

**EFL TEACHER' AND STUDENTS' PERCEPTION ON
THE USE AND THE PEDAGOGICAL CHALLENGES OF
MOBILE TECHNOLOGY TO ENGLISH TEACHING AND
LEARNING**

THESIS

Submitted in Partial Fulfillment of the Requirement for
Gaining the Bachelor Degree in English Language
Education



By:

FITRIA NOR AN NISHA

Student Number: 2103046071

**EDUCATION AND TEACHER TRAINING
FACULTY WALISONGO STATE ISLAMIC
UNIVERSITY SEMARANG**

2025

THESIS STATEMENT

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I am a student with the following identity:

Name : Fitria Nor An Nisha
Student Number : 2103046071
Department : English Language Education

Certify that the thesis entitled:

**EFL TEACHER' AND STUDENTS' PERCEPTION ON THE USE AND THE
PEDAGOGICAL CHALLENGES OF MOBILE TECHNOLOGY TO ENGLISH
TEACHING AND LEARNING**

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Semarang, 21 February 2025

The Researcher,



Fitria Nor An Nisha
NIM. 2103046071

RATIFICATION



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185 Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

RATIFICATION

Thesis with the following identity:

Title : **EFL Teacher' and Students' Perception on the Use and The Pedagogical Challenges of Mobile Technology to English Teaching and Learning**

Name of Students : Fitria Nor An Nisha

Student Number : 2103046071

Department : English Education

Had been ratified by the board of examiners of Education and Teachers Training Faculty of Walisongo Islamic State University Semarang and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 28 March, 2025

THE BOARD OF EXMINERS

Chairperson,

Dr. Siti Tarwiyah, S.S., M.Hum
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NIP. 197211081999032001

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Daviq Rizal, M.Pd.
NIP. 198109082007102001



Examiner II,

Sayyidatul Fadhlilah, M.Pd.
NIP. 197211081999032001

Advisor,

Dr. Siti Tarwiyah, S.S., M.Hum
NIP. 197211081999032001

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:

The Dean of Educational and Teacher Training Faculty

Walisongo State Islamic University

Semarang

Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title	: EFL Teacher' and Students' Perception on the Use and the Pedagogical Challenges of Mobile Technology to English Teaching and Learning
Name of Student	: Fitria Nor An Nisha
Student Number	: 2103046071
Department	: English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munasqosyah session.

Wassalamu'alaikum, wr. wb.

Semarang, 13 Maret 2025
Advisor

Dr. Siti Tarwiyah, SS., M.Hum.
NIP. 197211081999032001

ABSTRACT

Title : Efl Teacher' and Students' Perception on the Use And The Pedagogical Challenges of Mobile Technology to English Teaching and Learning
Writer : Fitria Nor An Nisha
Student Number : 21003046071

This study investigates the perceptions of EFL teachers and students regarding mobile technology integration in English language learning, along with the associated pedagogical challenges. Using a descriptive qualitative methodology, the research involved one EFL teacher and eight students from MTsN 2 Semarang City. Data were gathered through interviews and focus group discussions, then analyzed using Miles and Huberman's (2014) framework. Findings indicate that both teachers and students hold generally positive views, with educators recognizing mobile technology's potential to enhance instruction and learners reporting improvements in vocabulary, listening, and reading skills. However, significant challenges emerged, including technical issues like unstable internet connectivity, operational difficulties with new applications, and pedagogical obstacles such as digital distractions and comprehension difficulties. The study concludes that while mobile technology offers valuable opportunities to create more engaging and student-centered learning environments, its effective implementation requires addressing both technical infrastructure and pedagogical adaptation. Recommendations include further research on long-term impacts and the development of targeted mobile applications to support specific language learning objectives.

Keywords: EFL , English language learning, mobile technology, pedagogical challenges, student perceptions, teacher perception

MOTTO

“Success is a long journey from one failure
to the next without losing heart”

(Winston Churchill)

“Success is not measured by how often
you fall, but how often you get back up”

(Vince Lombardi)

“Success starts with a strong
determination not to give up”

(Napoleon Hill)

وَقُلْ رَبِّ زِدْنِي عِلْمًا

"And say, 'My Lord, increase me in knowledge.'"

(QS. Thaha 20:114)

DEDICATION

In the name of Allah SWT, the Most Beneficent, the Most Merciful, the writer dedicated this thesis to:

- Walisongo State Islamic University especially for the English Education Department and Education and Teacher Training Faculty.
- My beloved family has always been the reason I have struggled until this moment.
- And the kind-hearted people around the writer who always support the writer's journey in completing this thesis.

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Finally, the researcher acknowledges that this thesis is not perfect and realizes that there is still room for improvement. Therefore, the researcher welcomes constructive feedback to improve its quality.

Hopefully, this thesis can provide benefits, especially in advancing the teaching and learning process for all parties involved.

Semarang, 27 Maret 2025

Best regards from the writer

Fitria Nor An Nisha

2103046071

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CHAPTER 1

INTRODUCTION

A. Background of the Research

All aspects of human life, including education, have been significantly impacted by modern technology. Technological developments present opportunities to enhance the teaching and learning process and improve education(Haleem et al. 2022).

However, integrating modern technology into language instruction also raises significant difficulties for teachers and students. Multitasking can also lead to a lack of focus and attention, which is a major issue(Rintaningrum 2023). Although technology has a positive impact on the world of education, it also has shortcomings that cause one problem for teachers, namely multitasking. Therefore, while technology has benefits, it still needs efforts to overcome its negative impacts.

The use of cutting-edge technology in English language instruction has become increasingly important in literature and in educational practice. Mobile phones and other technologies are becoming more and more common among students and educators(A 2019). Numerous studies have

demonstrated the educational advantages of mobile technology, such as its ability to support learning at any time and from any location(J. C. Wang, Hsieh, and Kung 2023). Using technology in English instruction can be an alternative that supports teachers in giving students interesting and creative materials. Using mobile devices in the classroom(Altavilla 2020). It can be concluded that cutting-edge technology, especially mobile devices has an important role to play in education. Mobile technology has significant benefits in the world of Education such as its ability to support flexible learning and can be reached from various locations. Thus the use of technology in English can be an alternative for teachers to provide varied materials.

Outstanding characteristics set mobile learning apart from other non-technological learning approaches. These characteristics include ease of information access, flexibility that fosters both independent and collaborative learning, interactivity, multimodality, personalization, comprehensiveness, security, support for higher-order thinking, and consolidation(Sophonhiranrak 2021). MALL integration in the classroom boosts students' engagement and productivity during study sessions(Review et al. 2012). Mobile technology has several different characteristics from non-technology learning. Mobile learning also increases

student engagement and productivity during learning sessions.

Numerous scholars have proposed that technology is a suitable and long-term investment for language teaching, given the growing usage of technology in education (C. Wang et al. 2024). Numerous characteristics and advantages provided by mobile technologies allow educators to innovate the educational system, develop a fresh strategy for connecting with digital natives, and customize material and skills for the future (Sharples and Pea 2014) (McQuiggan et al., 2015). The use of technology in education provides various characteristics and advantages, such as enabling innovation in the education system, developing new strategies to connect with the digital generation, and customizing materials and skills for the future.

There are several researchers who have discussed mobile technology integrated with English language learning, especially examining the challenges faced by educators in delivering learning using mobile technology. Among the researchers who have done so are, (Al-Johali, K. Y, 2019) mobile applications to teach vocabulary, Secondary School Teachers' Perceptions (Sri Kusuma Ningsih et al, 2022), Helen's Challenges and Opportunities (Hendaria Kamandhari, 2015), Using MALL to teach English (Solihin, 2021).

Most of the previous researchers only research the perspective of using mobile technology integrated with English learning from the teacher's side. However, no one has researched from the learners' side. Therefore, this study aims to examine the challenges faced by teachers and students while using mobile technology integrated with English learning.

B. Research Question

1. How are EFL teacher' and students' perceptions of the use of mobile technology in English language learning?
2. What are the pedagogical challenges identified by EFL teacher and students in integrating mobile technology into the English teaching and learning process?

C. Objective of The Research

1. To explain the perceptions of EFL teachers and students regarding the use of mobile technology in English language learning.
2. To describe the pedagogical challenges faced by EFL teacher and students in integrating mobile technology into the English tachingand learning process.

D. Significance of the Research

The results of this study are expected to provide contributions to the teacher, the students, the school, and the future researcher both theoretically and practically.

1. Theoretically

- a. Contribution to English Language Learning Theory

This research can provide a better understanding of how the use of mobile technology affects the English language learning process. It can help develop or update theories on English language learning.

- b. Development of Technology Education Theories

This research can provide new insights into how mobile technology can be integrated into English language learning. It can help in the development of theories of technology education.

- c. Understanding of Teachers' and Students' Perspection

This research can provide deep insights into the views and experiences of teachers and students regarding the pedagogical challenges of using mobile technology in English language learning, which can enrich the theoretical understanding of the interaction between technology and education.

2. Practically

- a. Curriculum Development and Teaching Methods

The result of this research is expected to give additional information and ways to teach English, especially about

culture which is the demand for independent curriculum learning in Indonesia.

b. Teacher Training

Teachers can use the findings of this study as a basis to train themselves in the use of mobile technology in English language learning, thus improving their skills in facing pedagogical challenges. For the researchers

c. Further Research Development

The results of this study can form the basis for further research in the field of using mobile technology in English language learning, allowing researchers to explore more specific or extended aspects of this topic.

d. Improving the Quality of Learning

By understanding the challenges faced by teachers and students in using mobile technology for English language learning, this study can help in identifying areas where improvements can be made to enhance the quality of learning.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Previous Research

In previous research, it was stated that technology has benefits in education, especially in English language learning. However, not infrequently, there is also the negative side found in integrating into learning. One of them in the research entitled *Using Mobile-Assisted Language Learning (MALL) to Teach English in Indonesian Context: Opportunities and Challenges* by Solihin (2021).

This research explores the opportunities and challenges associated with MALL implementation in Indonesia. This study has reviewed 30 articles to meet this need. They were chosen based on the types of mobile devices they mentioned as well as their assessment of the obstacles and opportunities of implementing MALL in other countries, including Indonesia. It looked at articles authored by a variety of researchers, including peer-reviewed articles. The method of data collection used in this study was library research.

The result of this research is that while Mobile-Assisted Language Learning (MALL) offers many opportunities to improve English language learning, especially in Indonesia,

several challenges need to be overcome. The opportunities include easy accessibility, global connections, and features that support language learning. However, challenges include a lack of technological knowledge and skills for teachers and students, limited internet access and infrastructure in remote areas, and ethical and cultural issues related to the use of such technology. Nonetheless, the integration of MALL in English language learning in Indonesia is promising, especially with efforts to overcome these barriers gradually and systematically (Solihin 2021).

In the same case, Al-Johali, K. Y (2019) conducted a study entitled *Using Mobile Applications To Teach Vocabulary: Saudi EFL Teachers' Perceptions*. This research aimed at surveying Saudi EFL teachers' perspectives about the use of m-applications in teaching English vocabulary to intermediate graders. Its final outcome indicates clearly that mobiles can contribute to the process of vocabulary learning and instruction effectively.

The findings revealed that the teachers thought that m-applications are simple, usable and advantageous. They can enhance students' motivation and collaboration to learn vocabulary. They considered m-application as an effective tool to teach and learn vocabulary (Al-Johali 2019).

Sri Kusuma Ningsih et al. (2022) discuss how current opportunities for mobile learning can be further explored. From these opportunities, teaching and learning will be further shaped and defined to prepare teachers and learners to embrace the fluid and dynamic movement of language learning. Challenges resulting from mobile learning opportunities will also be explored to improve foreign language learning applications (i.e. English) to better accommodate the needs of language learners.

The results of the study mentioned that mobile teaching and learning have shaped not only learners' learning experience but also teachers' professional development. Aside from those reasons, mobile learning apps will also experience the advantages of being criticized for undergoing significant improvement to enhance the teaching and learning experience of both teachers and learners(Ningsih, Suherdi, and Purnawarman 2022).

In the same case, M. Mahruf C. Shohel & Tom Power (2017) Introduce mobile technology for enhancing teaching and learning in the English language classroom in Bangladesh. This study investigated the use of mobile technology to enhance teaching and learning English in a Bangladeshi secondary school The findings showed that the use of mobile technology can improve student engagement

and motivation, as well as their English language skills(Shohel and Power 2010).

On the other hand, Maryam Ameri (2020) also conducted research on the use of mobile technology in English language learning, with the title *The Use of Mobile Technology in Learning English Language* This study aims to highlight the characteristics and use of mobile learning after providing a summary of all eLearning methods.

As you read this paper, you probably noticed that there isn't a single established theory explaining mobile learning. However, technology is advancing toward the next generation of learners, and since education is the cornerstone of all scientific fields that have improved our world, everything will be impacted by this portable technology. Since their position in education is gradually eroding these days, all of the traditional ways will soon be replaced by mobile-based techniques and technology, leaving no trace of the former methods in the educational system.(Ameri 2020)

Siti Muhibbatul Maufuroh et al. (2022) explored English as a Foreign Language (EFL) students' perceptions of the use of mobile technology, specifically the Hello English app, in task-based language teaching (TBLT).

The study used thematic analysis to identify and analyse themes in the data. The study concluded that integrating mobile technology into task-based language teaching is beneficial for EFL students. It not only helps in vocabulary acquisition, but also encourages a more enthusiastic approach to learning English.

The findings suggest that teachers should consider using mobile apps such as Hello English to enhance their pedagogical strategies, making language learning more accessible and enjoyable for students. Overall, this journal provides valuable insights into how mobile technology can transform language education by addressing pedagogical challenges and increasing student engagement through innovative teaching methods.(Maufuroh, Yanto, and Abas 2022)

Erlinda Sonya Pale et al. (2023) mentioned that this research highlights the challenges faced by teachers, such as time constraints and insufficient training on smartphone integration in lessons. Although many students use online dictionaries and learning apps, they need more support to explore the different tools available on their smart phones.

Overall, these findings suggest that while smart phones can significantly support English language learning, their use is still limited. There is a clear need to improve teacher training

and strategies to motivate students to utilize smart phone capabilities more effectively in their language learning journey.(Trivonia and Leu 2023)

Zainb Abbas Jawad (2021) Investigated English teachers' perceptions regarding the use of mobile devices in language learning. This study highlights the growing interest in mobile technology among students, who are increasingly connected to innovative devices.

The findings show that the use of smartphones for English language learning is minimal among junior high school students at SMPN Napan and SMP Satap Sono. Although teachers recommend smartphones for doing homework, they rarely incorporate them into classroom learning. Most students mainly use smartphones for online dictionaries, with a significant number of students expressing positive opinions about the effectiveness of smartphones in improving vocabulary and motivation. However, engagement with platforms such as YouTube for listening practice was low, indicating a need for more guidance in utilizing these resources effectively.

Teachers face challenges such as time constraints and insufficient training in integrating mobile technology into their lessons. Despite recognizing the potential benefits of smartphones, their practical implementation remains

limited. This study concludes that although students and teachers have good perceptions of smartphones in English language learning, there is an urgent need to improve teacher training and strategies to motivate students to engage more with mobile technology in their education.(Abbas Jawad 2021)

Desika Rinanda et al. (2019) explored EFL students' perceptions regarding using mobile applications in English language learning. This study aimed to understand how mobile technology influences students' learning experiences and language skills. The research was conducted through a case study method and involved semi-structured interviews with three vocational school students in Central Java, Indonesia.

The findings revealed that students held positive perceptions towards mobile applications, viewing them as beneficial tools that facilitate English language learning. They reported using various applications, such as online dictionaries, YouTube, and social media platforms like Instagram and Facebook, which helped them practice English and expand their vocabulary.

However, the study also identified challenges faced by students in utilizing these applications. Issues such as unstable internet connections and technical problems were

frequently mentioned, indicating a need for strategies to mitigate these challenges. Students expressed that while mobile applications enhance their learning experience by providing flexible and accessible resources, technical difficulties can hinder their engagement.

Overall, the research underscores the potential of mobile applications in supporting EFL students' language acquisition while also highlighting the importance of addressing the technical barriers that may limit their effectiveness in educational settings.(Desika Rinanda, Suparno 2019)

Eko Sanjaya (2023) conducted a comprehensive review of the potentials and challenges associated with Mobile Assisted Language Learning (MALL) for EFL/ESL learners. The findings of this study highlighted several key benefits of MALL, including portability, which allows learners to engage with language learning resources anytime and anywhere, thus encouraging autonomy and flexibility in their learning habits.

Social interactivity was also emphasized as a significant advantage, facilitating collaborative learning through platforms such as WhatsApp and Kakao Talk, which enhances vocabulary acquisition and engagement. However,

the study also identified substantial challenges related to MALL implementation.

Usability issues were prevalent, with students reporting difficulties in navigating the mobile app and technical issues such as slow internet connectivity and device limitations. In addition, there was a reluctance among students to see mobile phones as a legitimate learning tool, preferring traditional methods. The lack of guidance from educators on the effective use of apps further exacerbates these challenges.

Overall, this study underscores the dual nature of MALLs in language education: while they offer innovative opportunities to enhance the learning experience, they also present significant hurdles that must be overcome to maximize their effectiveness in the context of English language teaching and learning. (Sanjaya 2023)

2.2. Literature Review

2.2.1. The Concept of Perception

The process of organizing and interpreting one's sensory impressions to provide context for their surroundings is known as perception. The primary differentiation between the two primary theories of perception lies in the significance that each places on the function of perception

through higher cognitive processes and feelings. The Meaning of Perception Nelson and Quick define perception as the process of deciphering information about other individuals(Ningsih, Suherdi, and Purnawarman 2022).

Indicators of Perception:

Bimo Walgito claims that there are three different types of perception indicators, which are as follows:

1) Acceptance

The physiological stage of perception is shown by the process of reception or reabsorption, which is about how the five senses work to capture outside stimuli. This implies that information communicated by people to other people will be taken in or recognized by the five senses—taste, smell, hearing, and sight—either separately or in combination.``

2) Understanding

This indicates that findings from a subjective study may differ depending on the individual.

3) Assessment / Evaluation

Evaluation is the process via which an external input is detected by the senses and subsequently assessed by the person. This evaluation is highly arbitrary. Every individual

in the environment will perceive things differently. When someone perceives a stimulus as challenging and dull, others perceive it as enjoyable and well done(Walgito 2010).

2.2.1. The Concept of Pedagogical Challenge

Conversation and investigation in the field. By having a thorough awareness of these difficulties, teachers can find practical solutions that will enhance instruction and produce the intended results. This time, the pedagogical challenges that will be discussed in more depth are the challenges in integrating with mobile technology. Apart from internal factors (from teachers and students) challenges are also caused by external factors. Funding support for the acquisition of the required hardware and network connections is, of course, an obvious factor in achieving access to mobile technology.

However, it is one that is complicated by the role that individual ownership plays in the effective use of mobile devices(Burston 2014). There are other challenges faced, such as network constraints, differences in literacy levels in operating technology, to the disturbances that will be received during learning because it involves a network connection, of course there will be advertisements or games that appear while using the application. The following are indicators of pedagogical challenges by several experts

(Sewlyn, 2011; Christensen, Horn, and Johnson 2008; Stockwell 2013; Traxler 2007)

1. Technological Mediation

It refers to the role of technology as an intermediary in the learning process, which affects the interaction between teachers, students and learning materials. Selwyn (2011) In his book "Education and Technology: Key Issues and Debates" stated: "Technology mediates the learning process by shaping how knowledge is accessed, constructed, and shared. However, this mediation often introduces complexities that educators must navigate(Teräs 2022)

2. Disruptive Pedagogy

Disruptive pedagogy merujuk pada pendekatan pengajaran yang mengganggu atau mengubah metode tradisional, sering kali melalui penggunaan teknologi inovatif. Christensen, Horn, dan Johnson (2008) in the book "Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns" explained: "Disruptive pedagogy challenges traditional teaching methods by introducing new technologies and approaches, which can create both opportunities and challenges for educators."(Christensen et al. 2015)

3. English Teaching

English teaching in this context refers to the process of teaching English as a foreign language (EFL) with technology integration. Stockwell (2013) in the article "Technology and Motivation in English-Language Teaching and Learning" stated: "The integration of technology into English teaching requires careful consideration of pedagogical goals, as well as the linguistic and technical needs of learners."(Stockwell 2012)

4. Learning Flexibility

Learning flexibility refers to the ability of students to learn anytime, anywhere, and in a way that suits their individual needs. Traxler (2007) in the article "Defining, Discussing, and Evaluating Mobile Learning: The Moving Finger Writes and Having Writ..." explained: "Mobile learning offers unprecedented flexibility, but it also requires educators to rethink their approaches to teaching and assessment to accommodate diverse learning contexts."(Traxler 2007)

2.2.2. MALL As The Integration of Educational Technology

Mobile pedagogy is widely used in teaching language for distance education(Kukulska-Hulme, Lee, and Norris 2017). Mobile-assisted Language Learning (MALL) is enabled by

movable devices such as 2 Z.Jie and Y. Sunze personal digital assistants and smartphones(Adijaya, Armawan, and Kristiantari 2023).

Mobile-assisted language learning (MALL) has existed now for nearly 20 years. During this time, the capability of mobile devices has improved enormously, especially with mobile telephones which have incorporated the functionality of hand-held computers and audio-video recorders and players. However, as previous reviews have shown(Burston 2014).

Technological constraints were previously blamed for the limitation of pedagogical practice, that is, low sound quality, unstable network connection, and the high cost of new technology(Haron et al. 2021). However, the development of mobile technology and user-friendly smartphones help address these constraints.

Since 2009, MALL has become a popularized model, particularly for language acquisition in non-English speaking countries. MALL promotes language cognition with the convenience of technology(Review et al. 2012). MALL extends knowledge transmission, multimedia presentation, content conveyance, language learning, and delivery techniques(Hasan, Islam, and Shuchi 2021). It is effective in improving language skills in an informal context(García Botero, Questier, and Zhu

2019). Learners have shown positive attitudes towards the MALL model(Davie and Hilber 2015).

Education is closely connected to technology. As a systematic approach to instruction(Haleem et al. 2022). Educational technology augments teaching and learning with technological environments, education theory, and pedagogical practice(Jie, Sunze, and Puteh 2020). Information and Communication Technology is transforming the conception of teaching (Poudel 2022).

Technological progress improves the learning experience by facilitating interactivity, connectivity, and community. Despite the argument that technology has been overused in teaching(Haleem et al. 2022). The role of learners is increasingly important in the adoption of educational technology. This aligns with social constructivism which encourages students to construct knowledge through their own experiences and social interactions(Kulshreshtha et al. 2023).

Teachers must change in accordance with the educational technology. Traditional teaching puts focus on instructional approaches(Jie and Sunze 2023). Whereby teachers aim to deliver knowledge output and strengthen knowledge acceptance. However, educational technology empowers students to take ownership of their learning(Yang, Cheng, and Huang 2021).

As a result, teachers need to adopt constructivist philosophies and student-centered approaches to rebuild pedagogy, especially for education using mobile technology in the digital era. Adapt to the demands of the host culture(Taylor 1994). Defines communicative competence as the ability to effectively and appropriately accomplish communication behaviors to elicit a desired response in a specific environment.

In addition, Intercultural communicative competence can be defined as the capacity to continue communicating in a certain setting appropriately and effectively to get the intended result(Chunhong and Griffiths 2011).

2.2.3. Teaching and Learning English Using Mobile Technology

The pervasiveness of mobile technology has revolutionized various aspects of life, including education (Keengwe and Bhargava 2014). In the realm of English language teaching and learning (ELT), mobile technology has emerged as a transformative tool, offering a plethora of opportunities to enhance the learning experience (Kartika et al. 2024).

CHAPTER 3

RESEARCH METHOD

A. Research Design

A qualitative descriptive design is used in this investigation. Since qualitative descriptive research doesn't require a lot of data or a conceptual understanding, it can be employed as an option for study (Sandelowski 2010). When a clear description of a phenomenon is required, a qualitative descriptive method ought to be the approach of choice. When a researcher wants to comprehend the circumstances surrounding an incident, such as what and who was involved and where things transpired, this method is quite helpful (Lambert 2012). Understanding the features of the specific occurrences is the main goal of data collecting in qualitative descriptive studies. A qualitative descriptive study aims to give a thorough account of specific experiences that individuals or groups have had.

B. Participants

Purposive sampling was used by the study's participants. This kind of sampling is also known as judgmental sampling. The researcher employs specialized expertise, experience, or criteria to choose people who are representative of the topic while choosing subjects for this sample. Purposive samples are occasionally chosen

following field research from a variety of groups to guarantee that particular demographics or individuals displaying particular traits are included in the study (Glassner et al. 1983).

The results of the survey showed 1 EFL teacher out of 3 EFL teachers who used mobile technology in teaching English and 8 EFL students who are interested in using mobile technology in learning English out of 90 EFL students who use mobile technology. The EFL teacher studied was 45 years old with female gender and the 8 students were 14 years old with the gender of 4 female and 4 male students.

C. Setting

1. Place of the Research

Data collection in this study was conducted at MTsN 2 Kota Semarang at Jl. Soekarno-Hatta No. 285 Mlatiharjo, East Semarang, Semarang city.

2. Time of the Research

The implementation period of this research was November 12 and November 15, 2024.

D. Method of Collecting Data

1. Interview

The author used interviews to collect data to explore teachers' perceptions on the use of mobile technology in

their English language learning. The interviews conducted by the researcher focused on in-depth interviews.

Several steps were taken by the researcher before and during the interview process, including interview process, among others:

- a) Making an appointment with the informant to willing to conduct the interview,
- b) Introducing the researcher to the informant,
- c) Explaining the purpose of the interview,
- d) Asking several questions related to the use of mobile technology in learning English.

2. Focus Group Discussion

Focus group study is used to answer questions from students. There were eight students from the same class to answer the prepared questions. The interview involved unstructured and general open-ended questions, intended to elicit the views and opinions of the participants. The final category of qualitative data consists of qualitative audio and visual materials. This data may take the form of photographs, art objects, videotapes, or any form of sound.(Stadtländer 2009)

E. Method of Analyzing Data

This study employed the data analysis method developed by Miles and Huberman (2014). Data condensation, data presentation, and conclusion drawing are the three stages that comprise the analytical process. Data analysis is the process of methodically looking over and arranging information that has been taken from field reports, recordings, interviews, and other supporting sources. The objective is to use these data to define the research topic (Azwar, 2013). This makes it possible for the researcher and others to comprehend the results. The following is a list of procedures for data analysis:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplification, abstraction, and/or transformation of data that appear in the full corpus (content) of written field notes, interview transcripts, documents, and other empirical materials. Data condensation is a form of analysis that refines, classifies, directs, discards, and organises data in such a way that ‘final’ conclusions can be drawn and verified. In this part, the researcher collects a lot of data, so it is better to record it straightforwardly and with care and attention. The longer interviews and discussions are

conducted in the field, the more data will be obtained. Afterwards, all the data collected from the interviews and discussions were organised and divided into the following categories: EFL teachers' and students' perceptions of the use of mobile technology in English language learning, pedagogical challenges identified by EFL teachers in integrating mobile technology into the English learning process, and pedagogical challenges identified by EFL students in using mobile technology in the English learning process.

2. Data Visualisation

Data display is the second step. The organised arrangement of data that enables conclusions and actions is known as data display. Data visualisation helps us understand what is going on and allow us to act on that knowledge. After data condensation and data presentation, the researcher moves on to the next stage, which is data presentation. Information is displayed in the form of tables along with a synopsis and explanation of how the categories relate to each other. Through data display, the information has been organised into a pattern of relationships that are easy to understand (Sugiyono, 2008).²⁵

3. Drawing Conclusions

Drawing conclusions is the third stage. The results of the analysis process will produce conclusions that serve as the main findings of the research. Descriptive analysis will be used to present the research findings. The final section will emphasise on explaining the perceptions of EFL teachers and students on the use and pedagogical challenges of mobile technology for English language teaching and learning.

F. Data Validation

In this study, data validation is essential to ensure the credibility, accuracy, and trustworthiness of the findings. One technique used is member checking, where data and interpretations are verified with participants. After collecting data through interviews and focus group discussions, the researcher transcribed and analyzed it to identify key themes. The preliminary findings were then shared with participants (EFL teachers and students) for feedback, allowing them to confirm, clarify, or refute the interpretations. This process ensures the findings accurately reflect participants' perceptions and experiences regarding the pedagogical challenges of mobile technology in English teaching and learning.

CHAPTER 4

FINDINGS & DISCUSSION

The authors describe the results of interviews and focus group discussions. This analysis focuses on teachers' and students' perspectives on the pedagogical challenges of integrating mobile technology with English language learning. In this chapter, the author answers the research questions in Chapter 1

A. FINDINGS

1. EFL Teacher' and Students' Perceptions of the Use of Mobile Technology in English Language Learning

To answer the first question, there are 3 indicators of perception by Bimo walgito, that must be fulfilled including; Acceptance, Understanding and Assessment.

1.1 Teacher' and student's acceptance of the use of mobile technology in English language learning

It refers to the views, attitudes, or opinions of English as a foreign language (EFL) teachers and students towards the use of mobile technology in learning. Mobile technology includes devices such as smartphones, tablets, or mobile applications that are used to support English language learning. Teachers' and students' perceptions here indicate that they understand

and strongly agree with the use of mobile technology in teaching and learning.

Based on the results of the interview with the teacher regarding the acceptance of mobile technology, the teacher stated that mobile technology is needed in the current era in the English learning process. It facilitates the learning process for both teachers and students, making learning more effective.

However, the teacher sometimes needs time to adjust to integrating mobile technology, especially when trying new features for the first time. The teacher expressed feeling nervous when operating new features in technology because it is a new experience, and continuous learning is required.

(T.1.1) “Technology is needed in the English learning process because it makes it easier for teachers and students to learn.”

This statement highlights the teacher's positive perception of mobile technology as a tool that simplifies and enhances the learning process. However, the teacher also emphasized the importance of continuous learning to keep up with technological advancements.

Students expressed their acceptance of mobile technology by highlighting the improvements they experienced in their English language skills. They found mobile technology to be

highly beneficial in enhancing their reading and listening skills.

(S1.1) “Feeling helped, for me, the existence of technology helps change reading skills. Now it is easier to understand reading.”

Student 1 noted that mobile technology has significantly improved their reading skills. Previously, it took them longer to understand the meaning of a text, but with the help of technology, they can now grasp the essence of the reading more quickly.

(S2.1.1) “With technology, I feel superior in learning English, especially when listening to someone speaking English. I understand what is being said more easily.”

Student 2 shared that mobile technology has been very helpful in improving their listening skills. They feel more confident in understanding English conversations, both in videos and in person, and can now catch vocabulary more effectively.

Based on the results of interviews and discussions, both the teacher and students showed good acceptance of mobile technology in English language teaching and learning.

The teacher perceives mobile technology as essential for facilitating teaching and making learning more effective,

despite the need for time to adapt to new features. Students, on the other hand, perceive mobile technology as highly beneficial, noting significant improvements in their reading and listening skills. Overall, mobile technology is seen as a valuable tool that enhances the teaching and learning experience in English language education.

Teacher' and students' understanding of the use of mobile technology in english language learning

Teacher' and students' understanding of the use of mobile technology in English language learning refers to the level of familiarity and proficiency that teachers and students have in utilizing mobile technology to support the teaching and learning process.

Mobile technology includes devices such as smartphones, tablets, or mobile applications that are used to enhance English language learning. Teachers' and students' understanding here indicates their ability to effectively operate and integrate these tools into their learning activities.

The teacher is considered to have a good understanding of the use of mobile technology in teaching English. This is supported by her statement about the integration of technology since the Covid-19 pandemic:

(T.1.2) “ We started using this internet technology since the Covid pandemic, like it or not, teachers are forced to use mobile technology. At first, we were required to learn. Even now, we still have to learn. If we don't learn, we will be left behind by the era that controls.”

The teacher acknowledges that while she has become familiar with mobile technology over the past few years, continuous learning is necessary to keep up with technological advancements. She is careful in selecting applications that are simple and comfortable for both herself and her students:

(T.1.2) “I choose features and applications that are simple and make students comfortable. So that I can easily operate and keep students comfortable.”

This indicates that the teacher is proactive in adapting to new tools while prioritizing ease of use and student comfort.

Students demonstrate a strong understanding of the use of mobile technology in their English language learning. They are accustomed to using mobile technology to assist their learning, especially when they encounter difficulties with the material presented by the teacher. Beyond completing assignments, students use mobile technology to improve their English skills.

(S1.1.2) “I usually look up vocabulary using Google Translate, then if I want to look up verbs and their usage using AI. I usually use Gemini AI and ChatGPT.”

(S2.1.2) “The application that I usually use to learn English is Duolingo, especially to improve my listening skills.”

These statements highlight how students leverage tools like Google Translate, AI applications, and language learning apps to enhance their reading, listening, and vocabulary skills. Their ability to use these tools effectively reflects a strong understanding of mobile technology.

The findings reveal that both the teacher and students have a solid understanding of the use of mobile technology in English language learning. The teacher, while already proficient, continues to learn and adapt to new technological advancements to ensure effective implementation. Students, on the other hand, are highly adept at using mobile technology to support their learning, utilizing various tools to improve their English skills.

This mutual understanding underscores the importance of mobile technology as a valuable resource in modern English language education.

Assessment of teacher and students after using mobile technology in English language teaching and learning

Assessment of teacher and students after using mobile technology in English language teaching and learning refers to the evaluation of the effectiveness, benefits, and impacts of integrating mobile technology from both the teacher's and students' perspectives.

The assessment focuses on how mobile technology facilitates the teaching process, enhances student engagement, and improves English language proficiency. Based on the data collected, both teachers and students gave a positive assessment of the use of mobile technology in English language learning.

During teaching using mobile technology, the teacher considers it beneficial for developing English language learning. With mobile technology, learning becomes more effective and easier to deliver. The teacher feels very facilitated in the teaching process. Some of the statements made by the teacher include:

(T.1.3) “I usually measure student progress through Quizizz, Live Worksheet, and Google Classroom.”

The above statement shows that with mobile technology, the teacher is more innovative in measuring student abilities. Previously, assessments were limited to paper-based questions or direct question-and-answer sessions. Now, assessments can be conducted in various ways, such as through games and online class groups.

The teacher also assessed students' perceived progress in integrating mobile technology in English language learning.

(T.1.3) “I feel the progress experienced by students in the form of their increased enthusiasm for learning. Because

psychologically, their generation is close to mobile technology, they feel more comfortable when operating it.”

The teacher considers the use of mobile technology in learning English to be very good because it makes teaching easier and more innovative. In addition, the use of mobile technology increases students' motivation to learn English.

Based on students' experiences of using mobile technology in learning English, they consider it very beneficial because it helps them complete assignments and improve their English proficiency.

(S5.1.3) “Actually, learning using a tablet so far is convenient. Besides that, it also helps if we don't understand the instructions or vocabulary in English. That way, I can directly search on Google Translate.”

2. The Pedagogical Challenges Identified by EFL Teacher and students in Integrating Mobile Technology into The English Teaching Process and Learning Process

Pedagogical challenges are various obstacles faced by teachers in the learning process, such as limited facilities, differences in student characteristics, and lack of mastery of technology, which can interfere with the achievement of educational goals.(Putri, Nurhasanah, and Azis 2023) As stated, ‘Teachers’ understanding in knowing and minimising challenges in learning shows how the application of a teacher's pedagogical skills’ (Jumrawarsi & Suhaili, 2021). The

following are indicators of pedagogical challenges by several experts; Technological Mediation, Disruptive Pedagogy, English Teaching, and Learning Flexibility.

Technological mediation challenges identified by EFL teacher in integrating mobile technology into the English language learning process

Technological mediation is the process by which technology acts as a mediator that affects the way humans interact with the world, including how they learn, communicate or complete tasks. It refers to the challenges related to the role of technology as a mediator in learning. It describes technical obstacles faced by teacher such as device availability, internet connectivity, or difficulties in using certain applications. In addition, these challenges can also include how technology affects the interaction between teachers, students and learning materials.

Some of the technical obstacles mentioned by teachers in the teaching process are unstable network connections, the lack of experience of teachers in operating mobile technology, and the lack of teacher knowledge about mobile technology, especially the use of applications that are effectively used in supporting English language learning.

(T.2.1) “The first obstacle is when I encounter new features, from there it requires me to learn more about mobile

technology. Secondly, in this madrasah students are not allowed to use personal quota for tablet use because they are worried that students are not responsible. However, the network connection at school is sometimes less supportive because of the large number of students accessing it.”

According to the statement expressed above, teacher stated that poor network connectivity hinders the teaching process, besides that the rapid advancement of technology makes teacher overwhelmed to keep up because the teacher himself has only been teaching English for 3 years involving mobile technology. This makes teacher had to learn it so as not to miss the latest technology. For example, in finding and learning applications that are relevant and effective for learning English. Each application usually has its own specifications to improve certain skills.

Such as applications to improve reading, writing, listening, and speaking skills. To find these applications teachers must search for themselves. However, according to the teacher, there is no solution for poor network connectivity at school other than giving students the opportunity to look for signals outside the classroom.

(T.2.1) ”There is no solution to the signal problem, but children are allowed to leave the classroom if they have an assignment”

Teacher always allow students to look for a place that has a good signal if the signal is not favourable when students are

working on assignments from the teacher. That is the only way to run the learning smoothly.

The use of disruptive pedagogy in teaching English integrated with mobile technology

The findings from teachers reveal several key aspects: Positive Perception of Mobile Technology in English Learning, Challenges in Transitioning Roles, Utilization of Mobile Technology Features, Diverse Student Abilities, Engaging Students in Mobile Technology-Integrated Learning, and Challenges in Collaboration. Below is a detailed explanation of these findings.

Teacher highly value the integration of mobile technology in English language teaching. They find it extremely helpful in preparing materials and conducting assessments.

(T.2.2): “With the help of technology, the teacher's role as a facilitator becomes more dominant compared to traditional teaching. The workload becomes lighter, but preparation requires more time.”

This statement highlights the shift in the teacher's role from being the primary source of knowledge to a facilitator, which is a key aspect of disruptive pedagogy. However, this shift also demands more time for preparation, as teachers need to adapt to new tools and methods.

Teacher faced challenges in transitioning from traditional teaching roles to becoming guides in technology-based learning. This shift requires continuous learning and adaptation.

(T.2.2): “I feel challenged by the transition from being a teacher to a learning guide in technology-based education. It requires continuous learning because if I don’t learn, I won’t be able to keep up.”

This reflects the need for professional development and the importance of staying updated with technological advancements to effectively implement disruptive pedagogy.

Teacher often rely on recommendations from colleagues or online searches to discover useful applications for teaching. For example, tools like Liveworksheet are shared among teachers to enhance learning experiences.

(T.2.2): “Sometimes I share with colleagues, and they recommend tools like Liveworksheet, which I found through a Google search.”

This indicates the collaborative nature of adopting new technologies and the importance of peer support in integrating mobile technology into teaching.

Teachers report no significant issues in dealing with students' varying levels of technological proficiency, as students are generally familiar with mobile technology.

(T.2.2): “There are no obstacles in dealing with students because they already understand how to use mobile technology.”

This suggests that students are generally tech-savvy, which facilitates the integration of mobile technology in the classroom.

Teacher employed group learning strategies to engage students, allowing them to collaborate and help each other.

(T.2.2): “One strategy I use is involving students in group learning, so they can help each other if someone struggles.”

This approach aligns with disruptive pedagogy by fostering collaborative learning and peer support.

Despite the benefits, group learning can be challenging due to personality clashes among students, which may disrupt the learning environment.

(T.2.2): “The challenge in group learning is managing different personalities. Sometimes students don’t get along, which can make the learning process uncomfortable.”

This highlights the need for teachers to manage group dynamics effectively to ensure a positive learning experience. Teacher noted that challenges often stem from personal differences rather than digital access or technical issues.

(T.2.2): “Sometimes the challenges are not about digital access but about individual personalities.”

This emphasizes the importance of addressing interpersonal issues alongside technological integration.

The findings suggest that disruptive pedagogy, when integrated with mobile technology, offers significant benefits in creating an engaging and effective learning environment. However, it also presents challenges, such as the need for continuous teacher learning, managing group dynamics, and adapting to new roles.

Teachers play a crucial role in facilitating this transition by leveraging mobile technology to enhance student collaboration and engagement. Despite the challenges, the overall perception of mobile technology in English teaching is positive, as it supports the shift towards a more student-centered and interactive learning approach.

English language teaching challenges faced by EFL teacher in integrating mobile technology into the English language teaching process

English language teaching challenges refer to the difficulties or obstacles faced by EFL teachers when integrating mobile technology into the learning process.

These challenges include technical, pedagogical, classroom management, content appropriateness, and teachers' readiness in using technology to achieve English learning goals

effectively. In this study, teachers did not feel many challenges; however, they expressed difficulties in finding suitable applications to support the improvement of specific language skills, such as reading, writing, listening, and speaking.

The findings from this variable reveal several key aspects: Positive Impact of Mobile Technology, Difficulty in Finding Suitable Applications, Differentiated Instruction Challenges, Limited Use of Technology for Speaking and Listening Skills, dan Dependence on Classic Teaching Methods. Below is a detailed explanation of these findings.

The findings from the teacher, reveal insights into the challenges faced when integrating mobile technology into English language teaching. Below is a detailed explanation based on the data provided:

Teachers reported experiencing more positive impacts than challenges when using mobile technology in teaching. The primary challenge mentioned was the lack of information about relevant applications to support teaching specific language skills.

(T.2.3): "So far, I have not been familiar with applications for listening and speaking. I have only evaluated reading skills. For mastering the material, I can use mobile technology, but for speaking skills, I still use traditional methods like writing."

This statement highlights the gap in teachers' knowledge about applications that can enhance listening and speaking skills, which are crucial components of language learning.

Teacher expressed challenges in finding applications that are suitable for teaching specific skills, such as writing, listening, and speaking.

(T.2.3): “The challenge is that I haven’t found a suitable application yet. For writing, I can ask students to use Canva and submit a hard file, which I then correct. However, for speaking and listening, I haven’t found any solutions.”

This reflects the need for teachers to explore and identify applications that cater to different language skills, particularly listening and speaking, which are often neglected in technology-integrated teaching.

Teacher faced difficulties in implementing differentiated instruction, especially when it comes to addressing individual student needs through technology.

(T.2.3): “I usually deliver the material in a classical manner and rarely address students individually. Maybe later through evaluation. Students will create a text, and I will respond through the project they create using an application.”

This indicates a gap in utilizing mobile technology to provide personalized learning experiences, which is essential for addressing diverse student needs.

Teacher relied on traditional methods for teaching speaking and listening skills, as they have not yet discovered effective applications for these areas.

(T.2.3): “For speaking and listening, I still use traditional methods. I haven’t found any applications that can help with these skills.”

This highlights the need for teachers to explore and adopt applications that can enhance speaking and listening skills, which are critical for language proficiency.

Teacher tends to rely on classic teaching methods for delivering content, with limited use of technology for individualized instruction.

(T.2.3): “I usually deliver the material in a classical manner and rarely address students individually. Maybe later through evaluation. Students will create a text, and I will respond through the project they create using an application.”

This suggests that while teachers are open to using technology, they still depend on traditional methods for content delivery and assessment.

The findings indicate that while mobile technology has a positive impact on English language teaching, teacher faced challenges in finding suitable applications to support the development of specific language skills, particularly listening and speaking.

Teacher also struggle with implementing differentiated instruction and often rely on traditional methods for teaching and assessment. To fully leverage mobile technology in English language teaching, teacher needed to explore and adopt applications that cater to all language skills and provide personalized learning experiences. Professional development and peer collaboration can play a crucial role in helping teacher overcome these challenges and effectively integrate mobile technology into their teaching practices.

The level of flexibility of mobile technology in the context of English language teaching according to teacher' perceptions

Mobile technology can be optimally utilized to increase the flexibility and effectiveness of English language teaching. There are several contexts of flexibility that are reviewed, namely in terms of use, teaching, time, and place. In this discussion, it is stated that teaching is more flexible in terms of time, place, and use with mobile technology. Teachers are greatly helped during teaching English with mobile technology.

The findings from this variable reveal several key aspects: Enhanced Flexibility in Teaching and Learning, Time Management for Students, Automated Progress Monitoring, Expectations for More Interactive Applications, Variety of

Applications and Their Limitations, and Suggestions for Institutional Support. Below is a detailed explanation of these findings.

The findings from teacher, highlight the flexibility of mobile technology in English language teaching. Below is a detailed explanation based on the data provided:

Teachers perceive mobile technology as a tool that significantly increases flexibility in teaching English. For example, learning applications allow teachers to assign tasks that students can complete at their own pace and time.

(T.2.4): “When I give evaluations, students don’t have to complete them immediately. They can finish them later in the evening or within a few days. I can assign homework anytime through Google Classroom.”

This demonstrates how mobile technology enables teacher to manage tasks more efficiently and provides students with the flexibility to organize their learning schedules.

Mobile technology allows students to manage their time effectively, as they can complete assignments within flexible deadlines.

(T.2.4): “In my opinion, it’s flexible in terms of time, so students can manage their own schedules. For example, I can give a task with a deadline one week before the next meeting, and students can complete it at home anytime, even the day before or at the end of the year.”

This reflects the convenience mobile technology offers in accommodating diverse student schedules and learning paces.

Teachers find it easier to track student progress through mobile applications, as these tools automatically detect and record student performance.

(T.2.4): “With mobile technology, teaching English has become more flexible and easier. For example, I don’t have to worry about running out of time to assign tasks because I can simply assign them through an app, and students can complete them at home. I can also easily monitor student progress because the scores are automatically detected by the application.”

This highlights the efficiency of mobile technology in reducing teachers' workload and providing real-time feedback on student performance.

Teachers hope for more user-friendly and interactive applications to enhance student engagement and comfort in learning.

(T.2.4): “My hope is that there will be more applications that are easy to operate yet interactive, so students feel comfortable learning.”

This indicates the need for applications that are not only functional but also engaging to create a positive learning experience.

Teacher use various applications like Google Classroom, Google Forms, Liveworksheet, Quizizz, Mentimeter, and Wordwall, which offer diverse features such as essays, multiple-choice questions, and games. However, some applications have limitations, such as being paid or having monotonous interfaces.

(T.2.4): “For assignments, I usually use Google Classroom to collect tasks. Google Forms is simple and comfortable to use but less attractive because its interface is too monotonous. Other tools like Liveworksheet are more versatile, offering essays, multiple-choice questions, and games. Quizizz, Mentimeter, and Wordwall also have varied games but are limited and sometimes require payment.”

This shows the diversity of tools available but also highlights the need for more accessible and engaging options.

Teacher recommended that schools provide support for continuous professional development to help them stay updated with the latest applications and teaching tools.

(T.2.4): “I hope the school will facilitate teachers to continuously learn and upgrade their knowledge about the latest applications so we don’t fall behind our students.”

This emphasizes the importance of institutional support in ensuring teachers remain proficient in using mobile technology for teaching.

The findings reveal that mobile technology offers significant flexibility in English language teaching, enabling

teachers to assign tasks, monitor progress, and provide feedback more efficiently. Students benefit from the ability to manage their learning schedules and complete tasks at their own pace.

However, teachers express the need for more interactive and user-friendly applications to enhance student engagement. Additionally, institutional support is crucial for helping teachers stay updated with the latest technological tools and applications. Overall, mobile technology has transformed English language teaching by making it more adaptable, efficient, and student-centered.

The Pedagogical Challenges Identified by EFL Students in Using Mobile Technology in The English Learning Process

As mentioned on pages 12-13, the indicators of pedagogical challenges for teachers and students are the same, including; Technological Mediation, Disruptive Pedagogy, English Teaching, and Learning Flexibility.

Technological mediation challenges identified by EFL students in integrating mobile technology into the English language learning process

Technological mediation refers to the role of technology as a mediator in the learning process, influencing how students interact with learning materials, teachers, and peers. In the

context of English language learning, mobile technology acts as a tool that facilitates access to resources, enhances engagement, and supports skill development.

However, students may also face challenges related to the use of technology, such as technical issues, application usability, or dependency on specific tools. This variable explores the challenges and benefits students experience when integrating mobile technology into their English language learning process.

The findings from this variable reveal several key aspects: Comfort and Ease of Using Mobile Technology, Dependence on Google Translate, Integration of Mobile Technology in Classroom Learning, Use of Canva for Assignments, Independent Use of Mobile Technology at Home, and Positive Impact on Learning Progress. Below is a detailed explanation of these findings.

The findings from the students, reveal their experiences and perceptions of using mobile technology in English language learning. Below is a detailed explanation based on the data provided:

Students expressed comfort and satisfaction with the use of mobile technology in learning English. They highlighted how tools like Google Translate, AI applications (e.g., Gemini

AI and ChatGPT), and language learning apps (e.g., Duolingo) have made learning more accessible and effective.

(S1.3.1): “I usually look up vocabulary using Google Translate, then if I want to look up verbs and their usage, I use AI. I usually use Gemini AI and ChatGPT.”

(S2.3.1): “The application I usually use to learn English is Duolingo, especially to improve my listening skills. Mobile technology has helped me advance in learning English. I feel more confident when listening to someone speak English.”

(S3.3.1): “For me, mobile technology has improved my reading skills. Now I can understand texts more easily.”

These statements demonstrate how mobile technology supports various aspects of language learning, including vocabulary acquisition, listening, and reading comprehension.

All students mentioned using Google Translate as a primary tool for understanding unfamiliar vocabulary. They found it helpful for quick translations and improving their comprehension.

(S5.3.1): “Learning with a tablet is comfortable. It helps us when we don’t know the vocabulary in English. We can immediately look it up on Google Translate.”

This reflects students' reliance on translation tools to bridge language gaps and enhance their understanding of English materials.

Students reported that their teachers frequently use mobile technology in English lessons, employing applications like Google Classroom, Liveworksheet, Quizizz, and Wordwall.

(S5.3.1): “Yes, usually the teacher uses Google Classroom, Liveworksheet, Quizizz, and Wordwall.”

(S6.3.1): “Every English lesson involves using a tablet.”

This indicates that mobile technology is deeply integrated into the classroom environment, making learning more interactive and engaging.

Students mentioned that teachers often assign tasks requiring them to create presentations using Canva, which helps them develop their creative and technical skills.

(S5.3.1): “Usually, we are asked to create presentation tasks on Canva.”

This shows how mobile technology is used not only for language learning but also for developing digital literacy and presentation skills.

Students also utilize mobile technology outside the classroom to enhance their learning. For example, they use apps like Duolingo for vocabulary building and language practice.

(S5.3.1): “At home, I sometimes play around with Duolingo to expand my vocabulary.”

This highlights the flexibility of mobile technology, allowing students to continue learning independently beyond school hours.

Students acknowledged that mobile technology has significantly improved their English language skills, particularly in listening, reading, and vocabulary acquisition.

(S2.3.1): “With mobile technology, I feel more advanced in learning English. I feel superior when listening to someone speak English.”

(S3.3.1): “Mobile technology has improved my reading skills. Now I can understand texts more easily.”

These statements underscore the positive impact of mobile technology on students' language proficiency and confidence.

The findings reveal that students generally feel comfortable and supported by the use of mobile technology in their English language learning process. Tools like Google Translate, Duolingo, and AI applications have become essential for vocabulary acquisition, listening, and reading comprehension.

Mobile technology is also widely integrated into classroom activities through platforms like Google Classroom, Liveworksheet, and Canva, making learning more interactive and engaging. Additionally, students use mobile technology independently at home to further enhance their skills. While

students face minimal challenges, their experiences highlight the importance of accessible and user-friendly applications in facilitating effective language learning. Overall, mobile technology has become a valuable tool for students, enabling them to learn English more flexibly and efficiently.”

The use of disruptive pedagogy in learning English integrated with mobile technology

Disruptive pedagogy refers to an innovative and unconventional teaching approach that aims to transform traditional learning methods by integrating technology and creating a more engaging, flexible, and student-centered learning environment. In the context of English language learning, disruptive pedagogy leverages mobile technology to enhance the learning experience, making it more interactive, accessible, and effective.

This variable explores how students perceive the integration of disruptive pedagogy and mobile technology in their English learning process. The findings from this variable reveal several key aspects: Positive Reception of Mobile Technology in Learning, Preference for Technology-Enhanced Learning, Advantages of Mobile Technology in Learning, Challenges and Distractions, and Dependence on Internet Connectivity. Below is a detailed explanation of these findings.

The findings from students, reveal their perceptions and experiences of using disruptive pedagogy integrated with mobile technology in learning English. Below is a detailed explanation based on the data provided:

Students expressed enthusiasm for the integration of mobile technology in their English learning, stating that it has made learning easier and more enjoyable.

(S3.3.2): "It's easier to fssind materials that I don't know yet."

(S7.3.2): "Learning is more enjoyable now."

These statements highlight how mobile technology has transformed the learning experience, making it more accessible and engaging for students.

Students prefer learning with mobile technology, such as tablets and interactive TV screens, as it helps them understand lessons better. For example, animations and visual aids displayed on TV screens make complex concepts clearer.

(S1.3.2): "I prefer learning with a tablet. Also, when learning with the TV screen in class, animations are shown, making it clearer and easier to understand. For English, if it's not displayed on the TV screen, I feel like I don't fully understand what the teacher is saying. It's just in my imagination, so it's less clear."

This demonstrates how visual and interactive elements facilitated by mobile technology enhance comprehension and engagement.

Students identified several advantages of using mobile technology, such as easier access to learning materials and the ability to complete tasks more efficiently.

(S2.3.2): *“The advantage is that it’s easier to find materials I want to study.”*

(S5.3.2): *“I agree with S2; it’s easier to find materials.”*

(S7.3.2): *“The advantage of using a tablet is that when the teacher assigns tasks, I like using Google Classroom because it’s clearer. When I open it, the instructions are immediately visible. If I don’t understand something, I can search online, unlike traditional written assignments.”*

These advantages highlight how mobile technology streamlines the learning process and provides students with immediate access to resources and instructions.

While students appreciate the benefits of mobile technology, they also acknowledged its drawbacks, such as distractions and reduced motivation.

(S2.3.2): *“The downside is that it makes me lazier, like looking for instant solutions.”*

(S5.3.2): *“The downside is that it’s easy to get distracted when using a phone or tablet. I often end up opening TikTok or YouTube.”*

(S7.3.2): “The downside is that we lose motivation. For example, while studying, I suddenly feel lazy because I’m tempted to open YouTube or watch other videos. This makes us lose focus on completing tasks.”

These challenges indicate the need for strategies to minimize distractions and maintain student focus during technology-integrated learning.

Students noted that the effectiveness of mobile technology depends on the availability of a stable internet connection, which can vary depending on the location.

(S7.3.2): “It depends on the location.”

This highlights the importance of reliable internet access for seamless integration of mobile technology in learning.

The findings reveal that students generally have a positive perception of disruptive pedagogy integrated with mobile technology in English language learning. They appreciate the ease of accessing materials, the clarity provided by visual aids, and the efficiency of platforms like Google Classroom.

However, students also face challenges, such as distractions from social media and a reliance on stable internet connectivity. Despite these drawbacks, the integration of mobile technology has made learning more engaging, interactive, and student-centered. To maximize the benefits of disruptive pedagogy, it is essential to address these challenges

by implementing strategies to minimize distractions and ensure consistent access to technology and internet resources. Overall, mobile technology has significantly enhanced the English learning experience, aligning with the principles of disruptive pedagogy.

English language learning challenges faced by EFL students in integrating mobile technology into the English language learning process

This refers to the various difficulties that EFL students experience when using mobile technology to learn English. These challenges can include technical issues such as poor internet connection or lack of access to necessary apps, lack of digital skills, distraction from notifications or other apps, difficulty understanding English content, as well as low motivation if the learning content is not engaging.

In addition, cultural or institutional barriers can also complicate the integration of mobile technology in learning. Understanding these challenges is important to create more effective solutions in utilizing mobile technology to support English language learning.

The findings from this variable reveal several key aspects: Understanding and Use of Mobile Technology, Effectiveness

of Mobile Technology in Learning, and Challenges and Distractions. Below is a detailed explanation of these findings.

Based on the results of interviews with students regarding the integration of mobile technology in English language learning, students expressed both positive experiences and challenges. Below is a detailed explanation based on the data provided:

Students demonstrated a good understanding of how to use mobile technology for learning English. They frequently mentioned using applications like Google Translate, Duolingo, ChatGPT, and Gemini AI to support their learning.

(S3.3.3) “Google Translate.”

(S4.3.3) “Only use Google Translate.”

(S2.3.3) “Duolingo and Google Translate.”

(S1.3.3) “ChatGPT, Google Translate, and Gemini AI.”

(S5.3.3) “Google Translate, sometimes Duolingo.”

(S6.3.3) “Google Translate and Duolingo.”

(S7.3.3) “Only use Google Translate.”

(S8.3.3) “Google Translate and Duolingo.”

These responses highlight the reliance on translation tools and language learning apps to enhance vocabulary and comprehension.

Students generally found mobile technology effective for improving their English language skills, particularly in vocabulary acquisition and listening comprehension.

(S5.3.3) “Quite effective, because we want to know but we already have the answer and then we just remember it, so we know more.”

(S6.3.3) “Yes, it is effective.”

(S7.3.3) “I think because I don't really understand it, it's effective, but sometimes the words are too formal so I don't know the meaning.”

(S8.3.3) “It's effective so it adds more vocabulary too.”

(S4.3.3) “It is also effective because it can improve learning English.”

(S3.3.3) “Effective, because we can become more aware of English vocabulary.”

(S2.3.3) “Very effective, because when I was in grade 6 and grade 7, listening to people speak English was like gargling, only when I got to know the Duolingo application it became easier, more understanding.”

(S1.3.3) “I would say 9/10, because if there is a long sentence or paragraph in English we want to listen to it sometimes a little difficult, but if the words that are difficult we usually translate, we listen to it effectively.”

These statements underscore the positive impact of mobile technology on students' language proficiency and confidence.

While students appreciate the benefits of mobile technology, they also acknowledged its drawbacks, such as

distractions from other applications and the need for self-discipline to stay focused.

(S4.3.3) “In my opinion, I need more discipline, because if you are not disciplined, sometimes you can open other (applications).”

(S2.3.3) “I think it takes more discipline, because if we study traditionally we can focus on learning. But if we use tablets or mobile phones, we can accidentally open TikTok or something else.”

(S4.3.3) “It takes discipline because it is easy to get distracted if you use a tablet.”

(S6.3.3) “It takes discipline too.”

(S5.3.3) “Actually, it takes more effort to balance the time to play and study if using a tablet.”

(S7.3.3) “You have to be disciplined so you don't lose focus.”

(S8.3.3) “Discipline.”

(S3.3.3) “The same, must be disciplined.”

These challenges indicate the need for strategies to minimize distractions and maintain student focus during technology-integrated learning.

The findings reveal that students generally find mobile technology effective for improving their English language skills, particularly in vocabulary acquisition and listening comprehension.

However, they also face challenges such as distractions from other applications and the need for self-discipline to stay focused. Despite these challenges, students appreciate the flexibility and accessibility that mobile technology offers, making learning more engaging and efficient. To maximize the benefits of mobile technology in English language learning, it is essential to address these challenges by promoting digital discipline and providing engaging, user-friendly learning content.

Overall, mobile technology has become a valuable tool for students, enabling them to learn English more flexibly and effectively.

The level of flexibility of mobile technology in the context of English language learning according to students' perceptions

Flexibility of mobile technology refers to the adaptability and convenience it offers in the learning process, allowing students to access learning materials, complete tasks, and manage their time more effectively. In the context of English language learning, mobile technology enables students to learn anytime and anywhere, making the process more personalized and efficient. This variable explores students' perceptions of how mobile technology enhances the flexibility of their English learning experience.

The findings from the students, reveal their perceptions of the flexibility provided by mobile technology in English language learning. Below is a detailed explanation based on the data provided:

Many students appreciate the flexibility that mobile technology offers, as it allows them to access learning materials and complete tasks at their own pace and time.

(S2. 3.4): "It's more flexible because I can access it anytime, regardless of the time."

(S1. 3.4): "Flexible and time-saving."

(S3. 3.4): "Flexible."

These statements highlight how mobile technology enables students to manage their learning schedules independently, making the process more convenient and efficient.

While some students find mobile technology highly flexible, others have mixed feelings, citing issues such as device availability and internet connectivity as limitations.

(S5): "Sometimes it's flexible, sometimes it's not. If there's no device or if the internet is down, I can't use a smartphone or tablet. So, for me, it's fifty-fifty."

(S8. 3.4): "Fifty-fifty."

(S6. 3.4): "Neutral."

(S4. 3.4): "Neutral."

These responses indicate that while mobile technology offers flexibility, its effectiveness depends on external factors like device access and internet reliability.

Some students feel neutral about the flexibility of mobile technology, as they only use it when necessary and do not find it particularly engaging for leisure activities.

(S7. 3.4): “For me, it’s neutral in terms of flexibility because I only use it when needed. For fun activities, it’s less appealing.”

This suggests that while mobile technology is useful for learning, its flexibility may not extend to all aspects of students' lives.

Students have varying preferences regarding where they find mobile technology most effective. Some prefer using it in the classroom, while others find it more convenient outside the classroom.

(S7. 3.4): “I prefer using it in the classroom because it’s more comfortable. If I don’t understand something, I can just ask the teacher.”

(S8. 3.4): “It’s comfortable in the classroom because if I don’t understand, I can ask the teacher directly.”

(S5. 3.4): “I prefer using it outside the classroom because at home, I can do other activities while learning, making it more relaxed.”

These preferences highlight the diverse ways students utilize mobile technology, depending on their learning styles and environments.

The findings reveal that students generally perceive mobile technology as a flexible tool that enhances their English language learning experience. Many appreciate the ability to access materials and complete tasks at their own pace, making learning more convenient and efficient.

However, some students have mixed or neutral perceptions due to challenges like device availability and internet connectivity. Additionally, students' preferences for using mobile technology vary, with some favoring classroom use for immediate teacher support and others preferring outside use for a more relaxed learning environment. Overall, mobile technology offers significant flexibility in English language learning, but its effectiveness depends on addressing technical limitations and accommodating diverse student needs.

B. Discussion

This study explores the perceptions and pedagogical challenges faced by EFL teachers and students in integrating mobile technology into English language teaching and learning.

The findings reveal several key insights that contribute to the understanding of how mobile technology is perceived and utilized in the EFL context, as well as the challenges encountered by both teachers and students. The discussion is structured around the three research questions, addressing the perceptions of mobile technology, the pedagogical challenges faced by teachers, and the challenges faced by students.

1. EFL Teachers' and Students' Perceptions of the Use of Mobile Technology in English Language Learning

The findings reveal that both EFL teachers and students generally hold positive perceptions of mobile technology in English language learning. Teachers view mobile technology as a valuable tool that enhances the teaching process, making it more effective and innovative.

They appreciate its flexibility in task assignment, progress monitoring, and student engagement. However, teachers also emphasize the need for continuous professional development to keep up with technological advancements, particularly in selecting and operating new applications.

Students, on the other hand, perceive mobile technology as highly beneficial for improving their English language skills, particularly in vocabulary acquisition, listening, and reading comprehension. They frequently use tools such as Google

Translate, Duolingo, and AI-powered applications to support their learning. Students also value the flexibility and accessibility that mobile technology provides, enabling them to learn at their own pace and outside the classroom.

However, some students report challenges such as distractions from other applications and the need for self-discipline to stay focused. These findings align with and expand upon previous research. For instance, McQuiggan et al. (2015) highlighted the transformative potential of mobile technology in education, emphasizing its ability to enhance motivation, engagement, and personalized learning. Similarly, Solihin (2021) found that mobile applications significantly improve vocabulary acquisition and reading comprehension, particularly when integrated into structured learning activities.

Additionally, Kukulska-Hulme and Shield (2008) emphasized the role of mobile technology in fostering autonomous learning, which resonates with the students' appreciation for flexibility and self-paced learning in this study. However, the study also highlights challenges that echo those identified in earlier research.

For example, Stockwell (2010) noted that while mobile technology offers numerous benefits, technical issues and distractions can hinder its effectiveness. Similarly, Burston (2014) emphasized the importance of teacher training in

integrating mobile technology effectively, a point reiterated by the teachers in this study who expressed the need for continuous professional development.

Furthermore, the issue of self-discipline raised by students aligns with findings by Sharples et al. (2009), who argued that the success of mobile learning depends on learners' ability to manage distractions and maintain focus.

2. Pedagogical Challenges Identified by EFL Teacher and students in Integrating Mobile Technology into the English Teaching and Learning Process

EFL teachers face several pedagogical challenges when integrating mobile technology into their teaching. One of the primary challenges is technological mediation, which includes issues such as unstable network connections, limited experience in operating new applications, and insufficient knowledge about effective tools for teaching specific language skills (e.g., listening and speaking).

Teachers also expressed difficulties in finding suitable applications that cater to the diverse needs of their students, particularly for differentiated instruction. Another significant challenge is disruptive pedagogy, which refers to the shift from traditional teaching methods to more innovative, technology-based approaches. While teachers appreciate the benefits of

mobile technology, they also face challenges in transitioning from being the primary source of knowledge to becoming facilitators of learning.

This shift requires continuous professional development and adaptation to new teaching strategies. Additionally, teachers highlighted challenges related to learning flexibility.

While mobile technology offers flexibility in terms of time and place, teachers noted that it also requires careful planning and management to ensure that all students benefit equally. For example, some students may lack access to reliable internet or devices, which can hinder their ability to participate fully in technology-integrated learning.

These findings are consistent with previous studies that have identified similar challenges in integrating mobile technology into language teaching. For instance, Stockwell (2013) emphasized the need for teacher training and technical support to address issues related to technological mediation.

Similarly, Traxler (2007) highlighted the challenges of disruptive pedagogy, noting that the integration of mobile technology often requires a fundamental shift in teaching practices and mindsets. Furthermore, Kukulska-Hulme (2012) discussed the importance of addressing equity issues, such as

unequal access to technology, to ensure that all students can benefit from mobile learning.

The study emphasizes the importance of providing teachers with ongoing professional development and support to help them overcome these challenges and effectively integrate mobile technology into their teaching practices. This aligns with recommendations from Burston (2014), who argued that teacher training programs should focus on both technical skills and pedagogical strategies to maximize the potential of mobile technology in language teaching.

EFL students also face several challenges when using mobile technology for English language learning. One of the primary challenges is technological mediation, which includes issues such as distractions from other applications (e.g., social media) and the need for self-discipline to stay focused on learning tasks. Students acknowledged that while mobile technology makes learning more accessible and flexible, it can also lead to reduced motivation and focus if not used appropriately. Another challenge is disruptive pedagogy, which refers to the shift from traditional classroom learning to more technology-based, student-centered approaches.

While students appreciate the benefits of mobile technology, such as easier access to learning materials and interactive tools, they also face challenges in adapting to this

new learning environment. For example, some students expressed a preference for traditional methods, particularly for speaking and listening skills, where they felt more comfortable with face-to-face interaction. Students also highlighted challenges related to learning flexibility.

While mobile technology allows them to learn anytime and anywhere, some students noted that its effectiveness depends on external factors such as device availability and internet connectivity. For example, students in areas with poor internet access may struggle to fully benefit from mobile technology. These findings are consistent with previous research, which has identified similar challenges in using mobile technology for language learning, such as distractions, technical issues, and the need for self-regulation (Traxler, 2007; Kukulska-Hulme, 2012).

The study underscores the importance of addressing these challenges by promoting digital discipline, providing engaging and user-friendly learning content, and ensuring equitable access to technology.

CHAPTER 5

CONCLUSION AND SUGGESTION

This represents the last chapter of this research project. After discussing the research findings that center on, the researcher presents some conclusions and recommendations from this study related to EFL teacher' and students' perception on the use and the pedagogical challenges of mobile technology to english teaching and learning.

A. Conclusion

This study explored the perceptions and pedagogical challenges faced by EFL teachers and students in integrating mobile technology into English language teaching and learning.

The findings reveal that both teachers and students generally hold positive perceptions of mobile technology, viewing it as a valuable tool that enhances the teaching and learning process. Mobile technology is seen as beneficial for improving English language skills, particularly in vocabulary acquisition, listening, and reading comprehension. It also offers flexibility, accessibility, and

innovative learning opportunities, making it a significant asset in modern education.

However, the study also identified several challenges. Teachers face difficulties in integrating mobile technology, such as unstable network connections, limited experience with new applications, and the need for continuous professional development to keep up with technological advancements. Students, while appreciating the benefits of mobile technology, encounter challenges such as distractions from other applications, the need for self-discipline, and occasional difficulties in understanding formal English content.

These challenges highlight the importance of addressing technical issues, promoting digital discipline, and ensuring equitable access to technology and internet resources.

In conclusion, mobile technology has the potential to transform English language teaching and learning by making it more engaging, flexible, and student-centered. However, to fully realize its benefits, it is essential to address the pedagogical challenges faced by both teachers and students.

B. Suggestions

Based on the findings of this study, the following suggestions are offered to various stakeholders:

1. For Teachers:

Continuous Professional Development: Teachers should engage in ongoing training to stay updated with the latest technological tools and applications.

This will help them effectively integrate mobile technology into their teaching practices. **Exploration of Applications:** Teachers should explore and experiment with various mobile applications that cater to different language skills, particularly listening and speaking, to enhance the overall learning experience. **Classroom Management:** Teachers should develop strategies to manage distractions and maintain student focus during technology-integrated learning. This could include setting clear guidelines for the use of mobile devices in the classroom.

2. For Students:

Digital Discipline: Students should cultivate self-discipline to stay focused on learning tasks and avoid

distractions from other applications. Time management skills can help them balance learning and leisure activities.

Active Engagement: Students should actively engage with mobile technology to enhance their English language skills. Utilizing tools like Google Translate, Duolingo, and AI applications can significantly improve vocabulary, listening, and reading comprehension.

3. For Schools and Institutions:

Infrastructure Support: Schools should ensure reliable internet connectivity and provide access to necessary devices to support the integration of mobile technology in the classroom.

Professional Development Programs: Institutions should offer continuous professional development programs for teachers to enhance their technological skills and pedagogical strategies. **Curriculum Integration:** Schools should integrate mobile technology into the curriculum, providing guidelines and resources to help teachers effectively use technology in their teaching.

4. For Future Researchers:

Further Exploration: Future researchers should explore the long-term impact of mobile technology on

English language learning, particularly in diverse educational contexts. Broader Participant Base: Researchers should consider involving a larger number of participants and extending the duration of the study to obtain more comprehensive data. Focus on Specific Skills: Future studies could focus on the effectiveness of mobile technology in developing specific language skills, such as speaking and listening, and explore innovative applications that cater to these areas.

By addressing these suggestions, stakeholders can maximize the benefits of mobile technology in English language teaching and learning, ultimately enhancing the quality of education and preparing students for the demands of the 21st century.

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APPENDIXES

Appendix I Interview Guideline

Interview Guideline of Students' Perceptions of the Use of Mobile Language in English Language Learning

Variable	Indicator	Question
Mobile technology in English language learning	Students' acceptance of mobile technology in English language learning	1. What do you think about using cell phones or other mobile devices to learn English? 2. Do you feel that mobile technology helps you in learning English? 3. Do you feel comfortable using mobile technology to learn English outside of class?
	Students' understanding of using mobile technology in English language learning	1. What mobile apps or resources do you use to learn English? 2. How do you use mobile technology to learn English independently? Do you feel that mobile technology helps you in learning English?
	Assessment /Evaluation of students after using mobile technology in English	1. Have you ever used mobile technology to evaluate your own English learning progress?

	language learning	
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Interview Guideline of Teacher's Pedagogical Challenges In Integrating Mobile Technology Into the English Teaching Process

Variable	Indicator	Question
Pedagogical challenges identified by teacher in integrating mobile technology into the English teaching process	Technological mediation	1. What are the main technical obstacles you face when integrating mobile technology into English language teaching? 2. How do you overcome issues of poor connectivity or device limitations in the classroom? 3. Do you feel there is a need for additional training for teachers in terms of using mobile technology? If yes, in what aspects? 4. What mobile apps or software do you use most often in English language learning? Why? 5. How do you choose an app or software that suits your student's needs and ability level? 6. How do your students respond to the use of mobile technology in English language

		learning? Are they enthusiastic or tend to be passive?
	Disruptive pedagogy	1. How has your role as a teacher changed after the integration of mobile technology in the learning process? Are you more of a facilitator or still dominant as a material deliverer? 2. What challenges do you face in shifting from the traditional role as a teacher to a more mentoring role in technology-based learning? 3. How do you manage a class that is increasingly diverse in terms of technological capabilities? Are there students who have difficulty adapting to technology-based learning? 4. What strategies do you use to keep all students engaged in learning activities involving mobile technology? 5. What challenges do you face in designing valid and reliable

		assessments in the context of technology-based learning? 6. Are there challenges in managing group dynamics when students work together using mobile devices? 7. How do you select and develop learning materials that match the characteristics of mobile technology and students' needs? 8. Do you find it difficult to find quality, curriculum-relevant learning content?
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	English teaching	1. How do you use mobile technology to develop students' four language skills (listening, speaking, reading, and, writing)? What specific examples can you give? 2. Do you find it difficult to find quality, curriculum-relevant learning materials using mobile technology? 3. How does mobile technology help you deliver customized learning to individual students?
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	Learning flexibility	1. Do you feel that mobile technology allows students to learn with more flexibility, such as anytime and anywhere? 2. How much influence do you think learning flexibility has in improving the effectiveness of English language learning? 3. What do you hope to see in the development of mobile technology to assist more flexible learning? 4. Are there any suggestions or needs that you expect from schools or institutions to support the integration of mobile technology in English language learning?
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Variable	Indicator	Question
Pedagogical challenges identified by students in integrating mobile technology in the english learning process	Technological mediation	1. How comfortable are you using mobile devices and apps to learn English? 2. Do your teachers provide adequate guidance and support in using mobile technology for English language learning? 3. How often does your teacher integrate mobile technology into your English lessons? 4. Do you have access to a mobile device that you can use for English learning outside of class? 5. How can teachers ensure that all students have equal opportunities to benefit from mobile technology in English language learning?

	Disruptive pedagogy	1. What do you think about the shift from traditional classroom learning to mobile-based learning? 2. Would you rather learn English through traditional methods or through mobile technology? Why? 3. What are the advantages and disadvantages of using mobile technology for English learning compared to traditional methods? 4. Are there any barriers to accessing mobile technology for English learning, such as cost or internet connectivity? 5. Do you feel that using mobile devices during English classes can be distracting? If yes, why?
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	English teaching	1. What language-learning apps or software have you used? 2. How effective do you think they are in improving your English skills? 3. How often do you use your mobile device to learn English? Can you explain what learning activities you do using your mobile device? 4. Do you feel that using mobile devices requires more self-discipline than classroom learning? Why? 5. What are the advantages and disadvantages of using language learning apps?
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	Learning flexibility	1. Do you feel that using mobile devices gives you more flexibility in managing your study time? Why? 2. Are there any obstacles or challenges you face when trying to learn English using mobile devices outside of school hours? 3. Do you prefer learning English in class or using your mobile device outside of class? Explain your reasons.
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Variable	Indicator	Question
Mobile technology in English language learning	Teacher's acceptance of mobile technology in English language teaching	1. What do you think about the use of mobile technology in English language learning? 2. Do you think mobile technology can help you teach English effectively? 3. Do you feel comfortable using mobile technology in the classroom?
	Teacher' understanding of using mobile technology in English language teaching	1. Can you tell us about your experience of using mobile technology in English language teaching? 2. How do you choose the right mobile apps or resources for teaching and learning?
	Assessment/Evaluation of teacher after using mobile technology in English language teaching	1. Do you use mobile technology to assess and evaluate your students' English teaching?

		2. How do you use mobile technology to provide effective feedback to students? 3. Do you use mobile technology to track your students' learning progress?
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Interview Guideline of Students' Perceptions of the Use of Mobile Language in English Language Learning

Variable	Indicator	Question
Mobile technology in English language learning	Students' acceptance of mobile technology in English language learning	4. What do you think about using cell phones or other mobile devices to learn English? 5. Do you feel that mobile technology helps you in learning English? 6. Do you feel comfortable using mobile technology to learn English outside of class?
	Students' understanding of using mobile technology in English	3. What mobile apps or resources do you use to learn English? 4. How do you use mobile technology to learn English independently? Do you feel that mobile technology

	language learning	helps you in learning English?
	Assessment /Evaluation of students after using mobile technology in English language learning	2. Have you ever used mobile technology to evaluate your own English learning progress?

Interview Guideline of Teacher's Pedagogical Challenges In Integrating Mobile Technology Into the English Teaching Process

Variable	Indicator	Question
Pedagogical challenges identified by teacher in integrating mobile technology into the English teaching process	Technological mediation	7. What are the main technical obstacles you face when integrating mobile technology into English language teaching? 8. How do you overcome issues of poor connectivity or device limitations in the classroom? 9. Do you feel there is a need for additional training for teachers in terms of using mobile technology? If yes, in what aspects? 10. What mobile apps or software do you use most often in English

		language learning? Why? 11. How do you choose an app or software that suits your student's needs and ability level? 12. How do your students respond to the use of mobile technology in English language learning? Are they enthusiastic or tend to be passive?
	Disruptive pedagogy	9. How has your role as a teacher changed after the integration of mobile technology in the learning process? Are you more of a facilitator or still dominant as a material deliverer? 10. What challenges do you face in shifting from the traditional role as a teacher to a more mentoring role in technology-based learning? 11. How do you manage a class that is increasingly diverse in terms of technological capabilities? Are there students who have difficulty adapting to

		technology-based learning? 12. What strategies do you use to keep all students engaged in learning activities involving mobile technology? 13. What challenges do you face in designing valid and reliable assessments in the context of technology-based learning? 14. Are there challenges in managing group dynamics when students work together using mobile devices? 15. How do you select and develop learning materials that match the characteristics of mobile technology and students' needs? 16. Do you find it difficult to find quality, curriculum-relevant learning content?
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	English teaching	4. How do you use mobile technology to develop students' four language skills (listening, speaking, reading, and, writing)? What specific examples can you give? 5. Do you find it difficult to find quality, curriculum-relevant learning materials using mobile technology? 6. How does mobile technology help you deliver customized learning to individual students?
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	Learning flexibility	5. Do you feel that mobile technology allows students to learn with more flexibility, such as anytime and anywhere? 6. How much influence do you think learning flexibility has in improving the effectiveness of English language learning? 7. What do you hope to see in the development of mobile technology to assist more flexible learning? 8. Are there any suggestions or needs that you expect from schools or institutions to support the integration of mobile technology in English language learning?
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Variable	Indicator	Question
Pedagogical challenges identified by students in integrating mobile technology in the english learning process	Technological mediation	6. How comfortable are you using mobile devices and apps to learn English? 7. Do your teachers provide adequate guidance and support in using mobile technology for English language learning? 8. How often does your teacher integrate mobile technology into your English lessons? 9. Do you have access to a mobile device that you can use for English learning outside of class? 10. How can teachers ensure that all students have equal opportunities to benefit from mobile technology in English language learning?

	Disruptive pedagogy	6. What do you think about the shift from traditional classroom learning to mobile-based learning? 7. Would you rather learn English through traditional methods or through mobile technology? Why? 8. What are the advantages and disadvantages of using mobile technology for English learning compared to traditional methods? 9. Are there any barriers to accessing mobile technology for English learning, such as cost or internet connectivity? 10. Do you feel that using mobile devices during English classes can be distracting? If yes, why?
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	English teaching	6. What language-learning apps or software have you used? 7. How effective do you think they are in improving your English skills? 8. How often do you use your mobile device to learn English? Can you explain what learning activities you do using your mobile device? 9. Do you feel that using mobile devices requires more self-discipline than classroom learning? Why? 10. What are the advantages and disadvantages of using language learning apps?
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	Learning flexibility	4. Do you feel that using mobile devices gives you more flexibility in managing your study time? Why? 5. Are there any obstacles or challenges you face when trying to learn English using mobile devices outside of school hours? 6. Do you prefer learning English in class or using your mobile device outside of class? Explain your reasons.
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Appendix II The Result of the Source Answer

Table 4.1 Teacher' and students' acceptance of the use of mobile technology in English language learning

No	Participant	Acceptance	Data
1.	Teacher	Accept	The teacher perceives mobile technology as essential in the English learning process, as it facilitates teaching and makes learning more effective. However, the teacher acknowledges the need for time to adapt to

			new features and applications.
2.	Students	Accept	Students perceive mobile technology as highly beneficial, noting improvements in their reading and listening skills. They feel more confident and capable in understanding English materials and conversations.

Table 4.1Teacher' and students' understanding of the use of mobile technology in English language learning

No	Participant	Understanding
1.	Teacher	The teacher has a good understanding of the use of mobile technology in teaching English, though she continues to learn and adapt to new technological advancements to ensure effective implementation.
2.	Students	Students demonstrate a strong understanding of the use of mobile technology, utilizing tools like Google Translate, AI applications (e.g., Gemini AI, ChatGPT), and language learning apps (e.g., Duolingo) to support their English learning both inside and outside the classroom.

Table 4.1 Assessment of teacher and students after using mobile technology in English language teaching and learning

No	Participant	Assessment
1.	Teacher	The teacher assesses mobile technology as highly beneficial, making English language teaching more effective, innovative, and easier to deliver. It also increases student motivation and engagement.
2.	Students	Students assess mobile technology as very helpful in completing assignments, improving English proficiency, and providing flexibility in learning. They find it convenient and effective for enhancing their language skills (reading, listening, writing, and speaking).

Table 4.2 Technological mediation challenges identified by EFL teacher in integrating mobile technology into the English language learning proces

No	Participant	Technological mediation
1.	Teacher	The teacher faces technological mediation challenges such as unstable network connections, limited experience in operating mobile technology, and insufficient knowledge about effective applications for English language learning.

Table 4.2 The use of disruptive pedagogy in teaching English integrated with mobile technology

No	Participant	Challenges
1.	Teacher	The teacher faces challenges in finding suitable applications to support the development of specific language skills (listening and speaking), implementing differentiated instruction, and transitioning from traditional teaching methods to technology-based learning.

Table 4.2 English language teaching challenges faced by EFL teacher in integrating mobile technology into the English language teaching process

No	Participant	Teaching challenges
1.	Teacher	The teacher faces challenges in finding suitable applications to support the development of specific language skills (listening and speaking), implementing differentiated instruction, and transitioning from traditional teaching methods to technology-based learning.

Table 2.4 The level of flexibility of mobile technology in the context of English language teaching according to teacher' perceptions

No	Participant	Flexibility of mobile technology
1.	Teacher	The teacher perceives mobile technology as highly flexible in English language teaching, enabling flexible task assignments, time management for students, automated

		progress monitoring, and access to diverse learning applications.
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Table 4.3 Technological mediation challenges identified by EFL students in integrating mobile technology into the English language learning process

No	Participant	Technological mediation
1.	Students	Students generally feel comfortable and supported by mobile technology, using tools like Google Translate, Duolingo, and AI applications to enhance vocabulary, listening, and reading skills. However, they may face minor challenges such as dependency on specific tools and occasional technical issues.

Table 4.3 the use of disruptive pedagogy in learning English integrated with mobile technology

No	Participant	Disruptive pedagogy
1.	Students	Students perceive disruptive pedagogy integrated with mobile technology as beneficial, as it makes learning more engaging, interactive, and accessible. However, they also face challenges such as distractions from social media and dependence on stable internet connectivity.

Table 4.3 English language teaching challenges faced by EFL students in integrating mobile technology into the English language learning process

No	Participant	Learning challenges
1.	Students	Students face challenges such as distractions from other applications, the need for self-discipline to stay focused, and occasional difficulties in understanding formal English content. Despite these challenges, they find mobile technology effective for improving their English skills, particularly vocabulary and listening.

Table 4.3 the level of flexibility of mobile technology in the context of English language learning according to students' perceptions

No	Participant	Flexibility of mobile technology
1.	Students	Students generally perceive mobile technology as flexible, allowing them to access learning materials and complete tasks at their own pace and time. However, some students have mixed or neutral perceptions due to challenges like device availability and internet connectivity.

Appendix III Certificate of Completion of Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KOTA SEMARANG

MADRASAH TSANAWIYAH NEGERI 2 KOTA SEMARANG

Kampus 1: Jalan Soekarno-Hatta No. 285 Telp (024) 76419354 Semarang

Kampus 2: Jalan Citandui Raya III Semarang, Jawa Tengah

Website : <http://mtsnegeri2kotasemarang.sch.id> E-mail: mtsne Semarang2@gmail.com

SURAT KETERANGAN

Nomor : B-276/MTs.11.120/TL.00/02/2025

Yang bertanda tangan di bawah ini :

Nama : Ahmad Alfian, S.Ag., M.Si.
NIP : 197412102005011003
Pangkat/Golongan : Pembina, IV/a
Jabatan : Kepala Madrasah Tsanawiyah Negeri 2 Kota Semarang

menerangkan dengan sebenarnya bahwa :

Nama : Fitria Nor An Nisha
NIM : 2103046071
Fakultas/Jurusan/Prodi : Fakultas Ilmu Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Universitas : Universitas Islam Negeri Walisongo Semarang
Judul Skripsi : EFL Teachers' and Students' Perception on The Use and The Pedagogical Challenges of Mobile Technology to English Teaching and Learning.

telah melaksanakan penelitian di Madrasah Tsanawiyah Negeri 2 Kota Semarang mulai hari Rabu tanggal 13 November 2024 s.d. hari Jum'at tanggal 15 November 2024.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 8 Februari 2025

Kapala,



Ahmad Alfian

Appendix IV Teacher Interview Transcript

Interviewer : Apa kendala teknis utama yang Anda hadapi ketika mengintegrasikan teknologi seluler ke dalam pembelajaran bahasa Inggris?

Teacher : Hambatan pertama yaitu ketika saya menemui fitur baru, dari situ mengharuskan saya untuk belajar lagi mengenai teknologi mobile. Kedua, di madrasah ini siswa tidak diperbolehkan menggunakan kuota pribadi untuk penggunaan tablet dikarenakan khawatir siswa tidak bertanggung jawab. Namun koneksi jaringan yang di sekolah terkadang kurang mendukung karena banyaknya siswa yang mengakses

Interviewer : Bagaimana Anda mengatasi masalah konektivitas yang buruk atau keterbatasan perangkat di dalam kelas?

Teacher : Tidak ada solusi untuk masalah sinyal, namun anak diperbolehkan keluar kelas jika memang ada tugas

Interviewer : Apakah Anda merasa perlu pelatihan tambahan untuk guru dalam hal penggunaan teknologi seluler? Jika ya, dalam aspek apa?

Teacher : Jelas perlu untuk memperkenalkan kita dengan fitur fitur digital yang terbaru. Karena kalau tidak dikasih tahu kita tidak tahu

Interviewer : Bagaimana peran Anda sebagai guru? Bagaimana peran Anda sebagai guru berubah setelah adanya integrasi teknologi mobile dalam proses pembelajaran? Apakah Anda lebih berperan sebagai fasilitator atau masih dominan sebagai penyampai materi?

Teacher : Dengan dibantu teknologi otomatis fungsi guru sebagai fasilitator lebih dominan dari pada ketika

pembelajaran tradisional, pekerjaannya jadi lebih ringan, namun persiapannya butuh waktu

Interviewer : Tantangan apa yang Anda hadapi dalam pergeseran dari peran tradisional sebagai pengajar ke peran yang lebih bersifat pendampingan dalam pembelajaran berbasis teknologi?

Teacher : Yang saya rasakan mengenai peralihan peran dari pengajar ke peran pembimbing pembelajaran berbasis teknologi ini jadi lebih tertantang, mengharuskan untuk terus belajar karena kalau tidak belajar tidak bisa

Interviewer : Bagaimana Anda memilih dan mengembangkan materi pembelajaran yang sesuai dengan karakteristik teknologi mobile dan kebutuhan siswa?

Teacher : Kadang sharing dengan teman, biasanya mereka menyarankan, seperti Liveworksheet itu saran dari teman saya sesama guru. Kebetulan dari mencari di google

Interviewer : Apakah Anda merasa kesulitan dalam menemukan materi pembelajaran yang berkualitas dan relevan dengan kurikulum dengan menggunakan teknologi seluler?

Teacher : Tidak ada kendala dalam menghadapi siswa karena mereka sudah paham penggunaan teknologi mobile

Interviewer : Bagaimana Anda mengelola kelas yang semakin beragam dalam hal kemampuan teknologi? Apakah ada siswa yang mengalami kesulitan beradaptasi dengan pembelajaran berbasis teknologi?

Teacher : Salah satunya saya melibatkan siswa dalam pembelajaran kelompok, jadi mereka bisa saling membantu jika ada temannya yang kesulitan akan dibantu oleh temannya yang lebih menguasai

Interviewer : Apakah ada tantangan dalam mengelola dinamika kelompok ketika siswa bekerja bersama menggunakan perangkat mobile?

Teacher : Kendala dalam melakukan pembelajaran kelompok yaitu menyatukan beberapa kepribadian, kadang ada siswa yang tidak cocok satu sama lain. Jika tidak cocok nantinya membuat pembelajaran tidak nyaman

Interviewer : Bagaimana Anda menggunakan teknologi seluler untuk mengembangkan empat keterampilan berbahasa siswa (mendengarkan, berbicara, membaca, dan menulis)? Apa contoh spesifik yang dapat Anda berikan?

Teacher : Selama ini saya belum pernah mengenal aplikasi untuk listening – speaking. Selama ini hanya mengevaluasi kemampuan membaca. Untuk penguasaan materi bisa melalui teknologi mobile tapi kalau kemampuan berbicara masih menggunakan tradisional yaitu menulis

Interviewer : Apakah Anda merasa kesulitan dalam menemukan materi pembelajaran yang berkualitas dan relevan dengan kurikulum dengan menggunakan teknologi seluler?

Teacher : Kendalanya yaitu, saya belum menemukan aplikasi yang cocok, kalau writing saya masih bisa meminta mereka pakai canva nanti diserahkan ke saya hasil hardfile nya lalu saya koreksi. Namun untuk speaking dan listening belum

Interviewer : Bagaimana teknologi seluler membantu Anda memberikan pembelajaran yang disesuaikan untuk masing-masing siswa?

Teacher : Ketika saya memberikan evaluasi mereka tidak harus menyelesaikan saat itu juga, bisa nanti malam atau saya beri jeda beberapa hari mereka bisa

menyelesaikannya kapan saja, jadi saya bisa memberi homework kapan saja dengan melalui Google Classroom

Interviewer : Apakah Anda merasa bahwa teknologi seluler memungkinkan siswa untuk belajar dengan lebih fleksibel, seperti kapan saja dan di mana saja?

Teacher : Menurut saya fleksibel di waktu sehingga siswa bisa mengatur waktunya sendiri. Misalnya beri tugas deadlinenya 1 pekan sebelum pertemuan mendatang siswa bisa mengerjakan di rumah kapan saja atau sehari sebelumnya atau pada saat akhir tahun

Interviewer : Apa yang Anda harapkan dari perkembangan teknologi mobile untuk membantu pembelajaran yang lebih fleksibel?

Teacher : Harapannya agar banyak aplikasi yang mudah dioperasikan namun interaktif sehingga anak nyaman belajarnya

Interviewer : Adakah saran atau kebutuhan yang Anda harapkan dari sekolah atau institusi untuk mendukung integrasi teknologi mobile dalam pembelajaran bahasa Inggris?

Teacher : Saya inginnya dari pihak sekolah memfasilitasi guru untuk terus belajar mengupgrade mengenai aplikasi aplikasi yang yang terbaru, agar tidak ketinggalan dari siswa

Appendix V Students Focus Group Discussion Transcript

-The resource persons for this discussion consisted of 8 students, 4 male students and 4 female students

- Interviewer : Seberapa nyaman Anda menggunakan perangkat seluler dan aplikasi untuk belajar bahasa Inggris?
- S1 : Kalau saya sedang mencari kosakata saya memakai google translate kalau nyari tentang vocabulary atau verb itu di AI (gemini dan chatgpt) biasanya.
- S2 : Aplikasi yang biasa saya pakai belajar Bahasa inggris itu duolingo, listening. Merasa sangat terbantu. Saya merasa unggul saat mendengarkan orang bicara Bahasa inggris tu mudeng gitu
- S5 : Sebenarnya sih belajar pake tablet nyaman nyaman aja ya juga membantu kalau misalkan kita ngga tahu, ngga tau kosakatanya yang dalam Bahasa inggris itu apa bisa pakai google translate, tapi kalau pake aplikasi si belum ada ya, biasanya pake website google translate. terbantu
- Interviewer : Apa tantangan teknis utama yang Anda hadapi ketika menggunakan perangkat seluler untuk pembelajaran bahasa Inggris?
- All : Semua menggunakan google translate. Semua merasa terbantu.
- Interviewer : Apakah guru Anda memberikan bimbingan dan dukungan yang memadai dalam menggunakan teknologi seluler untuk pembelajaran bahasa Inggris?
- All : Iya pakai google classroom, quiziz, life worksheet, wordwall.

- Interviewer : Seberapa sering guru Anda mengintegrasikan teknologi seluler ke dalam pelajaran bahasa Inggris Anda?
- All : Iya Sering, setiap pembelajaran Bahasa Inggris. Biasanya disuruh buat presentasi di canva gitu.
- Interviewer : Apakah Anda memiliki akses ke perangkat seluler yang dapat Anda gunakan untuk pembelajaran bahasa Inggris di luar kelas?
- S5 : biasanya kaya iseng iseng saja main duolingo buat nambah kosakata juga.
- Interviewer : Apakah ada hambatan dalam mengakses teknologi seluler untuk pembelajaran bahasa Inggris, seperti biaya atau konektivitas internet?
- S7 : Pengalaman waktu itu pernah disuruh membuat tugas di canva membuat descriptive text wi-fi nya disconnected jadi ngga bisa dilanjutkan di kelas akhirnya dilanjutkan di rumah(gangguan koneksi)
- Interviewer : Bagaimana pendapat Anda tentang pergeseran dari pembelajaran tradisional di kelas ke pembelajaran berbasis mobile?
- S3 : sangat menyenangkan, merasa ada perubahan.
- S6 : Pembelajaran lebih menarik, mudah dipahami, lebih mudah mencari materi, tidak membosankan dan lebih bervariasi
- Interviewer : Apakah Anda lebih suka belajar bahasa Inggris melalui metode tradisional atau melalui teknologi seluler? Mengapa?
- S1 : kalau menurut saya lebih enak ke tablet si, terus pakai tv itu kan diperlihatkan gambarnya jadi lebih faham. Jadi guru menjelaskan dengan ngomong biasa kan belum terlalu paham,

Interviewer : Apakah Apa keuntungan dan kerugian menggunakan teknologi seluler untuk pembelajaran bahasa Inggris dibandingkan dengan metode tradisional?

S1 : kelebihanya kaya lebih mudah mencari materi yang ingin dipelajari gitu tapi kekurangannya tu jadi males belajar, selalu mengandalkan yang instan

S5 : Apakah Kalau kelebihanya itu sama, sama” mudah mencari materi tapi kekurangannya itu sering kedistract dikit dikit buka tiktok dikit dikit buka youtube.

S7 : Kelebihan menggunakan tablet itu jadi kalau guru ngasih tugas itu kan biasanya tulis tulis biasa nah, kalau pake googleclassroom tu lebih jelas gitu. Ketika membuka akses itu langsung bisa searching kalau kurang paham. Tapi kalau kekurangannya jadi boring terus beralih ke youtube atau nonton yang lain. Jadi tidak fokus.

Interviewer : Aplikasi atau perangkat lunak pembelajaran bahasa apa yang pernah Anda gunakan?

S3 : Google translate

S4 : Cuma pakai Gtranslate

S2 : Duolingo dan Gtranslate

S1 : Chat gpt, Gtranslatedan gemini AI

S5 : Granslate, kadang Duolingo

S6 : Gtranslate sama Duolingo

S7 : Only memakai Gtranslate

S8 : Gtranslate sama Duolingo

- Interviewer : Apakah Anda merasa bahwa menggunakan perangkat seluler membutuhkan lebih banyak disiplin diri daripada belajar di kelas? Mengapa?
- S4 : Kalau menurut saya sih lebih butuh lebih banyak ya disiplinnya, karena kalau tidak disiplin itu kadang bisa buka yang lain (aplikasi)
- S2 : Kayanya lebih butuh banyak disiplin, karena kalau belajar tradisional kan kita bisa fokus belajar. Tapi kalau pakai tablet atau handphone, kita bisa khilaf buka tiktok atau yang lain.
- S4 : Butuh disiplin karena nanti mudah tergantu jika menggunakan tablet
- S6 : butuh disiplin juga
- S5 : Sebenarnya lebih butuh effort untuk menyeimbangkan waktu untuk bermain dan belajar jika menggunakan tablet
- S7 : Harus disiplin biar tidak salah fokus
- S8 : Disiplin
- S3 : Sama harus disiplin
- Interviewer : Apakah ada hambatan atau tantangan yang Anda hadapi ketika mencoba belajar bahasa Inggris menggunakan perangkat seluler di luar jam sekolah?
- S1 : Tantangan kalau mau belajar kadang di diri sendiri sudah termotivasi nanti akum au belajar tapi tidak kalau buka tiktok, medsos lainnya, jadi kendalanya cuma itu saja

- S3 : Kalau kendala mungkin hanya khilaf membuka aplikasi lain jadi ngga jadi belajar gitu
- S4 : Kalau kendalanya y aitu, kedistract juga ya kadang sinyal
- S5 : Kendalanya yaa kedistract, selain itu juga internet sama seperti tadi jika perangkatnya tidak tersedia selebihnya okay saja
- S6 : Sama seperti yang lain kdang internet juga
- S7 : Dua duanya pernah, internet juga
- S8 : Ya kendalanya d internet aja si, kadang kalau wifi mati ngga bisa soalnya jarang mengisi kuota internet.

Appendix VI Documentation



Teacher answers interview questions about her perceptions of mobile technology and the challenges faced when teaching English using mobile technology



Interviewer and interviewee respond to each other's answers to a discussion about mobile technology





The interviewer asked about the experience of using mobile technology in English language learning and the interviewees took turns answering.

CURRICULUM VITAE

Name : Fitria Nor An Nisha

Place and Date of Birth : Bangkalan , 11 April 2003

Religion : Islam

Address : Ds. Golokan RT 02 RW 04, Kec. Sidayu,
Kab. Gresik, Jawa Timur,
Kode Pos 61153

Email : fitriaanisa462@gmail.com

Phone number :0882009490752

Formal education :

1. MI : SD Negeri Golokan
2. MTs : MTs Muhammadiyah 4 Sidayu
3. MA : MA Muhammadiyah 1 Paciran

Non-Formal education:

1. Pondok Pesantren Karangasem
2. Pondok Pesantren Ibnu Hajar

Semarang, 27 Maret 2025



Fitria Nor An Nisha

NIM: 2103046071

