THE USE OF SMARTPHONE IN TEACHING LEARNING READING SKILL VIA ZOOM APPLICATION AT FIRST SEMESTER OF ELEVENTH GRADE IN SMKN 2 BANDAR LAMPUNG DURING COVID-19 PANDEMIC

A PROPOSAL
Submitted as a Partial Fulfillment of
The Requirements for S-1 Degree

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LAMPUNG
2021

ABSTRACT

THE USE OF SMARTPHONE IN TEACHING LEARNING READING SKILL VIA ZOOM APPLICATION AT FIRST SEMESTER OF ELEVENTH GRADE IN SMKN 2 BANDAR LAMPUNG DURING COVID-19 PANDEMIC

By :
Septi Gina Wiranti

Smartphone currently has become a popular learning media throughout the country, for the reason of its effectiveness and multi-functionality nature. Particularly in this pandemic situation, the implementation of online learning application has been beneficial for English language teaching and learning process. The objective of this research are to find out the process of teaching and learning reading skill through zoom application by using smartphone and what problems the students encounter in applying smartphone usage through zoom application in learning reading skill during Covid-19 pandemic. In the attempt of reaching those objectives, the descriptive qualitative research design was applied.

The research involved sixty students of eleventh grade of SMKN 2 Bandar Lampung. Further, the classroom observation and questionnaire were the instruments for the data collecting technique. The result of the research revealed that regarding to the teaching and learning process, the process of teaching and learning especially the teaching of reading skill through zoom via smartphone run smoothly and zoom application can accommodate the stages of teaching reading skill. Through the employment of screen sharing feature, teacher was still able to present the materials and the students were still able to comprehend the material. The result also revealed that regarding to the problems encountered by the students, few students had an issue in logging into the zoom, freezing in video showing and difficulty in downloading the material still occur, the screen size of the smartphone has made it difficult to the students in doing the assignment and the issue of internet quota was the issue that most of the students encountered.

Keyword : Smartphone, Reading Skill, Zoom Application.

DECLARATION

I, a student with the following identity :

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I hereby certify that thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinions and research findings included in this undergraduate thesis are quoted or cited in accordance with ethical standards.

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MOTTO

مَنْ خَرَ جَ فِى طَلَبِ الْعِلْمِ فَهُوَ فى سَبِيْلِ اللهِ

''Barang siapa keluar untuk mencari ilmu maka dia berada di jalan
Allah ''
(HR.Turmudzi)

Janganlah membanggakan dan meyombongkan diri apa-apa yang kita
peroleh, turut dan ikutilah ilmu padi makin berisi makin tunduk dan
makin bersyukur kepada yang menciptakan kita Allah SWT.

Tuntutlah ilmu walaupun ke negeri cina, sesungguhnya menuntut
ilmu itu wajib atas tiap-tiap muslim (Hadits).

"I haven't failed. I've just found 10.000 ways that won't work."
(Aku belum gagal. Saya baru saja menemukan 10.000 cara yang tidak
akan berhasil.)
-Thomas Edison

DEDICATION

This thesis is dedicated to :

1. My beloved parents Mr. Subagio, BBA and Mrs. Sunartun who always pray for me, give me true love, motivation and never got tired of supporting me in anyway of doing this thesis,
2. My beloved and sister Regita Dwi Pangastuti who give me a great motivation,
3. My beloved Arya Putra Alhafiz for always give me much support and love,
4. My beloved friend Ade Nurul Fadillah, who always supporting me to finishing this thesis.
5. My beloved all lecturers in English Education Study Program who taught me many things in academic field, and
6. My beloved Almamater UIN Raden Intan Lampung.
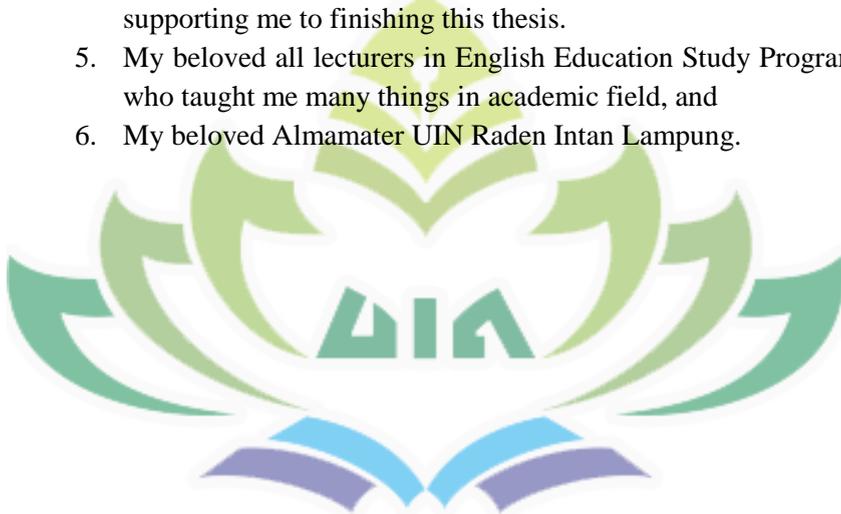
CURRICULUM VITAE

The name of the researcher is Septi Gina Wiranti. She was born in Bandar Lampung, September 18th 1999. She is the first daughter of Mr. Subagio, BBA and Mrs. Sunartun. She has sister Regita Dwi Pangastuti. In her academic background, she started her formal study at the age of four in kinder garten of TK Sari Teladan Bandar Lampung. She continued to study in Elementary School SDN 1 Beringin Raya and graduated in 2011. She continued to Junior High School SMPN 14 Bandar Lampung and graduated in 2014. On the same year, she was accepted in SMAN 7 Bandar Lampung and graduated in 2017. Stepping to higher education, she was accepted to one of state university in Bandar Lampung namely State Islamic University Raden Intan Lampung for Studying English Department of Tarbiyah and Teacher Training Faculty. During her study, she was acive in ESA (English Students Association) at her first until seventh semester. She was also joined the PMII (Pergerakan Mahasiswa Islam Indonesia) of UIN Raden Intan Lampung.

ACKNOWLEDGEMENT

Thanks to Allah, the Almighty, the most Merciful, the most Beneficent, and the most Exalted for blessings and mercy to the researcher during her study and accomplishment of this undergraduate thesis. May peace and salutation also be upon our prophetMuhammad SAW who has brought and guided us from the darkness to thelightness. This thesis entitled ― The Use Of Smartphone In Teaching Learning Reading Skill Via Zoom Application At First Semester Of Eleventh Grade In Smkn 2 Bandar Lampung During Covid-19 Pandemic is handed in as compulsory requirements for S-1 Degree of English Department Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung. The researcher is fully aware that she cannot complete this final projectwithout the assistance of others. The researcher has been thankful to a lot of people who has helped, supported and prayed this final project in which the researcher cannot mention all of them. She wishes to give the sincerest gratitude and appreciation to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
2. Meisuri, M.Pd. the chairperson of English Education Study Program.
3. Yulan Puspita Rini, M.A as the advisor for his advice, guidance, help, and countless time to the researcher to finish the thesis.
4. Dian Reftyawati, M.Pd as the co-advisor who has patiently guided and helped a lot until the completion of this thesis.
5. All lecturers of English Education of Tarbiyah and Teacher Training Faculty who have shared the knowledge and experiences during study.
6. Drs. Moh. Edy Harjito., the head master of SMKN 2 Bandar Lampung who has given a chance to the researcher to carry out the the research.
7. Rizky Amalia, S.Pd, the English teacher of SMKN 2 Bandar Lampung who helped the researcher in collecting the data.
8. Beloved respondents or Students of XI DPIB 1 and XI DPIB 2 ,

who has helped the researcher to finishing the research.

9. Beloved friends, Nurul, Olivia, Lala, Wahyu, Riko, Syifa, Uli, Anis, Tata and all of my friends and students in my class who always cheer her up until completion this thesis, and thanks for your kindness.

10. Any other person who cannot be mentioned one by one for their contribution to the researcher during finishing her thesis. Finally nothing is perfect neither this thesis. Any correction, comments, and criticism for the goodness of this undergraduate thesis are always open heartedly welcome.

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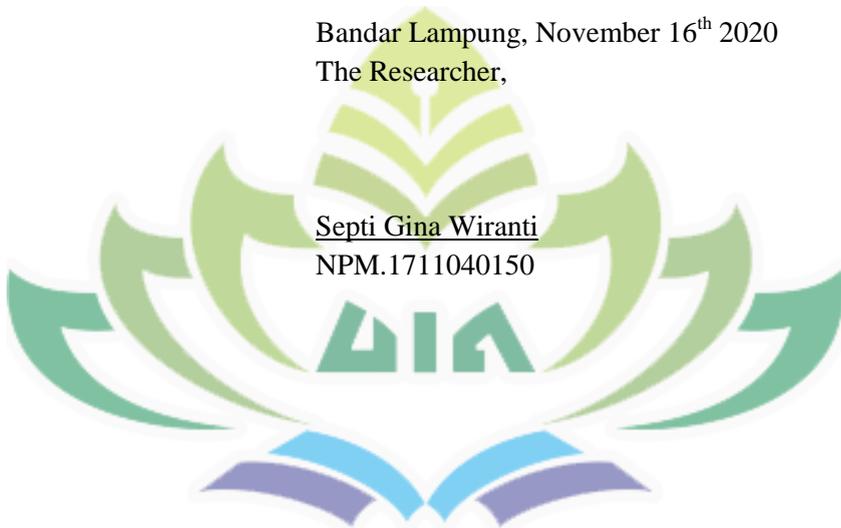
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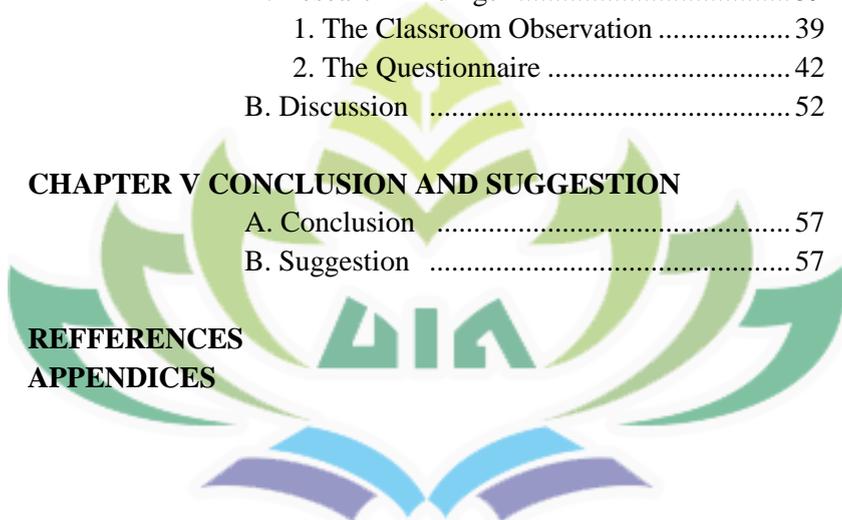
CHAPTER I

INTRODUCTION

A. Background of The Problem

Smartphone currently has become a popular learning media throughout the country, for the reason of its effectiveness and multi-functionality nature. The total number of smartphone registered in Indonesia has reached the number of 338.2 million of people. Meanwhile, the total population in Indonesia is 272.1 million people. This data suggested that every single citizen in Indonesia in average might possessed more than one smartphone[1]. After the announcement of COVID-19 as the disease pandemic in January 2020, Indonesian government decided to close the educational institution; school, academy, university, throughout the country especially those region declared under the red zone on February 20th 2020, in the attempt of reducing the wider spread of the disease. As the consequence of this decision, the Indonesian educational system suffered a lot, particularly in the teaching learning process.

The government then decided that online learning is the only way to encounter the situation. Basilaila & Kvavadze in their research on the transition of online learning in Covid-19 pandemic stated that in the situation that teachers, students and also school staffs are forbidden to go to school, the option left to be done is shifting from the offline learning into the online learning[2]. Nevertheless, as it was stated by Torquero, online learning, on the other hand, is not a simple thing to conduct. The need of new approach, method, technique to strengthen the educational system and save the quality of education emerged and become crucial[3]. It

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[1] Arisandi, J. (2020, February 20). *CyberThreat.id Latest Cyber Threat News*. Retrieved December 29, 2020, from cyberthreat.id: https://cyberthreat.id/

[2] Basilaila, G., & Kvavadze, D. (2020). *Transition to Online Education in Schools during a SARS-CoV-2*. Pedagogical Research, 1-6

[3] Toquero, C. M. (2020). *Challenges and Opportunities for Higher Education amid the COVID19 Pandemic: The Philippine Context*. Pedagogical Research, 1-6.

can be said that online learning has left a challenge for all of us, both for the students and teacher.

As a matter of a fact, the use of smartphone in blended learning approach cannot be claimed as the new method. Jati in his research on the use of smartphone in ELT claimed that the employment of smartphone enable the learners to access wide variety of resources. Smartphone grants the students more opportunity to apply their English since it supplies the students a rich types of activities. Furthermore he also explained that the developing agreement has occurred in terms of the use of smartphone that potentially matched several teaching approaches like constructivism and social constructivism[4].

In another research, Lekawael acknowledged that from the pedagogical perspective, the necessity for the teacher to apply smartphone-based learning has been crucially important. Smartphone may lead to the engagement of students' critical thinking towards the material and its content. Moreover, smartphone also enable the students to construct and maintain the sense of technology awareness and the internet usage on English language learning[5]

The two of researches previously explained have the similarities in promoting the employment of smartphone in the learning process of English language. Both were certain that the implementation of smartphone-based learning in the classroom will be beneficial not only for the students but also for the teachers as the learning facilitators. Teachers of this digital era should be able to put their efforts in taking the advantages of the discoveries and inventions of this sophisticated technology to foster their teaching method. Students, on the other hand, also should be able to make a good use of the application to foster their learning process, especially in English language learning.

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[4] Jati, A. G. (2018). *The Use of Smartphone Application in English Language Teaching and Learning*. Jurnal Sosioteknologi, 144-153

[5] Lekawael, R. F. (2017). *The Impact of Smartphone and Internet Usage on English Language Learning*. ENGLISH REVIEW: Journal of English Education, 255-262

It is the evident that smartphone has made many part of life easier, simpler and effortless. This also happen in English language learning process. Smartphone can be operated efficiently anytime and anywhere. Besides its main usage as the means of communication, smartphone can also provide the convenience in accessing information, especially learning materials. Teachers can take the advantage of this gadget to explore the wide variation of teaching material. At the same time, teachers can directly share those materials to their students to learn or give tasks or assignment to them without having to wait until they can meet the students. Students then, are able to receive those materials, tasks or assignment directly from the teachers through their smartphone. Smartphone also enables them to explore deeper of the material in order to foster them doing the tasks or assignment. Then, in a very short time and more convenient way, they are able to submit the tasks or assignment to the teachers also by using smartphone.

In terms of English language learning, the use of smartphone technology in learning English language is referred to as mobile-assisted language learning (MALL)[6]. Different to the regular learning situation in classroom, in MALL the learners are not obliged to stay in a classroom or at a computer in order to be able to access learning process. The real is, MALL is one of the ways to solve several problems related to language learning process; time and also location. Several researches and advancements have been conducted in the employment of wireless technology for various elements of language acquisition. The very well-known aspects of mobile-based language learning are listening, vocabulary, grammar, pronunciation, phonetics and reading comprehension

Chiu, et.al stated that MALL is not only one of the most important language learning resources, but it also helps people learn and use new languages.[7] Moreover, students can utilize the

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[6] Miangah, TM., & Nezarat, A. (2012) Mobile-Assisted Language Learning. *International Journal of Parallel Emergent and Distributed Systems*

[7] Chiu, C.-Y., Guo, Y.-T., Shih, J.-N., Chen, X.-C., Cheng, P.-Y., & Chung, J.-H. (2011). Mobile-Assisted Language Learning: Impact of Smartphone on College

smartphone application software to study English by watching videos on websites and listening to audio broadcasts. Many pupils have also utilized their phone's English dictionary to look for vocabulary words.

Alfied conducted the research on 150 Libyan language learners. The findings suggested that using mobile phones for learning was quite beneficial. According to the study, nearly all Libyan EFL students used their phones for three frequent purposes: checking the meaning of English terms via an online dictionary, listening to English songs, and honing their reading, listening, speaking, and writing skills.[8]

Pratiwi and Nuryanti stated that when it comes to learning, especially in English, using a smartphone has significant advantages. It allows learners to present the assignments and discuss the materials with their acquaintances in class over Whatsapp (WA). Through the English Listening & Speaking Application, it can also assist kids in learning to listen and talk independently. The pupils can then use Dictionary Appilcation to translate many words. Furthermore, it should be emphasized that the internet on a smartphone can give students with a wealth of resources for locating various topics that they learnt in English.[9]

Our country has undergone the online learning due to COVID-19 pandemic for more than a year. During that time, teaching and learning process has been conducted online, and one of the ways is by using smartphone. As it has mentioned earlier, there are many advantages a smartphone can provide. Nevertheless, it has never been assured how this technology invention may affect the learning process from the students' perspective.

Students Life and English Learning Experience. *Procedia - Social and Behavioral Sciences*.

[8] Alsied, Safia Mutjaba. (2019). The Role of Mobile Phone as Effective Tools for Language Learning by Libyan EFL Learners. *Journal of English Education and Linguistics Studies*. 135-163

[9] Pratiwi, BJ. & Nuryanti, Rini. (2018). Smartphone Usage on Students Learning English: The Impact of School Policy. ELS Journal on Interdisciplinary Studies on Humanities

Aside from all the conveniences a smartphone can give, there must be some obstacles of the employment of this gadget in the learning process of English language. Therefore, a study seen from the students' perspective on this matter needs to be conducted. The objective of this study were to gain deeper knowledge of the students' problems in using smartphone in English language learning and to find out the positive and negative sides of this technology using in English language learning, and further how this technology may foster or hinder the students' progress in learning activities, particularly in reading skill language learning activities.

The function of smartphones in improving English language abilities among students was investigated in this study. The findings were supposed to aid teachers and researchers in their use of cellphones in the process of teaching and learning. It is also expected that these findings would assist EFL instructors in revising their traditional strategies and techniques, thereby improving their teaching practices and students' performance in learning English language skills, and thus developing and improving students' EFL learning growth especially in the skills of reading.

B. Identification of the Problem

Considering all the facts and situation that have been described in the background of the problem, this study defined the identification of the problem as follows:

1. Students found various problems in applying the smartphone usage in English language learning during Covid-19 pandemic.

C. Limitation of the Problem

In the accordance to the identification of the problem of the study, the writer then set the limitation of the problem to the use of smartphone in the process of teaching and learning English

language learning especially in reading skills through zoom application during Covid-19 pandemic and the effect of the use of smartphone in English language learning during Covid-19 pandemic.

D. Formulation of the Problem

In line with all the previous explanation, the formulations of the problem in this study were as follow:

1. How is the process of teaching and learning reading skill through zoom application by using smartphone?

2. What problems do the students encounter in applying smartphone usage through zoom application in learning reading skill during Covid-19 pandemic?

E. The Objective of the Study

In conducting the study, the writer formulated several objectives as follow:

1. To find out the process of teaching and learning through smartphone usage in English language learning

2. To find out the problems the students encounter in applying smartphone usage in English language learning during Covid-19 pandemic

F. The Uses of the Study

The writer expects that the study was beneficial for many aspects, as follow:

1. For the Students

The result of this study was expected to enlighten the students of the smartphone usage in English language learning during Covid-19 pandemic, as the result, students may get better learning outcomes by maximizing the positive effects

smartphone can give and hindering the negative effects smartphone actually has.

2. For the Teacher

   The result of the study was expected to empower the teacher with the benefits of smartphone usage in English language teaching during Covid-19 pandemic to set the best methods and strategies in order to maximize the teaching outcomes.

3. For the Researcher

   The result of the study was expected to encourage another researcher to conduct the deeper research of the smartphone usage in English language learning with larger data and sample, in order to gain the better result.

G. The Scope of the Study

1. The Subject of the Study

For this study, the writer selected the eleventh grade students of SMKN 2 Bandar Lampung

2. The Object of the Study

In accordance to the tittle, smartphone for English language learning was the object of this study.

3. The Place of the Study

The study was conducted at SMKN 2 Bandar Lampung

4. The Time of the Study

The study was conducted in October 2021.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Language Learning

The theories of language learning have been developed for centuries. The development grows from Plato who defined language learning as the nature knowledge known as innate, the notion of tabula rasa by Locke, behaviorism theory by Skinner and the monitor model by Krashen. Those theories were developed in an attempt to understand the notion of language learning and other aspects that include in it. Brown stated that language learning happened for several possible reasons. One might be triggered by the outstanding career achievement, or by being able to pass the foreign language requirements, or by wanting to clarify closely to native's culture and people.[1] Regardless, earning the second language is indeed the process that have been considerably time consuming and not to mention, complicated.

The process of language learning occurs in such a way that seemingly effortless. Dan claims that the ability to learn language, like the ability to walk, handle items, and identify faces, is profoundly entrenched in us as a species. Language learning is a considered as the process of a life time that was initiated from one was born and expanded throughout one's life. Language learners study the language by employing it to confess their feelings, thoughts, and experiences, form their connection with family members and friends, and try to comprehend their surroundings.

The process of acquiring language for children informally happened during their early times. They replicate

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[1]Brown, H.D. (2000). Principles of Language Learning and Teaching. *New York: Addison Wesley Longman Inc,*

and use the language to create and transmit real senses in extraordinary process. The process happened prior to the time when they grasp the language structures and nature explicitly. Later, learners acquire the language in particular environment for particular objectives, such as comprehending about a certain theme, engaging in society activities, and getting job and fun activities. Language evolution is cycling process. Learners improve their skills of language through applying learned information in recent, more complicated settings with growing difficulties. Learners consider and utilize past information in attempt to expand and improve language and comprehension.

Students gain linguistic development and proficiency by mastering and assimilating various linguistic features into their repertoire, which they then use in a variety of situations. When students graduate school, they are more likely to desire to continue to improve their skills, talents, approaches, and objectives since they encountered good quality of education in vernacular situations.

2. E-Learning

Prior to the Covid-19 pandemic, e-learning had become a more common and useful form of learning. It has gradually become a new norm for learners all over the world, particularly Indonesian EFL students, as a device that permits them to continue studying despite the risk of virus infection. As e-learning has grown in popularity in regard to this global crisis, it has come to be recognized as an useful instrument and method for overcoming the negative consequences and shortcomings of offline learning. This has been recognized in the institutions of education all over the world, and the Indonesian educational institution is no exception.

In recent years, educational technology has advanced massively, going well beyond the basic ability to interact with your teacher via email to more advanced models of online assignment deliveries. As instructional technology progresses

in complexity, its implementations may be used to broaden the scope and accessibility of lessons outside the traditional classroom setting, expanding both the learner's engagement and efficacy. Within all topics, modern teaching theory strongly promotes the use of IT to help in the support of effective teaching performance. This is increasingly essential for those teaching a foreign language, because these technologies will help people understand each other in situations where the language issue would still be a problem.

E-learning had become an expanding business in its original capacity and was getting used more commonly in more conventional academic institutions. Language e-learning, according to Hockly, is the activity of learning language that happened through internet entirely, over the internet, without any direct interaction.[2] Kasteen believes that online teaching has become a common component of language, referring to it as "computer supported language learning".[3] With the COVID-19 pandemic, e-learning has become a more important part of education, presenting both benefits and weaknesses in the teaching/learning framework.

This growing emphasis on e-learning stems from the universal necessity change instruction/learning apart from conventional teaching methodologies and systems, which presently present a serious health risk, and toward e-learning approach that eliminates significant risk while leveraging technology that is already present in our daily life. E-learning also has the benefits of providing more opportunities for constructive learning, allowing learners more flexibility in their learning since they are not bound by a strict school schedule and are not expected to attend class. These

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[2] Hockly, N. (2015). Developments in Online Language Learning. English Language Teaching Journal.
[3] Kasteen, J. (2014) Global Trends in Foreign Language Demand and Proficiency. English Language Teaching Journal.

considerations should be considered when developing a course and relevant instruction materials for EFL students.[4]

By bringing forth a new, more interconnected teaching approach, technology has appeared to be a strong and innovative educational tool. English language learning, just as the others academic objectives, has proven to be significantly more successful when paired with suitable learning IT. Teachers may engage with their students through the use of digital communication in the classroom, and also technological material, applications, and software that can enable them design their own lessons and personalise learning.[5]

According to research, instructors favor teaching programs that integrate the previously mentioned technical resources because they tend to associate with positive learners' interaction with the instructors/instructional content and promote overall English language comprehension.[6] Since digital technology is not only beneficial for language learning but also preferred by both teachers and learners, data suggests that extensive application of these developments is encouraged even when external factors, like today's COVID-19 pandemic, do not necessarily require it. Although these particular improvements might not necessarily be required, educational institutions must strive to redesign their approaches and seek and create new ways to deliver education to students. To achieve this aim, it would be prudent to take advantage of the global technological revolution by embracing sophisticated technological devices such as computer technology, multi-media applications, cell phones, audio

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[4] Kawinkoonlasate, Pongpatcha. (2020). Online Learning for Thai EFL Learners : An Analysis of Effective Alternative Learning Methods in Response to the Covid-19 Ourbreak. ELT Journal.

[5] Mofareh, A.A. (2019). The Use of Technology in English Language Teaching. Frontiers in Education Technology.

[6] Ahmadi, R.M. (2018). The Use of Technology in English Language Learning: A Literature Review. International Journal of Research in English Education.

and/or visual effects devices, and social media, which are all already incorporated into the everyday lives of so many learners.

This would help to improve English language training by giving teachers more ways to engage with classroom language learners in a structured and sophisticated manner. Learners frequently utilize technology, such as the internet, within and without the classroom to get additional knowledge about their programs or studies. Teachers should confirm that the curriculum is configured in those very a way that it takes benefit of and encourages the adoption of technology to sustain the educational targets and stimulate the learners' language proficiency, recognizing that learners already have a predisposition to utilize some technology to facilitate their training.

According to Pourhossein Gilakjani's research, technology has an essential role in both boosting student activities and fostering good adaption to instructors' instructional approaches. As a result, electronic gadgets have been found to increase student involvement in learning activities, promote initiative among students, and improve the overall teaching effect in English classes.[7]

As the evidences talk on the previous explanation about online learning, it clearly possible to assume that online learning is the most suitable method, considering the current situation, to be implemented in our educational system, English language learning for particular. As online learning does not consider distance to be implemented, the learning process still can run with the creativity of the teachers and motivation of the learners. With all the possible technology employment, there is no doubt that online learning can foster the learning activities and develop the learning outcomes.

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[7] Pourhossein, Gilakjani, A. (2017). A review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills. International Journal of English Linguistics.

3. Smartphone

Many experts and scholars believed that blending smartphone in learning activities can really foster the process of learning itself. Rao suggested the smartphone usage in learning since it is more practical than using the computer; even more, not all the students can occupy themselves with the computer. He also added that the flexibility of smartphone enable the students to exploit all the benefits it may have in accordance to the learning activities. Further, the fact that smartphone is low cost, small sized, easy to handle and fast really add the necessity of employing it in learning process.[8]

The innovations of smartphone have the potential to turn the learning process in favor of students, as students' ability to access the internet through their smartphone generates valuable educational opportunities for them in a variety of ways. Smartphone and other mobile learning technologies not only allow students to learn interactively across various devices, but they also offer a range of ways and opportunities for students to learn independently and educate themselves in their own style. Mobile learning applications provide connections to interactive content and social networks at all hours of each day and nighttime, allowing teachers and students to learn outside of the classroom and more efficiently manage their time.[9]

Realizing all the advantages a smartphone can bring, learning process especially English language learning should make a good use of all those advantages. Teachers now are no longer depending on the piles of text book in order to be able to transfer knowledge to the students. Moreover, Teachers can creatively design the material from various information they can get combined with available applications installed in the smartphone in an attempt of making the learning process more interesting, as it has been proven that the diversity and

[1]Rao, P. S. (2019). *The Use of Mobile Phone in English Classroom*. South Asian Academic Research Journals, 6-17

[2] Bilaca N. (2016). *The Use of Smartphone in Language Learning*

interesting teaching material is one of the factors that can boost students' motivation in learning[10]

In addition, the broad opportunity for the students to take the advantages of smartphone is widely opened. As teachers no longer require piles of books to get the teaching materials, students can experience this likewise. A various learning source are available to be browse to foster the students' learning. Moreover, learning through smartphone can facilitate the students to be the independent learners. Since the nature of the learning process is private, the responsibilities to control and, at the same time, measure the quality of learning, rely on their shoulders. This also includes the process of setting the learning goals and evaluating the result.[11]

Through smartphone, students are also triggered to be creative as the facilities to be so are supported by the integration of many applications. Further, students are the master of their own gadget, the control of the utilization of smartphone relies on themselves. They are not passive people who take everything given for granted. They will simultaneously use their cognitive and meta-cognitive abilities in order to do the tasks. By doing this, the students' high order thinking skill also improves.[12]

From all the explanation of smartphone by several scholars previously pointed out, it can be obviously concluded that the blending of smartphone in our educational system is crucial. With all of those advantages a smartphone may offer, learning process can always be facilitated regardless the situation, distance and time. In particular of todays' pandemic

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[10] Mitsalina, E. (2018). Language Teaching Materials and Learners Motivation in Ma'arif. English Teaching Journal.

[11] Sari, A. Suryani, N. Rochsantiningsih, D. Suharno. (2019). The Development of Android-Based Smartphone Learning. AIP Conference.

[12] Sonmez, A. Gocmez, L. Uygun, D. Ataizi, M. (2018). A Teview of Current Studies of Mobile Learning. Journal of Educational Tecnology and Online Learning.

condition, the use of smartphone is not only beneficial for the students but for the teachers as well.

4. The Use of Smartphone in English Language Learning

Regarding the language learning in English, the use of smartphone technology in language learning is referred to as mobile-assisted language learning (MALL)[13]. MALL is an organization that promotes the use of smartphone technologies in language learning. It is not always necessary for students to study a second language in a school setting. They may be able to learn it on their mobile devices whenever and wherever they want. Because learning English is a critical aspect for academic growth and a criterion for being properly informed in many societies, one of the strategic educational objectives for strengthening student accomplishments and promoting divergence of learning requirements is to provide the more efficient surroundings for people to learn English.

Several researches and development in the utilization of wireless technology for various elements of language acquisition have been conducted. The advantages of utilizing this gadget in learning English as a second language have been attempted to demonstrate in the following lines. Vocabulary, listening, grammar, reading comprehension and phonetics are some of the most common areas of mobile-based language learning.

a. Learning Vocabularies

Depending on the learners' degree of language competency, the types of activities concentrating on learning vocabulary by using mobile phone vary from one project of research to the next. Sending e-mail or mobile text to kids as a technique of acquiring new vocabulary based on classroom lessons is a widespread practice. It can be accomplished by providing learners with the option of receiving messages containing known terms in new

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[13]Miangah, T.M. & Nezarat, A. (2012). Mobile-Assisted Language Learning. *International Journal of Parallel Emergent and Distributed Systems*

situations via SMS to their mobile phones at a rate of nine or ten messages per week. This task will be quite beneficial in terms of vocabulary acquisition.

Learners might be given some assignment on customized vocabulary depending on actions performed in the classroom when studying vocabulary via mobile phones. They are then instructed to complete the forms on their phones and return them to their lecturers. For better understanding of new terms, learners can study vocabulary with the help of a pictorial annotation displayed on their smartphone. When learners were given both verbal and picture annotation for acquiring English vocabulary, the pictorial annotation helped learners with lower verbal and better visual ability to recall language, according to the results of a post-test[14].

b. Listening Comprehension

Listening exercises can be thought of as the initial step in learning a new language. It is now possible to construct a mobile multimedia system for acquiring listening abilities through listening exercises, thanks to the introduction of the second generation of mobile phones. A multimedia resources website that uploaded and preserved video assets, as well as a series of multimedia English listening tasks allowed learners to practice English listening activities in a digital learning environment.[15]

A learner's English listening capacity can be considerably developed by using a mobile multimedia English listening practice program. It's also possible to develop a framework where students use a voice facility to listen to

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[14]Al-Sofi , Bakr Bagash Mansour Ahmed. (2020). Students' Perceptions of the Effectiveness of Using SmartphoneApplications in Enhancing Vocabulary Acquisition. *International Journal of English Linguistics*.

[15] Huang, C. and Sun, P. (2010). Using Mobile Tecnologies to Support Mobile Multimedia English Listening Exercise in Daily Life. The International Conference on Computer and network Technologies in Education.

a document on their phones, accompanied by a listening comprehension exam based on the content.

c. Learning Grammar

Grammatical elements may be learnt employing a mobile app that presents grammatical principles accompanied by multiple assignments in which learners select the correct response from a list of possibilities. Students must reply to grammatical exercises in the style of 'true-false' or 'fill-in-the-blanks' questions. Learners can also get grammatical clarification through a voice service or a text service.

Grammar knowledge and grammatical quizzes are two forms of grammar resources that might be supplied. The grammar interpretations supplied to students concentrated on the subjunctive mood, participles, and negative forms in order to address these topics. A grammar quiz URL is added to each grammar item interpretation. The grammar knowledge delivery is a method of explicit instruction that pushes student learning, whereas the grammar quiz was viewed as a measure of their comprehension from a project perspective. In order to improve students' enthusiasm, trivia related to English grammar was occasionally added to the grammar assignments[16].

d. Pronunciation

Smartphones provide consumers with multimedia capabilities such as listening and speaking. Voice transmission should be available in a good m-learning service. Students can use such sites to download dictionaries with sound functionalities in order to learn how to pronounce unfamiliar or new words correctly in order to accomplish their educational goals. Learners can record their own voice using mobile devices with

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[16] Smith, Simon. & Wang, Shudong. (2013). Reading and Grammar Learning Through Mobile Phones. Journal of Language Learning and Technology.

multimedia capabilities. Teachers can then offer a more accurate assessment of the kids' pronunciation deficiencies. This way, learners' pronunciation and speaking skills can be greatly enhanced by expanding various aspects of the system, such as offering a dictionary for looking up unknown terms and their correct phonetic form[17].

The speech component of mobile learning is just as significant as the textual component since it allows learners to communicate freely with a system that records their voice and allows them to listen back to themselves. They can then assess their skills by comparing their voice to an ideal pronunciation.

e. Reading Comprehension

Reading activities help students enhance their vocabulary, and having a good vocabulary helps students understand what they're reading. Learners can get reading exercises in the form of a well-designed learning course installed on their mobile devices or via SMS. After completing the reading exercise, learners are provided a reading text function to evaluate their reading comprehension ability in either situation.

PIM, a customized smart mobile learning system, was developed to enable an optimal and adaptable learning atmosphere for English learners, in which learners were assigned English news items depending on their reading aptitude as determined by ambiguous item response theory. To improve their reading abilities, the PIM system would automatically find and recover unfamiliar vocabulary of individual learners from reading English news articles. Mobile learning apps that include a reading function and text announcer pronunciation will be

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[17]Haryadi, S. Aprianoto. (2020). Integrating English Pronunciation App Into Pronunciation Teaching: How It Affect Students' Participation and Learning. Journal of Languages and Language Teaching.

more effective at increasing both reading and hearing comprehension.

5. Reading Skills

There are four skills in English that must be mastered by the students included listening, speaking, reading and writing. Reading is about understanding written texts. From this definition researcher can describe that purpose of the reading is to get meaning or to understand what the writer has write and we know what writer wanted. Furthermore, Harmer states that reading is useful for language acquisition. Provided that students more or less understand what they read, more they read, the better they get it.[18]

In addition, Patel and Praveen states that reading is an important activity in life with which one can update his/her knowledge. It means that reading has usefulness for providing more understanding in subject learning and it has important part in life which can update our knowledge. Reading is a complex process which involves instruction between the reader and language and ideas of the text. It means that reading is the good way to catch all of direction between us as the reader with the text. Every text of course has the ideas so get the idea in the text is a way to know what the text means.[19]

Reading is a way of getting the meaning or knowledge from the printed page such as textbook, newspaper, magazines and novel. Its means from the text that we have read we can get meaning or the knowledge which we need. We try to understand the meaning that writer write in his book. Not only from the educational book we get knowledge but also from newspaper for example we can get the important information which very uses for our live

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[18] Jeremy Harmer. (2007). How to Teach English. Cambridge: Longman.

[19] Patel, M. F., Praveen, M. Jain. (2007). English Language Teaching. Velahall Nagor: Sunrise.

because content announcement about job, good occasional, etc.

There are some models that can be used to help the reader in reading. Find out appropiate models will make people easier in reading. According to Nuttal there are two models of reading.[20]

1). Top-Down Models

In the top down processing the reader draw on their intelligence, experience prediction to understand the text. This processing is used when the reader interpretation assumption and draw inferences try to see the overall purpose of the text. In this process the reader adopts an eagle's eye view of the text when people consider it as a whole and relates the own and experience of the reader.

2) Bottom-Up Models

In the bottom-up models processing the reader build up the meaning from the black marks on the page, recognizing letters and words, working out sentences structure. Our image of bottom-up processing might be a scientist with a magnifying glass examining the ecology of a transect a tiny part of the landscape the eagle surveys

In addition, Brown proposes four types of reading; perceptive reading, selective reading and extensive reading.[21]

1) Perceptive Reading

Perceptive readings involve attending to the components of larger stretcher of discourse: letters, word, punctuation and other graphemes' symbols. Bottom-up processing is implied.

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[20] Nuttal, Christine.(1996). Teaching Reading Skill in a Foreign Language. Mexico City: Heineman,

[21] Brown, H. Douglas. (2014). Language Assessment Principle and Classroom Practices. New York: Longman Person.

2) Selective Reading

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical grammatical or discourse features of language within a very short.

3) Interactive Reading

Interactive reading types are stretches of language of several paragraph to one pages or more in which the reader must, in psycholinguistic sense, interact with the text. Bottom-up processing may be used.

4) Extensive Reading

Extensive reading as longer stretches of discourse, such as: a long article, and books that are usually read outside a classroom hour.

6. **Zoom Application In Teaching Reading Skills**

Zoom application has been widely used in teaching and learning process particularly in this pandemic situation. Zoom may be used as a face-to-face or two-way broadcasting platform to engage immediately, much as in a genuine face-to-face meeting. It allows anybody to participate in a meeting by simply clicking on a link or entering a room number. This platform offers several benefits, including time savings, cheap costs, and a minimal environmental effect. Students and lecturers will be able to write and talk freely throughout class, just as they would in a regular classroom.[22] Zoom enables users, in this case teachers and students, to behave as they would in a traditional classroom. It allows students to provide direct feedback to professors in a face-to-face setting. Teachers can also use Zoom to structure the online class as they see fit, syncing it with the course materials they present.

Zoom's features allow English teachers to explore and assess the four skills through rich interactions with the

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[22] Suadi. (2021). The Use of Zoom and Whatsapp in ELT Amidst Covid-19 Pandemic. Study of Applied Linguistics and English Education.

students.[23] Zoom encourages English teachers to discuss their shared screen in complement to screen sharing, keeping classes more engaging. Teachers of English can videotape their classes. If the teacher allows it, students can record and turn recording on and off as many times as they like throughout a class. Teachers can record classes and replay them to analyze the strengths and shortcomings of medical students, and learners can self-assess their abilities by watching recorded sessions. Students can view the recorded classes in order to see how far they've progressed over time. Furthermore, English teachers can measure their students' progress by exposing the recorded session to a trusted colleague and soliciting constructive criticism.

English teachers may use Zoom to communicate their course content in a variety of ways. English professors may use Zoom's screen sharing to help medical students strengthen their intercultural abilities by sharing interesting content like films, articles, and presentations. English teachers can encourage students to utilize active inquiry to assess and evaluate their learning during lessons and after watching them. Educators might also urge students to create and share a video reflection on their courses.

Mu'awanah, Supardi and Suparno also stated that students' comfortability in learning through zoom was caused by several factors.[24] The first is the students got better explanation and understanding from teacher, not only guessing the written explanation which also creates various perceptions that students are doubtful whether their understanding to the material is right or wrong. Zoom makes students are actively joined the learning activity which can be easily control by teacher. They feel bored with the activity and the platform used such as Whats App, Google Classroom,

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[23] Guzacheva, N. (2020). Zoom Technology as Effective Tools for Distance Learning. Bulletin of Science and Practice.

[24] Mu'awanah, Navisatul., Sumardi. & Suparno. (2021) Using Zoom to Support English Learning During Covid-19 Pandemics. Jurnal Ilmiah Sekolah Dasar.

Google Form etc. which they everyday face the tasks, and try to understand material by themselves without any clear clarification from teacher. In addition, learning at home alone with gadgets make students less motivated and hard to learn based on schedule. Emotional connection between teacher and students brings good impact on students' engagement and active participation in classroom. This can make them really focus on learning and automatically understand the English material better since.

Kim suggested that The use of real-time Zoom video lectures boosted students' reading comprehension.[25] Learners were more effective using the Zoom video lecture approach, which allows students to participate and receive knowledge in real time. Zoom video lectures increased learners' learning interest and motivation while also assisting them in developing self-directed learning. Learners, on the other hand, were uneasy about mechanical flaws and defects connected with online-based learning, such as poor image quality, loading delays, and screen freezing, according to Kim. Furthermore, learners believed that the Zoom technology needed to be enhanced with more efficient features specific to each class, such as quick download of class materials, automated enlargement of presenter displays, and automatic attendance processing. These mechanical flaws must be rectified and improved if remote classrooms utilizing Zoom continue to be used owing to the ongoing COVID-19 epidemic.

Further, Kim stated that in teaching reading skill through zoom application, the class is formed in the stages of three: pre-reading activities, reading activities, and postreading activities.[26] Warm-up exercises on a given subject and cultural vocabulary acquisition activities made up the pre-

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[25] Kim, Hye Jeong. (2020). The Efficacy of Zoom Technology as Educational Tool for English Reading Comprehension Achievement in EFL Classroom. International Journal of Advance Culture Technology.
[26] Ibid

reading activity stage. The textual comprehension and exercises to grasp the content of issues were part of the reading activity stage. The post-reading activity stage comprised of learners watching films about the themes and expressing their own ideas, participating in creative activities about the topics, and reviewing terminology. Based on the theory the stages of teaching reading skill through zoom application can be seen from the table below.

Table 2.1

The Stages of Teaching Reading Skill through Zoom Application

STAGES	ACTIVITIES	ZOOM METHODS
Pre-reading	- Warming Up - Asking students' schemata - Vocabulary building	- Screen sharing - Asking question
While-reading	- Reading aloud - Answering question through skimming or scanning	- Screen sharing - Asking question
Post-reading	- Summing up - Expressing opinion - Question – Answer session	- Screen sharing

Zoom application has made it possible for the teachers to conduct all those activities. The pre-reading

activities can be conducted by screen sharing the material to the students. Then, as a warm-up activity, teachers can ask the students directly their schemata or opinion related to the topic of the reading. For the main reading activity, teachers can ask the students directly for several activities such as reading the passage aloud, give several question related to the passage discussed and have the students answered the questions. In addition, for the post-reading activities, teacher can directly ask the students to sum up the reading topic of the day or give their point of view about it.

Zoom is a cloud based service which offers Meetings and Webinars and provides content sharing

and video conferencing capability. It helps, for example English teachers bring their students

together in a frictionless environment to get more done. Zoom is the leader in modern enterprise

video communications, with an easy, reliable cloud platform for video and audio conferencing,

collaboration, chat, and webinars across mobile devices, desktops, telephones and room systeZoom is a cloud based service which offers Meetings and Webinars and provides content sharing and video conferencing capability. It helps, for example English teachers bring their students together in a frictionless environment to get more done. Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile devices, desktops, telephones and room syste

7. **Students' Problem in Using Smartphone for English Learning During Covid 19 Pandemic**

The outburst of covid 19 pandemic has obliged people to be able to adapt themselves with new rules, habits and methods. This situation includes also for the life of education.

The students' problem in using smartphone for English language learning are as follows:

- Not all the students were ready to use the technology in the learning process

- Some students found that using smartphone in English language learning is boring and burden

- For example, in listening sessions, the ICT equipment used by teachers to train pupils who are in different and remote locations is frequently inefficient. The teachers' voices were a little muddled.

- Pupils in distant or online learning speaking courses have difficulty copying their teacher's style of speaking, and the teacher is unable to adequately train the students to talk.

- Providing internet data plan needs a high cost

- In learning vocabulary, most of them preferred to complete vocabulary assignments on their computers rather than on their phones. It was discovered that learners preferred to utilize the computer over the mobile phone due to the cost, screen size, and difficulty inputting data

- Log in delay frequently happens and screen froze sometimes happened when the teacher was giving important information

- The software's sluggish issues, micropayment requirements for extra material, and internet requirement were the most commonly mentioned issues.

- It rather difficult to do the exercises due to the size of the smartphone, compare to computer.

Hidayat, in his research of the use of gadget in e-learning during covid 19 pandemic found that not all the students were ready to use the technology in the learning process. Some students even considered that learning online through gadget was boring and burdensome. Further, the fact

that many teachers did not have the skills in utilizing the technology has added more problems to the situation.[27]

Nashruddin, Alam, and Tanasy suggested that some students reside in rural locations where the internet is not available. Furthermore, owing to their geographical position, which is fairly far from signal coverage, their cellular network is occasionally inconsistent. This is also a challenge that many students who attend online courses face, resulting in a less successful implementation. Another issue is that teachers are unprepared for online learning. Because the Covid-19 epidemic was not preceded by enough planning, the change from traditional learning methods to online systems happened quickly. Because many instructors lack ICT skills, they are unable to adapt to the changes brought about by technology and information-based learning. Even yet, it is unavoidable for instructors to employ technology to assist them in their classrooms. Whether you like it or not, ICT-based learning must be incorporated in order for the learning process to continue, especially amid the Covid-19 epidemic.[28]

Facts in the public domain reveal that the internet distribution method causes a slew of issues and concerns. Ahmad discovered a phenomena in which EFL learning, which takes a lot of practice before it can be implemented, also encounters problems when the learning method is used. For example, in listening sessions, the ICT equipment used by teachers to train pupils who are in different and remote locations is frequently inefficient. When delivering listening tests, teachers are also unable to provide the best possible supervision to their pupils. Pupils in distant or online learning speaking courses have difficulty copying their teacher's style

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[27] Hidayat, A. (2020). Students Perception of E-Learning During Covid-19 Pandemic. Mathema Journal.

[28] Nashruddin, N. Alam, F.A. Tanasy, N. (2020). Perception of Teacher and Student on the Use of e-Mail as a medium of Distance Learning. Berumpun: International Journal of Social, Politic and Humanity.

of speaking, and the teacher is unable to adequately train the students to talk. [29]

Another issue is that some pupils' parents and students do not have access to a computer or an Android smartphone, according to Wahab and Iskandar's research. Such circumstances make it tough for individuals to face reality. On the one hand, there is a need for pupils to get educational services as required by the constitution. On the other side, they confront a lack of support infrastructure. The issue isn't only a lack of learning materials or facilities; it's also a lack of an internet limit. The expense of providing internet quotas is substantial. Students and parents from moderate to lower income families are affected by this problem. They don't have enough money to set up an internet network. It doesn't end there, though. Despite having internet access in their hands, students still have problems connecting to the internet network due to where they live.[30]

In terms of language learning, students had negative attitudes concerning the use of mobile phones. According to Stockwell, it was because most of them preferred to complete vocabulary assignments on their computers rather than on their phones[31]. It was discovered that learners preferred to utilize the computer over the mobile phone due to the cost, screen size, and difficulty inputting data.

Further, Ekinci & Ekinci stated that when it comes to the process's drawbacks, it's worth noting that they largely revolve with the technical aspects of the applications. The software's sluggish issues, micropayment requirements for extra material, and internet requirement were the most commonly mentioned issues. This treatment was laborious

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[29] Ahmad, S.Z. (2016). The Flipped Classroom Model to Develop Egyptian EFL Students Listening Comprehension. English Language Teaching Journal.

[30] Wahab, S. Iskandar, M. (2020). Teacher Performance to Maintain Students Learning Enthusiasm in Online Learning. JELITA.

[31] Stockwell, G. (2008). Investigating Learner Preparedness for and Usage Patterns on Mobile Learning. ReCALL.

and time-consuming for a few people. It's not easy to come up with a way to teach and practice English that everyone enjoys[32].

In addition, Zhu concluded from the research of students' perception on smartphone in language learning that when it comes to writing, the learning process encountered problems from the technical side. Students found it rather difficult to practice their writing due to the size of the smartphone, compare to computer. That is why they prefer to use computer in learning writing[33].

8. Classroom Observation

A classroom observation is the procedure of monitoring a teacher's behavior in their classroom or learning setting. Classroom observations are a measurable means of collecting and assessing teacher behavior and mastery by meticulously viewing and documenting instructors in action. The first sort of observation happens when a school administrator observes a teacher's performance on a recurrent basis as component of a professional job evaluation review (often annually). The second is an assertion by a teacher's peer or peers, an educational consultant, or a coach, with the stipulated objective of providing the teacher with pertinent reviews interacts with students and their use of teaching techniques, with the predominant objective of enhancing classroom governance and instructional techniques.

The primary goal of classroom observation is to improve student results by enhancing the teacher's teaching abilities. The study of apparent inequalities in education among various groups of pupils is a secondary goal of observation. The end goal is to give academics with data on

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[32] Ekinci, Ecem. Ekinci, Ethat. (2017). Perception of EFL Learners About Using Mobile Applications for English Language Learning: A Case Study. Internation Journal of Language Academy.

[33] Zhu, Jiawen. (2018). Students' Perceptions on the Use of Mobile Applications in English Language Learning. E-Learn Journal.

existing educational methods and to identify instructional issues. An observer can effectively execute an observation in a variety of ways. Others employ nationally recognized models established by educational professionals and further confirmed by research-based data, while some use in-house approaches. Which approaches are utilized in a given situation is entirely dependent on the school's standard operating procedures and the individual doing the observation.

Checklists, charts, rating scales, and narrative descriptions are just a few examples of observational approaches that have been shown to be useful in seeing a teacher in action. The use of interactive coding systems, on the other hand, is the most common method for systematic observation. The fact that they let the observer to capture nearly everything that transpires between the instructor and their pupils throughout the observation is why they are so popular. They are frequently utilized because they are objective and constructed in such a manner that personal judgments or inferences made by the observer do not distort the data acquired during the observation. Interactive coding systems may quickly identify and capture specific and easily recognizable actions in a way that allows for easy coding and classification of the data, which is particularly useful for evaluating the data and providing objective feedback to the teacher.

9. The Questionnaire

A questionnaire is a research instrument that consists of a series of questions intended to elicit information from respondents. Questionnaires collect data in the same way as written interviews do. They can be completed in person, via phone, on the computer, or through the mail.[34] Questionnaires are a low-cost, quick, and effective way to gather large

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[34] Mc.Leod, S. A. (2018). Questionnaire: Definition, Examples, Design and Types. Simply Psychology. https://www.simplypsychology.org/questionnaires.html.

quantities of data from a large group of individuals. Data may be gathered quickly because the researcher is not required to be present when the surveys are being completed. This strategy is beneficial when conducting interviews with big groups of individuals is impossible.

Questionnaires may be a cost-effective and rapid tool to examine a big group of people's behavior, attitudes, preferences, views, and intentions. A questionnaire commonly uses both open and closed questions to obtain data. This is helpful since it permits both quantitative and qualitative data to be collected.

Closed questions organize replies by allowing only responses that fit within specific categories. Information that can be categorised into a single category is known as nominal data. The category might be basic. Closed questions can also provide ordinal data (which can be ranked). It's customary to use a continuous rating scale to gauge the strength of attitudes or feelings, such as strongly agree / agree / neutral / disagree / strongly disagree / strongly disagree.

Closed questions offer several advantages. They may be cost-effective, for starters. As a result, they can supply massive volumes of research data at a low cost. As a consequence, a large sample size that is representative of the population may be generated, and a researcher can extrapolate from it. Second, the responder provides information that may readily be converted into quantitative data (for example, counting the number of "yes" or "no" replies), allowing for statistical analysis of the responses. Third, all of the questions are the same. All responders are asked the same questions in the same sequence. This implies a questionnaire may be easily duplicated to guarantee uniformity. As a consequence, the questionnaire may be used by a second researcher to double-check the data.

On the other hand, open inquiries enable people to present themselves on their own conditions. Respondents can

answer in their own terms and in as much detail as they prefer with open-ended questions. For example, "Can you explain me how pleased you are right now?" If you want to receive more in-depth feedback from your responders, open questions are ideal. There are no pre-determined replies, so respondents can write down precisely what they desire in their own ideas. Open questions are typically used for complex issues that require more clarification and discussion than a few simple categories can provide.

B. PREVIOUS RELATED STUDY

Several studies have been conducted in the attempt of finding the effectiveness of employing zoom application in English language teaching. The first research was the research conducted by Natsir et.al in 2021. This research implemented zoom application as the blended learning platform to obtain learning process from home during covid-19 pandemic. The research which employed the 22 students of MTSn 3 Enrekang applied descriptive qualitative study through the employment of interview and observation. The result of the research revealed that the majority of the students have positive perception about zoom application. They claimed that zoom application make the lesson easier to understand and fun.[35]

Octaviani also conducted a research of the use of zoom cloud meeting for teaching English grammar for an online class.[36] The aim of this study was to describe the use of Zoom for teaching Grammar in an online class including implementation, teacher obstacles, and the solutions. The researcher conducted participant observation and semi-structured interview which were

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[35] Natzir, Indrawati., Latifa, Ammang., Ammade, Salasiah (2021). Implementing Zoom As Blended Learning Platform to Obtain Learning Process from Home during The Pandemic of Covid-19 at MTSN 3 Enrekang. Exposure: Jurnal Pendidikan Bahasa Inggris

[36] Octaviani, Anggi Yani. (2021). The Use of Zoom Cloud Meeting for Teaching English Grammar in an Online Class. Journal of Research on English Language Teaching in Indonesia.

online and offline to obtain the data. The result of the observatio[37]n showed that both the implementation of using Zoom was not successful enough because of bad connection. Meanwhile, the result of the interview showed that the teacher thought that Zoom was useful for teaching grammar even though both teacher and students got the obstacles from media and devices, internet access and network, and facilities. Thefore, teacher solved them by using other platforms that have same function as media for teaching online.

The next research was the research conducted by Mu'awanah et.al. This study aimed to explore strengths and challenges of using Zoom to support distance English learning. A qualitative approach with narrative inquiry design was employed and students from a junior high school voluntarily participated. Interview was deployed as data collection methods, and the data were validated by triangulation and analyzed by following the interactive model analysis. The study reveals that learning English via Zoom help students to practice English, make teaching-learning process more effective, and facilitate the teacher-student interaction and communication. Moreover, features on Zoom support distance English learning. Those all benefits bring good impact on students' English learning output. Meanwhile, Zoom is also challenging for students with slow internet connection and unsupported gadget. The activity also spends extra cost for internet bill and need conducive learning environment. It is suggested that government needs to provide better facilities to support online learning, such as providing good internet acces.

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[37] Mu'awanah, Nafisatul., Sumardi., Suparno. (2021). Using Zoom to Support English Learning During Covid-19 Pandemic; Strengths and Weaknesses.

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