends on whether or not you are diligent in your studies.”
14.	Peer 14	“Yes, it can make us more independent in learning pronunciation”
15.	Peer 15	“Yes, it can make us more independent in learning pronunciation”
16.	Peer 16	“Yes, because we have our own mobile phones, we can study on our own.”

Topic : Technical Challenges
 Participants : 16 Peers
 Time : 13.25 WIB
 Date : 23 November 2024
 Place : MTs Negeri 2 Kota Semarang

Turn	Participant	Expressions
1.	Peer 1	“Problems with email when you want to collab, for the recording sound is not clear, if you stop for a moment then the recording device also stops so you have to be quick when recording sound.”
2.	Peer 2	“Signal constraints, when recording is not finished it stops itself.”
3.	Peer 3	“The recording sound is not clear enough, if you are recording, it suddenly stops itself.”
4.	Peer 4	“The recording suddenly stopped on its own.”
5.	Peer 5	“Ambient noise interference, recordings often stop on their own.”
6.	Peer 6	“The network is not good, if the recording suddenly stops itself.”
7.	Peer 7	“The recording suddenly stopped on its own.”
8.	Peer 8	“The recording sound is not clear enough, if you are recording, it suddenly stops itself.”
9.	Peer 9	“If you're recording and haven't finished, the network stops.”

Turn	Participant	Expressions
10.	Peer 10	“If you're recording and haven't finished, the network stops.”
11.	Peer 11	“The voice is not clear, the recording likes to stop on its own.”
12.	Peer 12	“The recording sound is not clear enough, if you are recording, it suddenly stops itself.”
13.	Peer 13	“Ambient noise interference, recordings often stop on their own.”
14.	Peer 14	“If you're recording and haven't finished, the network stops.”
15.	Peer 15	“If you're recording and haven't finished, the network stops.”
16.	Peer 16	“The recording sound was unclear, difficulties with email collaborators.”

Topic : Retaining Pronunciation Feedback
 Participants : Teacher (Mam Yuni Listiani)
 Time : 13.43 WIB
 Date : 23 November 2024
 Place : MTs Negeri 2 Kota Semarang

Turn	Participant	Expressions
1.	Teacher	“It really helps the children to learn more, because if in the classroom, sometimes students like to forget after being given verbal feedback.”

Topic : Accessible and Repeatable Feedback
 Participants : Teacher (Mam Yuni Listiani)
 Time : 13.43 WIB
 Date : 23 November 2024
 Place : MTs Negeri 2 Kota Semarang

Turn	Participant	Expressions
1.	Teacher	“The difference is that if through oral students because it is not recorded they forget, but if using audio or mobile-assisted students can repeat again at home.”

Topic : Students Feel Challenged and Motivated
 Participants : Teacher (Mam Yuni Listiani)
 Time : 13.43 WIB
 Date : 23 November 2024
 Place : MTs Negeri 2 Kota Semarang

Turn	Participant	Expressions
1.	Teacher	“Students have so far been challenged by the task of recording their own voices and then getting feedback from the teacher to enhance their pronunciation.”

Topic : Flexible and Helpful Feedback Process
 Participants : Teacher (Mam Yuni Listiani)
 Time : 13.43 WIB
 Date : 23 November 2024
 Place : MTs Negeri 2 Kota Semarang

Turn	Participant	Expressions
1.	Teacher	“I find it helpful because I have never assessed students in the form of recorded speaking assignments like this, so I have flexible time to correct them not necessarily in class.”

Topic : Confidence and Technical Limitations
 Participants : Teacher (Mam Yuni Listiani)
 Time : 13.43 WIB
 Date : 23 November 2024
 Place : MTs Negeri 2 Kota Semarang

Turn	Participant	Expressions
1.	Teacher	“I have to be more confident because my voice is recorded on my cellphone, because I imagine my students listening to my voice over and over again, then I have to make sure that my correction is correct because it will be stored on the student's device if what I say is wrong then the students will also be wrong, then the third is that this application cannot tolerate a speech pause that is too long. The way to overcome this is to try to increase my confidence by making sure that the pronunciation I convey is correct, if I am still in doubt I first pay attention to what is correct, then I have to speed up the rhythm of my speech so that the application does not stop.”

APPENDIX 3. Table

Table 1. 1 *Student's Comfortable and Flexible Learning Experience*

Code	Category	Quote
CFL-Q1/P01	Comfortable and Flexible Learning Experience	“Mobile-assisted feedback can help enhance pronunciation because we give each other feedback and we are also given feedback by mam yuni.”
CFL-Q1/P02	Comfortable and Flexible Learning Experience	“If through mobile-assisted, it is usually less clear, while if face to face it is clearer.”
CFL-Q1/P03	Comfortable and Flexible Learning Experience	“If given feedback face to face it is embarrassing, whereas through mobile-assisted it is more comfortable and confident.”
CFL-Q1/P04	Comfortable and Flexible Learning Experience	“Through mobile-assisted feedback, the focus is only on one person and not on multiple people so it can help enhance

		pronunciation more deeply.”
CFL-Q1/P05	Comfortable and Flexible Learning Experience	“We think that mobile-assisted feedback is very convenient and easy to remember because we can open our phones whenever we want.”
CFL-Q1/P06	Comfortable and Flexible Learning Experience	“The mobile-assisted feedback is easy to understand too, almost the same as the face to face one, both help to enhance pronunciation.”
CFL-Q1/P07	Comfortable and Flexible Learning Experience	“Through mobile-assisted feedback, the focus is only on one person and not on multiple people, so it can help enhance pronunciation.”
CFL-Q1/P08	Comfortable and Flexible Learning Experience	“If given feedback face to face it is embarrassing, whereas through mobile-assisted it is more comfortable and confident.”

CFL-Q1/P09	Comfortable and Flexible Learning Experience	“Mobile-assisted feedback can help enhance our pronunciation because the audio can be listened to repeatedly, the audio can be saved so it is not lost.”
CFL-Q1/P010	Comfortable and Flexible Learning Experience	“Mobile-assisted feedback can help enhance our pronunciation because the audio can be listened to repeatedly, the audio can be saved so it is not lost.”
CFL-Q1/P011	Comfortable and Flexible Learning Experience	“The mobile-assisted feedback makes it more aware of where the mistakes are compared to the face-to-face feedback.”
CFL-Q1/P012	Comfortable and Flexible Learning Experience	“If given feedback face to face it is embarrassing, whereas through mobile-assisted it is more comfortable and confident.”

CFL-Q1/P013	Comfortable and Flexible Learning Experience	“We think that mobile-assisted feedback is very convenient and easy to remember because we can open our phones whenever we want.”
CFL-Q1/P014	Comfortable and Flexible Learning Experience	“Mobile-assisted feedback can help enhance our pronunciation because the audio can be listened to repeatedly, the audio can be saved so it is not lost.”
CFL-Q1/P015	Comfortable and Flexible Learning Experience	“Mobile-assisted feedback can help improve our pronunciation because the audio can be listened to repeatedly, the audio can be saved so it is not lost.”
CFL-Q1/P016	Comfortable and Flexible Learning Experience	“It can help improve pronunciation because the feedback is directly delivered in person, whereas face to face feedback is usually

		not focused. Mobile-assisted feedback can be played back repeatedly or viewed again if forgotten.”
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Table 1. 2 *Helpful and Motivating Teacher Feedback*

Code	Category	Quote
HTF-Q2/P01	Helpful and Motivating Teacher Feedback	“Feedback from the teacher through mobile-assisted is very important.”
HTF-Q2/P02	Helpful and Motivating Teacher Feedback	“Very helpful and very important.”
HTF-Q2/P03	Helpful and Motivating Teacher Feedback	“When the teacher giving feedback through mobile assisted is very helpful in enhancing our pronunciation skills.”
HTF-Q2/P04	Helpful and Motivating Teacher Feedback	“Teacher’s feedback through mobile-assisted is very helpful and important in enhancing our pronunciation skills.”
HTF-Q2/P05	Helpful and Motivating Teacher Feedback	“The teacher's feedback is very helpful because they can correct our wrong pronunciation.”

HTF-Q2/P06	Helpful and Motivating Teacher Feedback	“It is important and very helpful in enhancing our pronunciation skills.”
HTF-Q2/P07	Helpful and Motivating Teacher Feedback	“Teacher’s feedback through mobile-assisted is very helpful and important in enhancing our pronunciation skills.”
HTF-Q2/P08	Helpful and Motivating Teacher Feedback	“When the teacher giving feedback through mobile assisted is very helpful in enhancing our pronunciation skills.”
HTF-Q2/P09	Helpful and Motivating Teacher Feedback	“It is very helpful as it provides feedback on mispronunciations.”
HTF-Q2/P010	Helpful and Motivating Teacher Feedback	“It is very helpful as it provides feedback on mispronunciations.”
HTF-Q2/P011	Helpful and Motivating Teacher Feedback	“Teacher’s feedback is very important in providing feedback through mobile-assisted.”

HTF-Q2/P012	Helpful and Motivating Teacher Feedback	“When the teacher giving feedback through mobile assisted is very helpful in enhancing our pronunciation skills.”
HTF-Q2/P013	Helpful and Motivating Teacher Feedback	“The teacher's feedback is very helpful because they can correct our incorrect pronunciation.”
HTF-Q2/P014	Helpful and Motivating Teacher Feedback	“It is very helpful as it provides feedback on mispronunciations.”
HTF-Q2/P015	Helpful and Motivating Teacher Feedback	“It is very helpful as it provides feedback on mispronunciations.”
HTF-Q2/P016	Helpful and Motivating Teacher Feedback	“It is important and very helpful in enhancing our pronunciation skills.”

Table 1. 3 *Different Effects of Peer Feedback*

Code	Category	Quote
DEP-Q3/P01	Different Effects of Peer Feedback	“Because we give each other feedback we can repeat the feedback over and over again to enhance our pronunciation.”
DEP-Q3/P02	Different Effects of Peer Feedback	“May affect enhancing our pronunciation a little.”
DEP-Q3/P03	Different Effects of Peer Feedback	“Peer feedback is very helpful in enhancing our pronunciation skills.”
DEP-Q3/P04	Different Effects of Peer Feedback	“Greatly affects our pronunciation.”
DEP-Q3/P05	Different Effects of Peer Feedback	“Less helpful in enhancing our pronunciation.”
DEP-Q3/P06	Different Effects of Peer Feedback	“Really helped enhance our pronunciation skills.”
DEP-Q3/P07	Different Effects of Peer Feedback	“Greatly affects our pronunciation.”
DEP-Q3/P08	Different Effects of Peer Feedback	“Peer feedback is very helpful in enhancing our pronunciation skills.”

DEP-Q3/P09	Different Effects of Peer Feedback	“Feedback from friends does not help because they are not as experienced as teachers.”
DEP-Q3/P010	Different Effects of Peer Feedback	“Feedback from friends does not help because they are not as experienced as teachers.”
DEP-Q3/P011	Different Effects of Peer Feedback	“Feedback from friends can help enhance pronunciation skills.”
DEP-Q3/P012	Different Effects of Peer Feedback	“Peer feedback is very helpful in enhancing our pronunciation skills.”
DEP-Q3/P013	Different Effects of Peer Feedback	“Less helpful in enhancing our pronunciation.”
DEP-Q3/P014	Different Effects of Peer Feedback	“Feedback from friends does not help because they are not as experienced as teachers.”
DEP-Q3/P015	Different Effects of Peer Feedback	“Feedback from friends does not help because they are not as experienced as teachers.”

DEP-Q3/P016	Different Effects of Peer Feedback	“Feedback from friends can influence pronunciation practice because they both give feedback to each other.”
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Table 1. 4 *Retaining Pronunciation Feedback*

Code	Category	Quote
RPF-Q1/T01	Retaining Pronunciation Feedback	“It really helps the children to learn more, because if in the classroom, sometimes students like to forget after being given verbal feedback.”

Table 1. 5 *Accessible and Repeatable Feedback*

Code	Category	Quote
ARF-Q2/T01	Accessible and Repeatable Feedback	“The difference is that if through oral students because it is not recorded they forget, but if using audio or mobile-assisted students can repeat again at home.”

Tabel 2. 1 *Student's respond of Positive Emotional and Reflective Response to Teacher Feedback*

Code	Category	Quote
PRTF-Q4/P01	Positive Emotional and Reflective Response to Teacher Feedback	"It's more fun because I've never done it before and it makes it easier and more helpful."
PRTF-Q4/P02	Positive Emotional and Reflective Response to Teacher Feedback	"It's like being enlightened so we know which pronunciation is wrong."
PRTF-Q4/P03	Positive Emotional and Reflective Response to Teacher Feedback	"Glad and thank you for pointing out our pronunciation mistakes."
PRTF-Q4/P04	Positive Emotional and Reflective Response to Teacher Feedback	"The feeling is good because it only focuses on each person."
PRTF-Q4/P05	Positive Emotional and Reflective Response to	'It's good because we can know what the correct pronunciation is."

	Teacher Feedback	
PRTF-Q4/P06	Positive Emotional and Reflective Response to Teacher Feedback	“It's good to get feedback and to know how to pronounce it correctly.”
PRTF-Q4/P07	Positive Emotional and Reflective Response to Teacher Feedback	“The feeling is good because it only focuses on each person.”
PRTF-Q4/P08	Positive Emotional and Reflective Response to Teacher Feedback	“Glad and thank you for pointing out our pronunciation mistakes.”
PRTF-Q4/P09	Positive Emotional and Reflective Response to Teacher Feedback	“Happy to help us correct wrong pronunciation.”
PRTF-Q4/P010	Positive Emotional and Reflective Response to Teacher Feedback	“Happy to help us correct wrong pronunciation.”

PRTF-Q4/P011	Positive Emotional and Reflective Response to Teacher Feedback	“Become more aware of where the pronunciation errors are.”
PRTF-Q4/P012	Positive Emotional and Reflective Response to Teacher Feedback	“Glad and thank you for pointing out our pronunciation mistakes.’
PRTF-Q4/P013	Positive Emotional and Reflective Response to Teacher Feedback	“It's good because we can know what the correct pronunciation is.”
PRTF-Q4/P014	Positive Emotional and Reflective Response to Teacher Feedback	“Happy to help us correct wrong pronunciation.”
PRTF-Q4/P015	Positive Emotional and Reflective Response to Teacher Feedback	“Happy to help us correct wrong pronunciation.”
PRTF-Q4/P016	Positive Emotional and Reflective	“Ordinary...”

	Response to Teacher Feedback	
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Tabel 2. 2 Receptive and Appreciative Response to Peer Feedback

Code	Category	Quote
RAPF-Q5/P01	Receptive and Appreciative Response to Peer Feedback	“We think it's okay.”
RAPF-Q5/P02	Receptive and Appreciative Response to Peer Feedback	“Feedback from friends is not helpful because it has to come from the teacher.”
RAPF-Q5/P03	Receptive and Appreciative Response to Peer Feedback	“We happily accept when given feedback from peers.”
RAPF-Q5/P04	Receptive and Appreciative Response to Peer Feedback	“Accept feedback from friends happily.”
RAPF-Q5/P05	Receptive and Appreciative Response to Peer Feedback	“Very grateful for helping to give us feedback.”
RAPF-Q5/P06	Receptive and Appreciative Response to Peer Feedback	“Very Helpful.”

RAPF-Q5/P07	Receptive and Appreciative Response to Peer Feedback	“Accept feedback from friends happily.”
RAPF-Q5/P08	Receptive and Appreciative Response to Peer Feedback	“We happily accept when given feedback from peers.”
RAPF-Q5/P09	Receptive and Appreciative Response to Peer Feedback	“Accepts gladly when given feedback by friends.”
RAPF-Q5/P010	Receptive and Appreciative Response to Peer Feedback	“Accepts gladly when given feedback by friends.”
RAPF-Q5/P011	Receptive and Appreciative Response to Peer Feedback	“Very helpful.”
RAPF-Q5/P012	Receptive and Appreciative Response to Peer Feedback	“We happily accept when given feedback from peers.”
RAPF-Q5/P013	Receptive and Appreciative Response to Peer Feedback	“Very grateful for helping to give us feedback.”
RAPF-Q5/P014	Receptive and Appreciative Response to Peer Feedback	“Accepts gladly when given feedback by friends.”

RAPF-Q5/P015	Receptive and Appreciative Response to Peer Feedback	“Accepts gladly when given feedback by friends.”
RAPF-Q5/P016	Receptive and Appreciative Response to Peer Feedback	“Feedback from friends is helpful.”

Tabel 2. 3 Encourages Independent Learning

Code	Category	Quote
EIL-Q6/P01	Encourages Independent Learning	“Yes, it really helps us to be more diligent in learning pronunciation independently.”
EIL-Q6/P02	Encourages Independent Learning	“Yes, it helps us to learn pronunciation independently.”
EIL-Q6/P03	Encourages Independent Learning	“Having feedback through this app helps us learn about our pronunciation independently.”
EIL-Q6/P04	Encourages Independent Learning	“Yes, we can, because with mobile phones we can learn independently and can keep repeating ourselves.”

EIL-Q6/P05	Encourages Independent Learning	“Yes, we can, but it depends on whether or not you are diligent in your studies.”
EIL-Q6/P06	Encourages Independent Learning	“Can help us become more independent in learning pronunciation.”
EIL-Q6/P07	Encourages Independent Learning	“Yes, we can, because with mobile phones we can learn independently and can keep repeating ourselves.”
EIL-Q6/P08	Encourages Independent Learning	“Having feedback through this app helps us learn about our pronunciation independently.”
EIL-Q6/P09	Encourages Independent Learning	“Yes, it can make us more independent in learning pronunciation”
EIL-Q6/P010	Encourages Independent Learning	“Yes, it can make us more independent in learning pronunciation”
EIL-Q6/P011	Encourages Independent Learning	“It can really help us to be more independent in learning pronunciation

		through mobile phones.”
EIL-Q6/P012	Encourages Independent Learning	“Having feedback through this app helps us learn about our pronunciation independently.”
EIL-Q6/P013	Encourages Independent Learning	“Yes, you can, but it depends on whether or not you are diligent in your studies.”
EIL-Q6/P014	Encourages Independent Learning	“Yes, it can make us more independent in learning pronunciation”
EIL-Q6/P015	Encourages Independent Learning	“Yes, it can make us more independent in learning pronunciation”
EIL-Q6/P016	Encourages Independent Learning	“Yes, because we have our own mobile phones, we can study on our own.”

Tabel 2. 4 *Students' Technical Challenges*

Code	Category	Quote
TC-Q7/P01	Technical Challenges	“Problems with email when you want to collab, for the recording sound is not clear, if you stop for a moment then the recording device also stops so you have to be quick when recording sound.”
TC-Q7/P02	Technical Challenges	“Signal constraints, when recording is not finished it stops itself.”
TC-Q7/P03	Technical Challenges	“The recording sound is not clear enough, if you are recording, it suddenly stops itself.”
TC-Q7/P04	Technical Challenges	“The recording suddenly stopped on its own.”
TC-Q7/P05	Technical Challenges	“Ambient noise interference, recordings often stop on their own.”
TC-Q7/P06	Technical Challenges	“The network is not good, if the

		recording suddenly stops itself.”
TC-Q7/P07	Technical Challenges	“The recording suddenly stopped on its own.”
TC-Q7/P08	Technical Challenges	“The recording sound is not clear enough, if you are recording, it suddenly stops itself.”
TC-Q7/P09	Technical Challenges	“If you're recording and haven't finished, the network stops.”
TC-Q7/P010	Technical Challenges	“If you're recording and haven't finished, the network stops.”
TC-Q7/P011	Technical Challenges	“The voice is not clear, the recording likes to stop on its own.”
TC-Q7/P012	Technical Challenges	“The recording sound is not clear enough, if you are recording, it suddenly stops itself.”
TC-Q7/P013	Technical Challenges	“Ambient noise interference, recordings often stop on their own.”

TC-Q7/P014	Technical Challenges	“If you're recording and haven't finished, the network stops.”
TC-Q7/P015	Technical Challenges	“If you're recording and haven't finished, the network stops.”
TC-Q7/P016	Technical Challenges	“The recording sound was unclear, difficulties with email collaborators.”

Tabel 2. 5 Student's Feel Challenged and Motivated

Code	Category	Quote
SCM-Q3/T01	Students Feel Challenged and Motivated	“Students have so far been challenged by the task of recording their own voices and then getting feedback from the teacher to enhance their pronunciation.”

Tabel 2. 6 *Flexible and Helpful Feedback Process*

Code	Category	Quote
FHF-Q4/T01	Flexible and Helpful Feedback Process	“I find it helpful because I have never assessed students in the form of recorded speaking assignments like this, so I have flexible time to correct them not necessarily in class.”

Tabel 2. 7 *Teacher’s Confidence and Technical Limitations*

Code	Category	Quote
CTL-Q5/T01	Confidence and Technical Limitations	“I have to be more confident because my voice is recorded on my phone, because I imagine my students listening to my voice over and over again, then I have to make sure that my correction is correct because it will be stored on the student's device if what I say is wrong then the students

		will also be wrong, then the third is that this application cannot tolerate a speech pause that is too long. The way to overcome this is to try to increase my confidence by making sure that the pronunciation I convey is correct, if I am still in doubt I first pay attention to what is correct, then I have to speed up the rhythm of my speech so that the application does not stop.”
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APPENDIX 4. Documentation

Google Keep Documentation

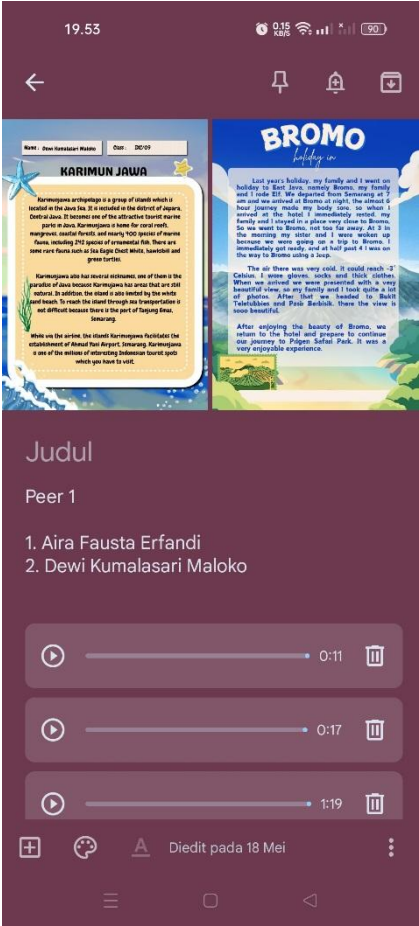


Figure 1.1

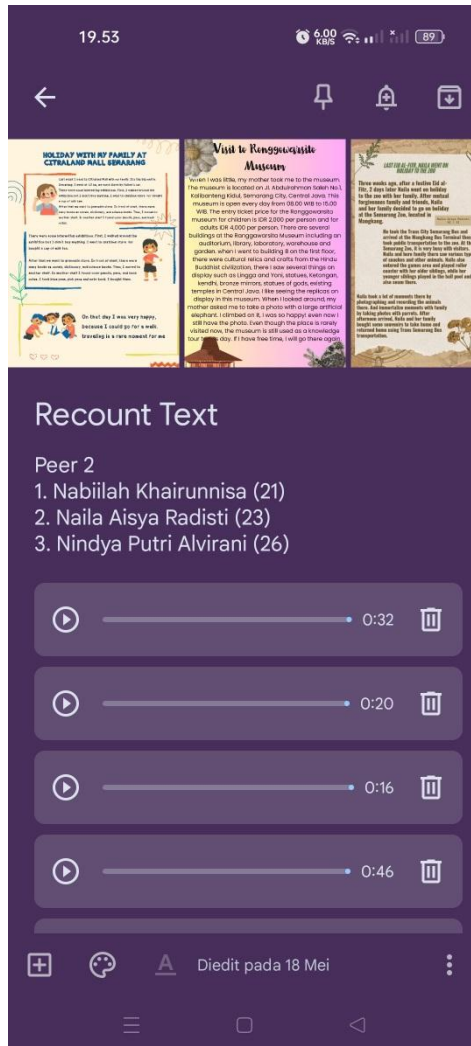


Figure 1.2

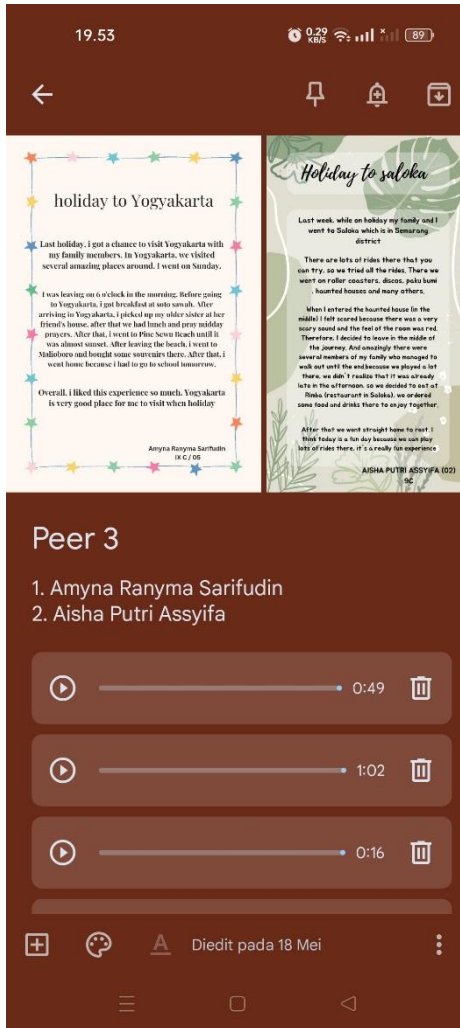


Figure 1.3

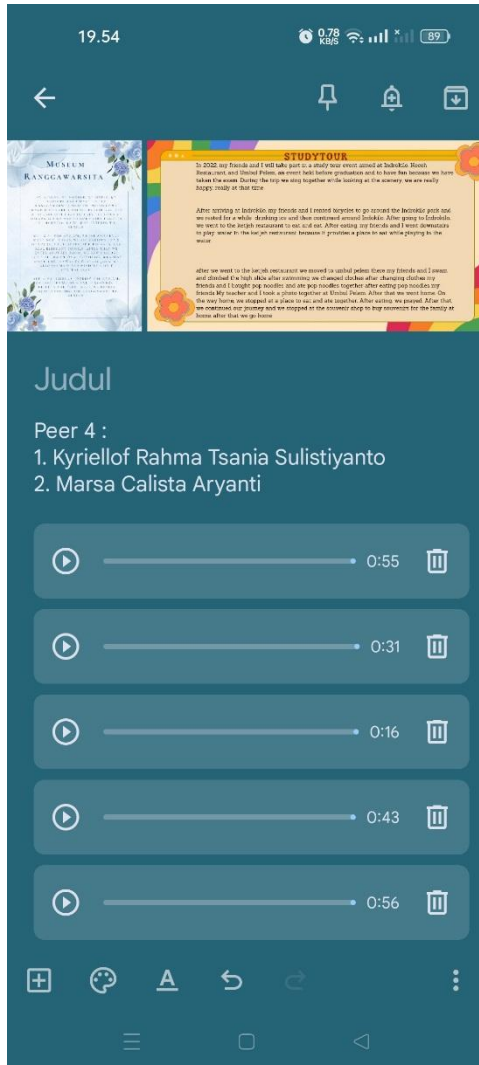


Figure 1.4

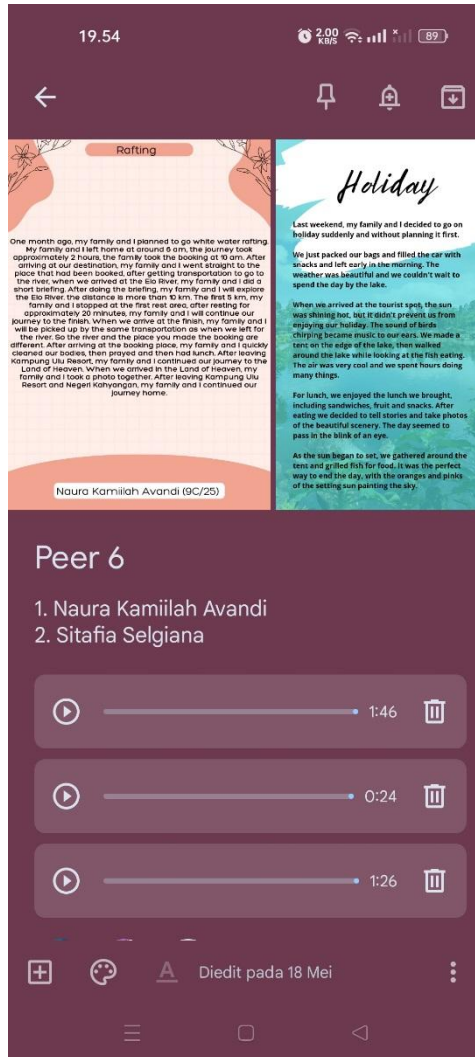


Figure 1.6

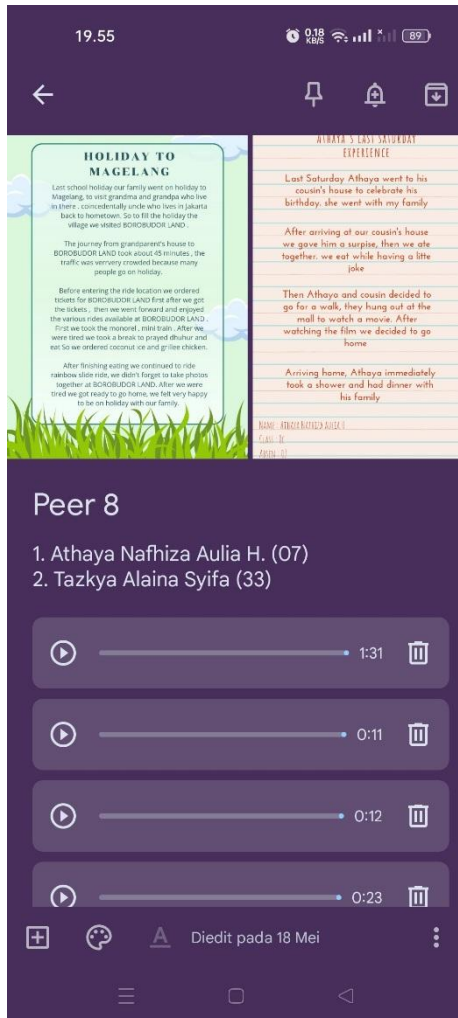


Figure 1.7

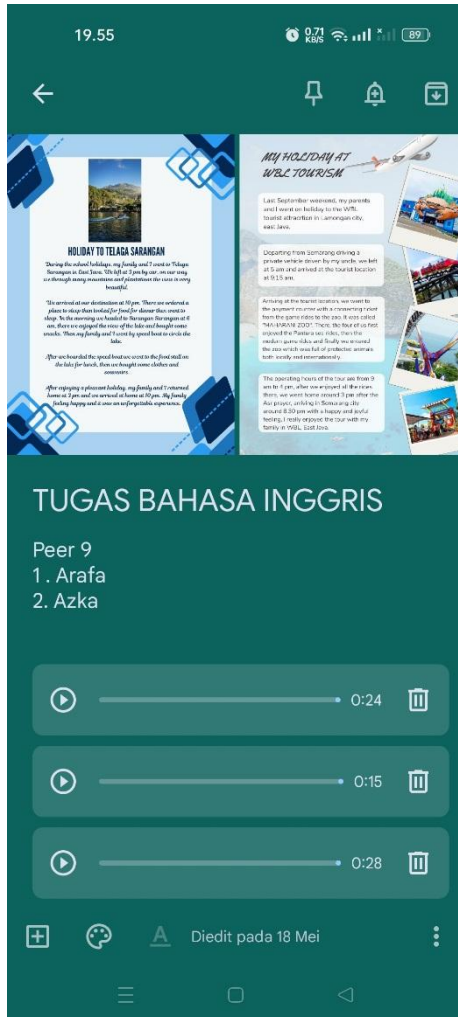


Figure 1.8

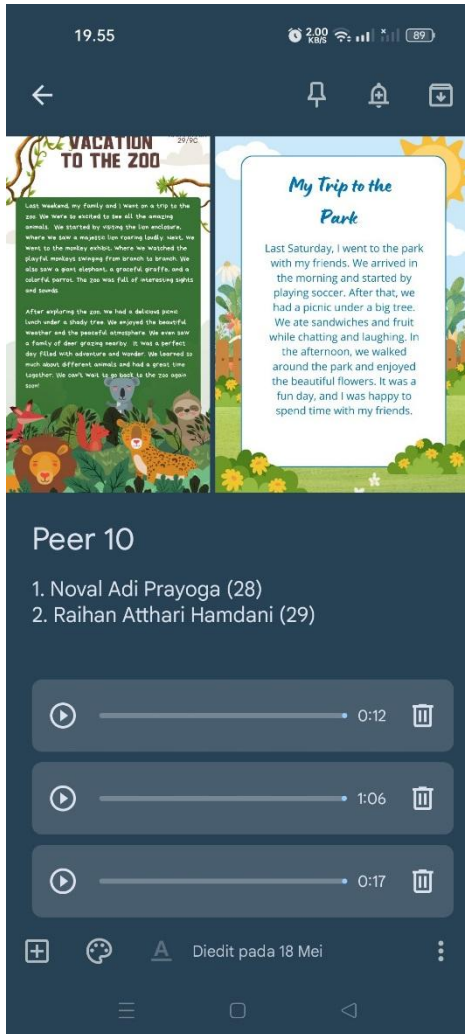


Figure 1.9

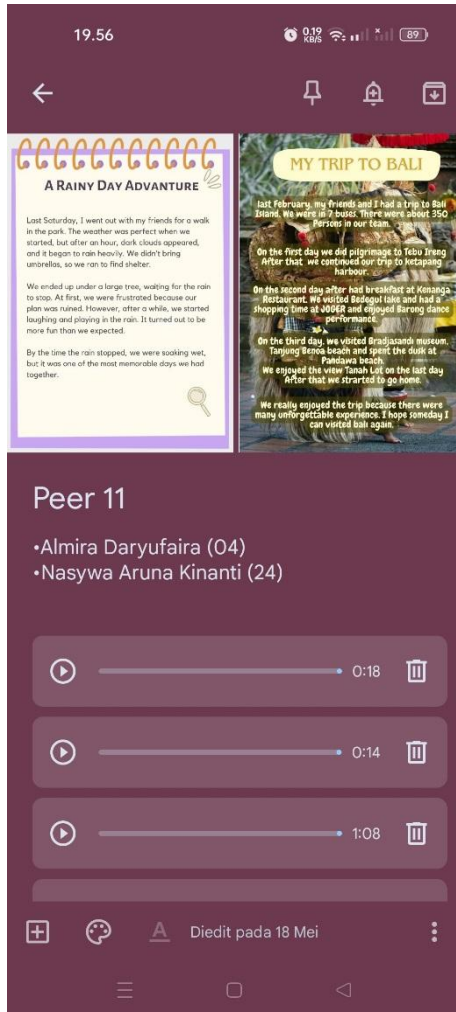


Figure 1.10

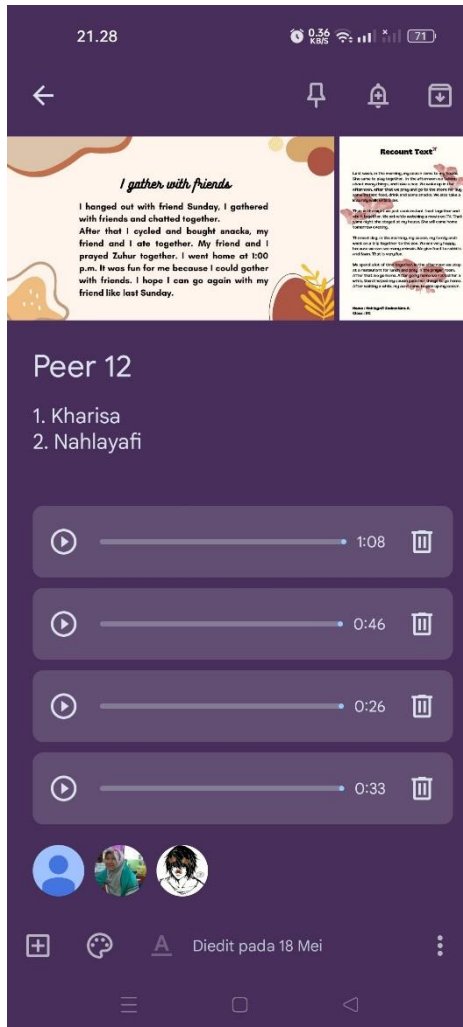


Figure 1.11



Figure 1.12

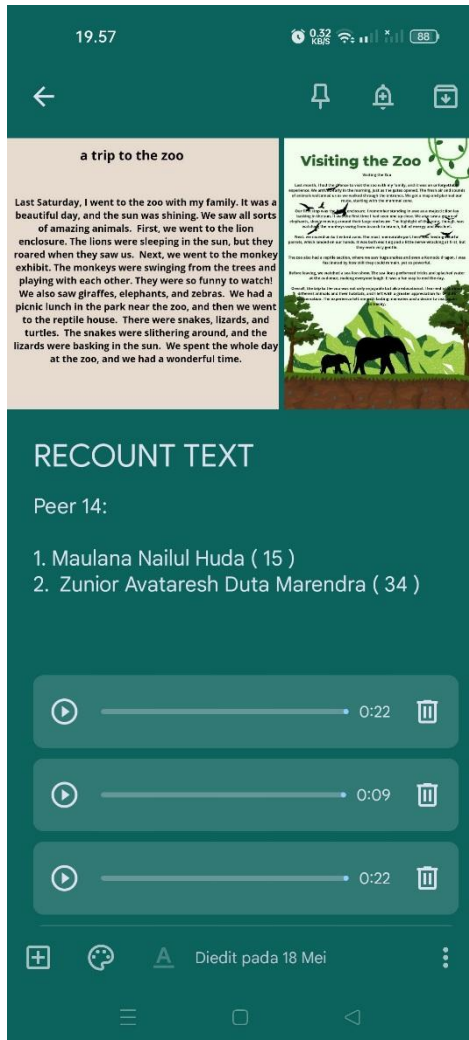


Figure 1.13



Figure 2.1

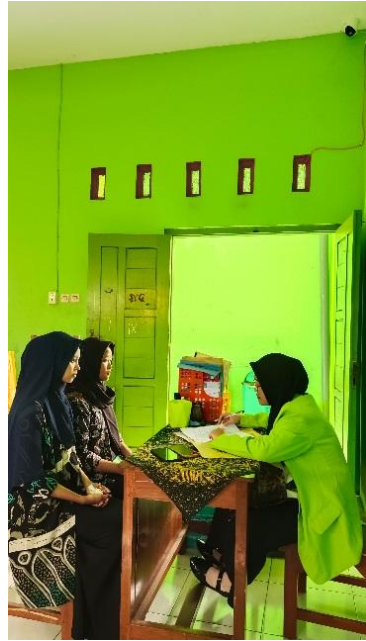


Figure 2.2

Researchers conducted interviews with female students



Figure 2.3



Figure 2.4

Researchers conducted interviews with male students



Figure 2.5



Figure 2.6

Researchers conducted interviews with the teacher

CURRICULUM VITAE

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