



Mobile Assisted Language Learning (MALL) On Students Reading Comprehension at Senior High School

Mobile Assisted Language Learning (MALL) Pada Pemahaman Membaca Siswa di Sekolah Menengah Atas

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ABSTRACT

This study was conducted to determine the implementation of MALL on students' reading comprehension, students' perceptions of MALL and also the impact of using MALL on students' reading comprehension. This research uses qualitative research. This study was conducted to determine the use of MALL on students' reading comprehension such as students' perceptions of the use of MALL on students' reading comprehension, students' MALL implementation and the impact of MALL on students' reading comprehension. In this study, researchers used purposive sampling to collect data. In this study there was 1 class as observation data and 10 students as resource persons for interviews. This research was conducted at SMAN 7 MAKASSAR. The results of this study indicate that the use of MALL in students' reading comprehension is very good. Students are very happy, relaxed, and enthusiastic in learning English. students' reading comprehension is greatly improved by using this MALL. They are easier to understand reading or English assignments by using this MALL. in the implementation of MALL, students usually use it at various times, some use it every time and some only use it when given an assignment. on students' perceptions when using MALL on reading comprehension, they said that using MALL provided efficiency in the learning process, to practicality because using MALL they could immediately know the meaning of the reading by directly translating the entire reading text or the assigned text. As for the impact of the implementation of MALL Iyala, it was quite good on students' reading comprehension, where on average the students got good grades and also in line with the interview results, the majority said there was an increase in their reading comprehension.

Keywords: MALL, Reading Comprehension, Implementation, Perception, Impact

ABSTRAK

Penelitian ini dilakukan untuk mengetahui pelaksanaan MALL terhadap pemahaman membaca siswa, persepsi siswa tentang MALL dan juga impact dari penggunaan MALL terhadap pemahaman membaca siswa. Penelitian ini menggunakan penelitian kualitatif. Penelitian ini dilakukan untuk mengetahui penggunaan MALL terhadap pemahaman bacaan siswa seperti persepsi siswa tentang penggunaan MALL pada pemahaman bacaan, penerapan MALL siswa dan dampak MALL terhadap pemahaman bacaan siswa. Dalam penelitian ini, peneliti menggunakan purposive sampling untuk mengumpulkan data. Dalam penelitian ini terdapat 1 kelas sebagai data observasi dan 10 siswa sebagai nara sumber untuk wawancara. Penelitian ini dilakukan di SMAN 7 MAKASSAR. Hasil penelitian ini menunjukkan bahwa penggunaan MALL dalam pemahaman membaca siswa sangat baik. Siswa sangat senang, santai, dan antusias dalam belajar bahasa Inggris. pemahaman membaca siswa sangat meningkat dengan menggunakan MALL ini. Mereka lebih mudah memahami bacaan ataupun tugas bahasa inggris dengan menggunakan MALL ini. pada pelaksanaan MALL juga para siswa biasanya menggunakan di waktu diberanaeka ragam, ada yang menggunakan setiap waktu dan ada juga hanya menggunakan ketika diberikan tugas. pada persepsi siswa ketika menggunakan MALL terhadap pemahaman membaca, mereka mengatakan bahwa penggunaan MALL memberikan kefisienan dalam proses pembelajaran, ke paraktisan karena menggunakan MALL mereka bisa langsung mengetahui makna dari bacaan tersebut dengan langsung mentranslet seluruh teks bacaan ataupun teks tugas yang diberika. Adapun dampak dari pelaksanaan MALL cukup bagus terhadap pemahaman membaca siswa yang dimana para siswa rata-rata mendapat nilai bagus dan juga selaras dengan hasil wawancara mayoritas mengatakan ada peningkatan terhadap pemahaman membaca mereka.

Kata Kunci: MALL, Pemahaman Membaca, Pelaksanaan, Persepsi, Dampak

1. INTRODUCTION

Reading is an important skill for English as a second language. Reading is very important to master to ensure success not only in learning English, but also in some content where reading in English is required. Somadayo (2011) states that reading is an interactive activity to pick and understand the meaning contained in written material.

Learning to read also needs to follow technological developments in the status quo, especially during the COVID-19 pandemic which forces all learning processes to be carried out through online applications, this situation also forces all stakeholders in the education sector to adapt. towards the 4.0 era that uses technology such as mobile in the online teaching process, especially language learning or often referred to as Mobile Assisted Language Learning or MALL, especially in English, especially in Reading Comprehensions.

MALL has been defined as the use of "mobile technology in language learning, especially in situations where device portability offers a special advantage" (Kukulka-Hulme, 2012, p. 3701). MALL covers devices from MP3/MP4 players, smartphones and e-book readers to laptops and tablet computers.

The use of MALL with various applications that can be used on mobile phones in the learning process at school. like there are classes that use the WhatsApp application to send reading assignments because WhatsApp has a voice recording system, while other classes use more than one application such as google meet and WA where google meet functions as a face-to-face medium to students and lecturers as well as to convey reading-related material, the use of MALL is very important for the online learning process, especially during the pandemic where the learning process must be carried out remotely.

According to these experts, technology has an influence on the development of Reading Comprehensions from conventional learning to modern learning. Bayani's research (2017) shows that "e learning has challenged traditional learning approaches." Mixed learning curricula are urgently needed to offer reading a whole new level of brilliance. E-learning has proven to be a cost-effective method of meeting our educational requirements. E learning is a dynamic process that appeals to young

people in particular. People's attitudes change over time, and e-learning has played an important role in making reading a great experience. This may be characterized as a new wave in the intellectual movement." As a result, technology is very useful in the learning process and can help students improve their knowledge, especially in reading. Students can easily access any knowledge and information thanks to technology. MALL is a technology that can help the learning process (Mobile-Assisted Language Learning).

Mall helping teachers in the learning process considering the government prohibits outdoor activities including the learning process in schools as stated in Circular Number 2 of 2020 concerning Prevention and Handling of Covid-19 at the Ministry of Education and Culture and Circulars. Number 3 of 2020 concerning Prevention of Covid-19 in Education Units to decide the spread of the corona virus. Based on these observations, researchers are interested in knowing whether the application of MALL to Reading Comprehensions, analysing students' perceptions of using malls on Reading Comprehensions, and what the impact of MALL application on online learning Reading Comprehensions through MALL is as an alternative to increase student interest in learning during this pandemic where teachers and students are required to use online lectures to complete government programs in eradicating the spread of the corona virus without stopping the teaching and learning process.

2. LITERATURE REVIEW

2.1. Theory of Online Learning

2.1.1. Definition of online Learning

According to (Adhe, 2018:27) online learning is an effective learning method, such as practicing with feedback related to combining collaborative activities with independent learning. Meanwhile, according to (Office Administration Education et al., 2020:498) online learning is a learning system that is not done face to face, but uses a platform that can help the teaching and learning process that is carried out even though it is distanced.

2.1.2. The benefits of Online Learning

A.W Bates and K Wulf (Wijaya, et al. 2016) explain that the benefits of online learning are as follows:

- 1) Increase the level of learning interaction between teachers and students
- 2) allows learning interactions from anywhere and anytime (time and place flexibility)
- 3) Facilitate students in a broad scope.

2.2. Theory MALL

2.2.1. Definition of MALL

Kukulka-Hulme & Perisai (2008: 273) defines MALL in terms of "the use of personal, portable devices that support new ways of learning, the initiation of continuous or spontaneous internet access and the variety of uses". "Mobile-assisted language learning (MALL) is a branch of technology-enhanced learning that can be implemented in various forms including face-to-face, distance or on-line modes" (Baleghizadeh & Oladrostam, 2010: 04).

Mobile learning is defined by Clark Quinn (2000) as: Crossroads between mobile computing and e-learning: accessible resources wherever you are, strong searchability, rich interaction, strong support for effective learning, and performance-based assessment. E-Learning does not depend on location in space or time.

Ally (2009) defines mobile learning as the delivery of electronic learning materials on mobile computing tools so that they can be accessed from anywhere and anytime. In general, mobile devices are digital cellular phones and PDAs. However, more generally it can be defined as any device that is small enough, can work alone, can be carried at any time in everyday life, and which can be used for some form of learning.

Hajim (2012) stated that using a mobile device help student to have easy access to get the information they need. Therefore, this device is used as a tool that supports the can improve student performance in class.

2.2.2. Part of MALL

There are 4 part of MALL in this Research:

- 1) Zoom Meeting
Zoom is one of the cloud computing-based video communication applications made by an American company. This application provides remote conferencing services by combining video conferencing, online meetings, chat, to collaboration (Latifah, 2020).
- 2) Google Classroom

Google Classroom is an application that allows the creation of classrooms in cyberspace. In addition, Google Classroom can be a means of distributing assignments, submitting assignments and even assessing submitted assignments (Herman in Hammi, 2017).

- 3) WhatsApp

Munawaroh, I (2019) stated how to use WhatsApp social media, namely that students can discuss with the teacher, for example by sending the results of solving practice questions according to the material if they want to know whether the results of solving these questions are true or false.

- 4) Google Translate

Google Translate is one of the features of the Google search engine to answer user needs for foreign language translation. With google translate, you can translate words from different languages in the world. Google Translate is also now suspected of replacing the position of the bold dictionary that was used to translate words.

2.3. Reading Comprehension

Reading comprehension is a procedure in which the readers develop importance utilizing as the building materials the data on the printed page and the learning put away in the reader's head (Samuels in Harvey & Goudvis, 2000). Reading comprehension is a complex development that includes the cooperation of various psycho-linguistic procedures (Hedgcock & Ferris, 2009).

From the definitions above the researcher can conclude that reading comprehension is the ability to understanding the overall of written or printed text. But more than that, comprehension involves much more than merely being able to answer simple questions of fact about a text. Reading comprehension expands the reader mind to catch over all messages in a text. In reading comprehension, the reader possible to retell his finding in his own word (Adler & Doren, 1972).

2.4. Implementation

According to Nurdin Usman (2002), implementation is led to activities, actions, actions or the existence of a system mechanism, implementation is not just an activity, but a planned activity and to achieve the objectives of the activity. According to Agustino (2010), implementation is a dynamic process, where

the implementer carries out an activity, so that in the end it will get results that are in accordance with the goals or objectives of the wisdom itself

The definition of implementation stated above, it can be said that implementation is not just an activity, but an activity that is planned and carried out seriously based on certain norms to achieve the objectives of the activity. Therefore, the implementation does not stand alone but is influenced by subsequent objects.

2.5. Perception

Akbar as cited in Walgito (2010), the perception process starts from an object that causes a stimulus, then the stimulus hits the senses or receptors. These processes are called natural processes or physical processes. After going through the physical process, the stimuli received by the senses are passed on by the sensory nerves to the brain. This process is called a physiological process. Then his process occurs in the brain as the center of consciousness so that individuals are aware of what they see, hear, or feel. The processes that occur in the brain are called psychological processes. This process is the last process of perception and is the actual perception. Response because of perception can be taken by individuals in various forms.

From some of the meanings of perception above, it can be concluded that perception is an act of judgment in one's thinking after receiving a stimulus from what is felt by his five senses. The stimulus then develops into a thought that finally makes a person have a view regarding a case or event that is currently happening.

2.6. Impact

According to Waralah Rd Cristo (2008) impact is something caused by something done, can be positive or negative or influence which has both positive and negative impacts. So, there are positive and negative impacts. Influence is a force that exists and arises from something (person, thing) that helps shape a person's character, belief, or action. Influence is a condition in which there is a reciprocal or causal relationship between what is affected and what is affected.

3. RESEARCH METHOD

3.1. Research Design

In this study, the research design that was be used is descriptive qualitative analysis method. Moleong

(2012, 6) defines qualitative research as research that intends to understand the phenomena experienced by research subjects such as behavior, perceptions, motivations, actions holistically and through descriptions in the form of words and language, in a special context that is reasonable. and by utilizing various natural methods. The qualitative method is used because the researcher intends to understand more deeply and describe the implementation of MALL on Reading Comprehensions, want to know students' perceptions of the use of MALL on Reading Comprehensions and also want to know the impact of the implementation of MALL on Reading Comprehensions so that the data collected is in the form of descriptive data.

3.2. Research Participants

The researcher used purposive sampling. According to Sugiyono (2017) purposive sampling is a data sampling technique based on certain considerations, namely class X IPA 2 at SMAN 7 Makassar. because the teacher directly pointed to which class the researcher wanted to study. In this researcher, all students of class X IPA 2 are the observation sample and 10 students are the interview sample needed.

3.3. Research Instruments

- 1) Observation, Sugiono (2012: 226) suggests that through observation, researchers learn about behavior and the meaning of that behavior. In this study the researchers used direct observation to observe the implementation activities of the MALL use of students' Reading Comprehensions. Researchers used observation guidelines to facilitate assessment. on the implementation of MALL.
- 2) Interview, Deddy Mulyana (2008) reveals that an interview is a form of communication between two people, involving someone who wants to obtain information from other people by asking questions based on certain goals. the use of interviews to determine students' perceptions of the use of MALL on their reading comprehension.

3.4. Technique of Data Analysis

According to the theory of Miles, Huberman, and Saldana (2014), the data were examined utilizing a number of procedures, including data collection, data condensation, data presentation, and drawing conclusions or verification.

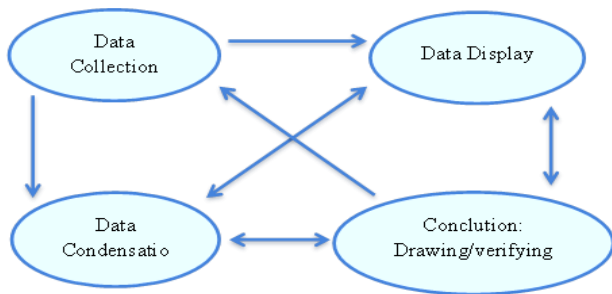


Figure 1. Technical of data analysis

4. FINDINGS AND DISCUSSION

4.1. Findings

The results of research findings related to the objectivity of EFL teachers in e-assessment, are described in several aspects, namely:

4.1.1 The Implementation of MALL on Reading Comprehension

According to the theory of Nurdin Usman (2002) and Sholihah (2019) Implementation is an action or also a form of real action in carrying out a plan that has been carefully designed. In other words, this implementation can only be done if there is a plan and not just action. So, students apply MALL to their understanding divided into 3 steps based on the excerpts of student interviews and field notes above:

- 1) Plan, in this step students use MALL during the learning process and learning is done individually
- 2) Action, in this section teachers and students both use MALL while the application used is to use WhatsApp to send materials and assignments. and as for other additional applications that use Google Translate to help students understand reading. and the use of MALL is carried out during the learning process in class
- 3) Monitoring/evaluation, in this section the use of MALL in the learning process provides effectiveness in learning where students find it easier to find additional material, and in terms of doing assignments, but the use of MALL also has a good impact on students' reading comprehension. because in MALL there are additional applications to make it easier for students to understand reading, such as Google translate.

The researcher found 3 criteria of students in applying MALL to learn English, especially for reading comprehension, namely High Implementation MALL, Medium Implementation MALL, and Poor Implementation MALL as described below:

a. Highly Implementation MALL

Extract 1

sangat sering saya gunakan kak. sangat mudah untuk digunakan. karena penggunaan Mobile praktis ki kak. tidak usah meki bawa buku kemana-kemana.

(Interview with S2)

I use it very often, sir. very easy to use. Because the use of mobile is practical, sir. You don't have to carry books everywhere

Based on the quote above, the use of MALL is very practical because students no longer carry books everywhere. They only need to bring cellphones to use in studying.

Extract 2

hampir setiap waktu saya menggunakan mobile kak. Baik itu disekolah maupun dirumah.

(Interview with S5)

Almost every time I use mobile, sir. Be it at school or at home.

Based on the quote above, according to S5, he uses MALL almost all the time. both at home and at school because the use of MALL is effectively used as a substitute for books.

b. Moderately implementation MALL

Extract 1

Saya menggunakan MALL hanya ketika diberikan tugas oleh guru

(interview with S3)

I use MALL only when given an assignment by the teacher

Based on the quote above, it shows that students only use MALL when given an assignment. This means that students in the implementation of MALL is not well implemented.

c. Poorly Implementation MALL

Extract 1

jarang kak. lebih sering pakai buku dari pada pakai mobile, karena kalau pakai mobile terganggu fokus ku kak.

(interview with S4)

is rare, sr. I use books more often than use my mobile, because if I use my mobile, my focus gets distracted, Sir.

In the statement above, it can be concluded that students use books more often than mobile phones because by using books students can focus more on learning,

4.1.2 the students' perception of MALL on Reading Comprehension.

Based on the results of interview data. Researchers found 3 perception criteria, namely high perception, moderate perception, and poor perception.

a. High perception

Extract 1

Iye kak efisien. karena penggunaan Mobile sebagai pendukung untuk mencari kosa kata yang tidak tahu. Jadi kalau ditau kata-katanya otomatis saya jadi paham maksudnya kak.

(interview with S1)

yes efficient, because of the use of Mobile as a support for finding vocabulary that you don't know. So, if I know the words, I will automatically understand what they mean, bro.

Based on the student's statement above, it can be concluded that the use of Mobile helps students in increasing their vocabulary. Which is when students know the words it makes it easier for students to understand the reading.

Extract 2,

Betul kak meningkat. Saya lebih mudah memahami bacaan Bahasa inggris dengan menggunakan aplikasi yang ada di mobile. Hal ini membuat pemahmaan membaca saya meningkat.

(interview with S7)

That's right, it's increasing. It is easier for me to understand English reading by using an application on the mobile. This makes my reading comprehension improve.

Based on the data above, it can be concluded that the use of MALL improves students' reading comprehension because there are applications that can make it easier for students to understand reading

b. Moderate Perception

Extract 1

Iye kak lumayan meningkatkan kak. Penggunaan MALL dapat meningkatkan pemahaman membaca saya, karena saya lebih mudah dalam menerjemahkan bacaan menggunakan MALL.

(Interview whit S8)

Sir, it's quite an improvement, Sis. The use of MALL can improve my reading comprehension, because it is easier for me to translate the text using MALL.

Based on the data above, it can be concluded that the use of mobile helps students in understanding reading, because students are easier to translate via mobile.

c. Poor Perception

Extract 1

Tidak efektif kak. krena kurang paham ka apa yang di kasih sama guru mau itu tugas bacaan ataupun tugas-tugas yang lain

(Interview whit S3)

Not effective, sir. Because they don't understand what the teacher is giving them, whether it's reading assignments or other tasks.

Based on the data above, it can be concluded that the use of mobile helps students in understanding reading, because students are easier to translate via mobile.

4.1.3 The impact of implementation MALL students on reading comprehension

Based on Nurdin Usman (2008) there are two kinds of impact, the namely negative impact and positive impact as the results above, which are described below:

a. Positive Impact

Extract 1

Pengetahuan bertambah banyak, Dan dalam segi pemahaman membaca ada peningkatan.

(Interview white S1)

Knowledge increases, and in terms of reading comprehension there is an increase

Based on the statement above, it can be concluded that the use of MALL has a positive impact because it adds insight to students and increases reading comprehension

Extract 2

Dampaknya ada peningkatan dalam menggunakan hp terutama dalam hal pemahaman membaca.

Interview white S2

The impact is that there is an increase in using Mobile, especially in terms of reading comprehension.

Based on the statement above, it can be concluded that the use of MALL has an impact on increasing students' reading comprehension.

b. Negative Impact

Extract 1

Tidak ada dampak yang kurasa kak.

(Interview white S3)

I don't think there's any impact.

Based on the statement above, it can be concluded that the use of MALL does not have an impact on students.

4.2. Discussion

Analysis of the data presentation of the research questions discussed in this section. The discussion is divided into three parts based on the research questions. The first is about how the implementation of MALL on students' reading comprehension. the second is how students perceive the use of MALL on students' reading comprehension. and the third is about how the impact of using MALL on students' reading comprehension.

In this Implementation, there are 3 steps namely plan, action, and monitoring/evaluations, and there are 3 criteria, namely a highly implemented MALL, Moderately Implemented MALL, and a poorly implemented MALL.

- 1) plan, in this section students learn individually, using mobile as a learning medium. where all the learning process is carried out through mobile and the applications used in learning are the WhatsApp application and google translation.
- 2) Implementation in using MALL. the whole process of implementing learning starting from giving material by the teacher to giving assignments is done using MALL. the provision of task learning materials using the WhatsApp application where all students can access the given materials and assignments easily. the use of other applications such as google translation

can help students in making it easier to understand the readings.

- 3) As for monitoring or evaluating the use of MALL, it helps students in terms of reading comprehension. This can be seen from the assignments given by the teacher where students get good grades. the use of MALL is also very efficient in the learning process because students can easily access material, translate readings and look for additional material.

The implementation of MALL is divided into 3 criteria, 1 high implementation where students often use MALL both at school and at home, 2 moderate implementations where students only use MALL when working on assignments. and the last one. 3 poor implementation of students who rarely use MALL but tend to use books more because the use of MALL can interfere with students' focus in understanding reading. The results of the MALL implementation on students' reading comprehension, where students' reading comprehension was better. This is in line with the results of research Juniarti et al (2020) which shows that students' perceptions are generally positive about the implementation of MALL-based learning strategies. In short, the reading comprehension of grade II D students can be improved by implementing MALL-based learning strategies and also in line with the test results given by the teacher where students get good scores

In this perception, based on observations and interviews, of the 10 students who were interviewed as resource persons, it is known that 5 interviewees gave a high perception statement, 3 people had moderate perceptions and 2 people had low perceptions. from 5 sources stated that the use of MALL for reading comprehension has been carried out effectively where the use of MALL provides convenience, and flexibility in learning and doing assignments, this is in accordance with the statement of Azizi Far, and Gowary (2015) which states that learning using mobile devices allows students to learn anytime, anywhere. the use of MALL is also considered more efficient in terms of learning reading comprehension, also supported in previous research by Davis and Wilbert (2015) who found that learning English using mobile devices was very convenient, efficient, and fun. In addition, the other 3 interviewees showed a moderation of perception where they stated that the use of MALL increased their reading

comprehension but it did not increase significantly but only moderately. 2 resource persons have low perceptions where the use of MALL in the English learning process, especially in reading comprehension is considered ineffective because students tend not to understand assignments or readings given by the teacher. As for students' perceptions of the problems encountered in using MALL on students' reading comprehension, namely the problem of network stability, the argument is in accordance with Kim, Rueckert, Kim, and Seo (2013) who found that slow internet connections are a major challenge for students when they are engaged in learning.

In this Impact, based on the results of the data above, it can be concluded that the use of MALL has a good impact on students where 8 students have a positive impact and 2 students have a negative impact. where the majority of students who gave positive statements said that the use of MALL had a good impact on students' reading comprehension and also the use of MALL made students' reading comprehension increase, this is in line with research conducted by Kim (2014). The results showed that all participants improved their reading comprehension after the experiment. However, the experimental group significantly outperformed the control group. In addition, most of the students in the experimental group found the use of cell phones useful and beneficial for learning English. the use of MALL also provides effectiveness in terms of learning, especially towards increasing students' reading comprehension.

5. CONCLUSION

The conclusions of this study are presented based on the data obtained which have been analysed in the previous chapter. From all data analysis on how the application of MALL to students' reading comprehension, how students' perceptions of MALL on students' reading comprehension, and how the impact of using MALL on students' reading comprehension. It can be concluded that:

1. In the Implementation, When students apply or use this MALL for their reading comprehension what happens is their reading comprehension increases. Almost all students use this MALL to learn English. MALL learning also gives students independence in learning English, and the use of MALL is also not bound by time, they can use MALL anytime and anywhere. like a student given

an assignment by the teacher he does not have to do it at home using a book. but they can work in other places such as in a cafe or anywhere. and the results of the application of MALL are also known to be able to improve students' reading comprehension, the reason being that students get sufficient scores from the tests given by the teacher.

2. MALL is very good for learning media, especially in learning English for students' reading comprehension. The use of MALL is very helpful for students in learning English. Based on the findings above, it can be seen that 5 students have high perception, 3 students have moderate perception and 2 students have low perception. then this shows that students' perceptions in implementing the use of MALL on students' reading comprehension are very good but there are problems that arise such as unstable networks, unavailability of Wi-Fi in each class, and student memory which is often full.
3. The use and application of MALL on students' reading comprehension has a good impact, this can be seen from the results of interviews where 8 students said it had a positive impact on their reading comprehension on the use of MALL and 2 students said that the use of MALL on their reading comprehension did not have the same impact. once this means that the use of MALL has a negative impact on them. it was found that the use of MALL had a good impact on reading comprehension. where students stated that their reading comprehension skills improved when using MALL in the process of learning English, and they were also more enthusiastic about learning English, more confident in speaking English, a lot of new knowledge was gained and learned.

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