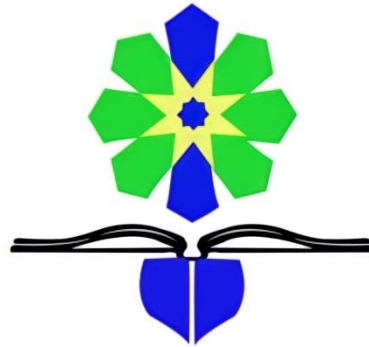


**CONTEMPORARY ISSUES IN MOBILE ASSISTED LANGUAGE
LEARNING (MALL) IN ENGLISH EDUCATION:
A SYSTEMATIC LITERATURE REVIEW
IN INDONESIA (2019-2023)**



STAIN MAJENE

A Thesis

**Submitted in Partial Fulfillment of the Requirements for Degree of
Sarjana Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
State Islamic College of Majene**

By

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TARBIYAH AND TEACHING TRAINING DEPARTMENT
STATE ISLAMIC COLLEGE OF MAJENE**

2024

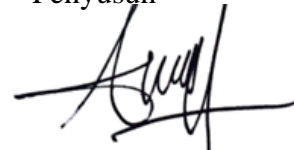
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PREFACE

Assalamu'alaikum Warahmatullahi Wabarakatuh

Firstly, the researcher expresses his gratitude to the Almighty God, Allah SWT, who has been giving him His mercies and blessings, so He can complete writing his thesis well. Peace and salutation to the great prophet Muhammad (peace be upon him) who has changed the cultures of the human to be better in order to be able to enjoy God's paradise.

The researcher realizes that in carrying out and writing this thesis, many people have given their valuable suggestions, guidance, assistance, advice, and sacrifices for the completion of writing this thesis. Therefore, the researcher would like to express his deepest sincere appreciation to:

1. **Prof. Dr. Wasilah Sahabuddin, ST., MT.**, rector STAIN Majene.
2. **Dr. Ahmad Muaffaq N, S.ag., M.Pd.**, as the head of the Tarbiyah and Teacher Training Department of STAIN Majene.
3. **Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.**, as the head of the English Education Study Program.
4. **Nihla Afdaliah, S.Pd., M.Pd.**, as the secretary of the English Education Study Program.
5. **Syamsinar, S.Pd., M.Pd.**, as the first examiner and **Rabiatul Adawiah, S.Pd., M.Hum.** as the second examiner, who have generously provided constructive feedback, insightful suggestions, and valuable guidance that have significantly contributed to the improvement and completion of this research.

6. **Rina Marlina, S.S., M.Hum.,** She is the first advisor and **Wahyuddin, S.Pd., M.Ed.,** as the second advisor. Thank you for the invaluable time, patience, support, advice, and guidance extended during the completion of the thesis.
7. The researcher's parents, Mashuri and Purmini. Thank you for the love, prayers, and unwavering support you have provided throughout this educational journey. The success of completing this thesis is the result of the continuous effort, guidance, and motivation that has never ceased coming from both of you.
8. The researcher's siblings, Siti Mukarromah, Muslikin, and Tarmuji. Thank you for always providing encouragement and moral support.
9. All his best friend, Muhammad Heri sofian, S.Pd, Muhammad Siddiq Nur, Muhammad Riadus Shalihin, S.Sos, Riski Pramudia, M. Ridwan, S.Pd., for the roles in providing positive suggestions, enabling the researcher to find the strength to persevere.

With the help and support that the researcher has gotten, finally by submitting himself and always asking for guidance and protection from Allah SWT may good deeds get good rewards too. Amin Ya Rabbal Alamin.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Majene, 23 januari 2024

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TABLE OF CONTENTS

| | |
|--------------------------------------|-----|
| COVER | i |
| LEMBAR PERNYATAAN | ii |
| LEMBAR PERSETUJUAN | iii |
| LEMBAR PENGESAHAN | iv |
| PREFACE | iii |
| TABLE OF CONTENTS..... | vii |
| LIST OF TABLES | ix |
| LIST OF PICTURES | x |
| LIST OF APPENDIXES | xi |
| ABSTRACT | xii |
| CHAPTER I | 1 |
| INTRODUCTION | 1 |
| A. Research Background | 1 |
| B. Research Questions | 4 |
| C. Research Objectives | 4 |
| D. Research Significances | 5 |
| E. Research Scopes | 6 |
| CHAPTER II..... | 7 |
| LITERATURE REVIEW | 7 |
| A. Previous Related Researches | 7 |
| B. Pertinent Ideas | 8 |
| CHAPTER III | 20 |

| | |
|--|----|
| RESEARCH METHODOLOGY | 20 |
| A. Research Type | 20 |
| B. Data Source | 23 |
| C. Data Collection Technique | 24 |
| D. Data Analysis | 25 |
| CHAPTER IV | 27 |
| FINDINGS AND DISCUSSION | 27 |
| A. Findings | 27 |
| B. Discussion | 36 |
| C. Limitations | 49 |
| D. Recommendations for future research | 50 |
| CHAPTER V..... | 51 |
| CONCLUSION AND SUGGESTION | 51 |
| A. Conclusion | 51 |
| B. Suggestion..... | 51 |
| BIBLIOGRAPHY | 53 |
| APPENDIXES | 59 |
| CURRICULUM VITAE | 63 |

LIST OF TABLES

| Table | Page |
|--|--------------|
| Table 3.1 Table of Checklist criteria | 23 |
| Table 4.1 Table of coding result..... | 29-33 |
| Table 4.2 Table of issue distribution..... | 34-35 |
| Table 4.3 Main issues and sub-issues..... | 36 |
| Table 4.4 Table of criteria of MALL application..... | 43 |

LIST OF PICTURES

| Picture | Page |
|---|-------------|
| Picture 3.1 SLR guidelines by Khan et al. (2003)..... | 20 |
| Picture 3.2 PRISMA flow diagram 2020 (Page et al., 2021)..... | 26 |
| Picture 4.1 PRISMA flow diagram..... | 28 |

LIST OF APPENDIXES

| Appendixes | Page |
|---|-------------|
| Appendix I : Framing the question..... | 59 |
| Appendix II : Identifying relevant studies..... | 60 |
| Appendix III : Assessing study quality..... | 61 |
| Appendix IV : Studies included..... | 62 |

ABSTRACT

Name : Rohmad Riyadi
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Title : **Contemporary Issues in Mobile Assisted Language Learning (MALL) in English Education: A Systematic Literature Review in Indonesia (2019-2023)**

This research aims to explore the contemporary issues in Mobile Assisted Language Learning (MALL) in English education and to answer the following research question “What are the contemporary issues being faced in Mobile Assisted Language Learning (MALL) in English education?”. This research is a systematic literature review research using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method. Based on the PRISMA flow, the search is carried out through 3 stages, namely identification, screening and included.

Based on the results of research through a systematic review regarding contemporary issues in Mobile Assisted Language Learning (MALL) in English Education. four main issues have been identified therefore effectiveness of MALL utilization, implementation of MALL, perception and readiness for MALL utilization, and development of MALL. The issue of effectiveness of MALL utilization divided into 3 sub-issues, namely The effectiveness of MALL in improving students' English skills, the effectiveness of MALL in addressing students' lack of motivation and involvement in English learning and factors inhibiting the effectiveness of MALL in English learning

Keyword: *Mobile Assisted Language Learning, Contemporary issues, systematic literature review*

CHAPTER I

INTRODUCTION

A. Research Background

The current condition of English education in Indonesia requires more attention. The English education in Indonesia is widely acknowledged to be suboptimal, especially at the junior and senior school levels. Despite years of study, many students still find it difficult to communicate effectively in English. This includes difficulties in speaking, listening, writing and reading, which are all important aspects of language acquisition (Jon et al., 2021). Mastering English is important for students because it will open up more opportunities for their future. English has become an important international language for intercultural communication, business interaction, and accessing knowledge and information (Sharifian, 2009). Therefore, it is crucial for Indonesia to increase the effectiveness of the English language education system in order to adequately equip the younger generation with the essential skills needed to face global competition.

The status of suboptimal English education has a significant impact on student achievement (Yang & Fang, 2008). Considering that students' English skills in Indonesia are relatively low even though they have studied for many years which include speaking, listening, writing, and reading skills. In terms of speaking skills, students have difficulty expressing ideas verbally (Abrar et al., 2018). At the same time, when it comes to listening skills, they have difficulty understanding native speakers' speech (Nadhira & Warni, 2021). In terms of

writing skills, students still have difficulties. using correct grammar, such as using appropriate tenses and articles (Gayo & Widodo, 2018). On the other hand, when reading, students often have difficulty understanding the meaning of the text (Hayati & Puspitaloka, 2022). This shows the need to make efforts to improve the quality of English education in Indonesia.

Nowadays, mobile technology are growing rapidly. In the field of English education, mobile technology plays an important role in the teaching and learning process and has changed the education system throughout the world, including in Indonesia (Nunuk et al., 2020). Teachers use this opportunity to download various interesting and useful materials to motivate students. Along with the use of the mobile technology in the classroom, students show a high and dynamic level of engagement in their learning process. Several studies show that the mobile technology in English education can make the learning process more interesting (Pratama, 2021). Besides that, the use of mobile technology in learning has been proven to be able to improve student learning outcomes (Masriah & Setiawati, 2023).

In the effort of using mobile technology in English education, innovations such as Mobile Assisted Language Learning (MALL) can play a key role which provides learning material and access that is easier, interactive and can be accessed mobile. MALL is an approach that involves the use of mobile devices in the learning and teaching process (Kukulka-Hulme & Shield, 2008). This allows individuals to learn a language anywhere and at any time, without having to be limited by a specific time or place.

Researchers in the field of education have suggested using the MALL approach as an effort to overcome problems in the field of English education that cannot be overcome using conventional approaches. For example, in the pandemic era, the use of MALL in the pandemic era has become more relevant and necessary than before (Nuraeni, 2021). A number of factors make MALL a very useful tool because it provides access to portable, personalized learning, which can be accessed anytime and anywhere, both inside and outside the classroom. Teachers and students can use devices such as smartphones to develop learning methods and provide learning resources that can improve the quality of learning and students' skills (Nuraeni, 2021).

MALL has become the most widely used approach in the main learning process for students during the pandemic in Indonesia (Sutrisno, 2020). The use of MALL which has been implemented in almost all schools and universities in Indonesia has changed mobile learning discussions into more than just counseling sessions or additional activities in learning. In this research, exploring contemporary issues in Mobile Assisted Language Learning (MALL) in English education has significant relevance because it provides a comprehensive understanding of current issues and solutions proposed by previous researchers. A systematic review of contemporary issues in Mobile Assisted Language Learning (MALL) will involve searching, selecting, and evaluating relevant research on this topic. Various literature sources that will be analyzed in this review will be searched in the google scholar platform. Ultimately, this systematic review will provide a comprehensive overview of

contemporary issues in Mobile Assisted Language Learning (MALL) in English education. These findings can provide important insights for practitioners, policy makers and researchers to develop teaching approach, formulate better policies, and identify research directions that need to be conducted to improve the quality of English education in Indonesia.

Conducting research by integrating and analyzing relevant literature will contribute to a comprehensive understanding of contemporary issues in Mobile Assisted Language Learning (MALL) in English education . It is hoped that the findings of this study can strengthen the results of previous research.

B. Research Question

Based on the research background above, this research aims to explore the contemporary issues in Mobile Assisted Language Learning (MALL) in English education and to answer the following research question “What are the contemporary issues being faced in Mobile Assisted Language Learning (MALL) in English education?”.

C. Research Objective

Based on the research questions, the objective of this research is to provide a comprehensive overview of contemporary issues in Mobile Assisted Language Learning (MALL) in English education.

D. Research Significances

Theoretical Significances:

1. Contributing to the development of English education theory by identifying contemporary issues being faced in Mobile Assisted

Language Learning (MALL) and considering the solutions that have been proposed in the literature.

2. Presenting a comprehensive literature review on issues Mobile Assisted Language Learning (MALL) in English education, thereby providing a deeper understanding of the current state.
3. Encouraging further research on contemporary issues in Mobile Assisted Language Learning (MALL) in English education and dig deeper into solutions that can be applied in a wider educational context.

Practical significances:

1. Providing better insight and understanding to stakeholders in English education in Indonesia, such as the government, schools, teachers, students and the general public, regarding the issues being faced and the solutions that have been proposed.
2. Providing a solid knowledge base for educational policy makers to formulate policies that are more effective and responsive to contemporary issues in Mobile Assisted Language Learning (MALL).
3. Provides informations about Mobile Assisted Language Learning for teachers in designing relevant and effective learning approach.
4. Providing information as a reference source for future researchers.

E. *Research Scopes*

This research has several scopes, namely:

1. Contemporary issues in this research refer to problems or challenges that are receiving attention and are the focus for overcoming them in the present.
2. Contemporary issues to be studied will focus on issues between 2019-2023.
3. This research will focus only on contemporary issues in the Indonesian region.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Researches

Previous related researches are crucial to include in a study as it can aid in understanding the research topic, identifying gaps in previous research, allowing the researcher to design more relevant research, and avoiding duplicating research efforts so that the focus can be on areas that have not been investigated (Ali, 2018). Therefore, in this research several relevant previous studies will be included and explored for similarities and differences.

Relevant previous research is research conducted by Hikmah et al (2023) with the title "Application of Mobile-Assisted Language Learning to Improve Students' Speaking Skills". However, it should be noted that this research has a different focus from the current research. The current research focuses on the issues faced in the use of Mobile Assisted Language Learning and the solutions or actions that have been conducted, while previous research conducted by Hikmah et al. (2023) focused on the process of implementing Mobile Assisted Language Learning to improve students' speaking skills. This difference in focus is one of the novelty aspects of this research when compared with previous research.

Similar research conducted by Kamasak et al. (2021) entitled "The effectiveness of mobile-assisted language learning (MALL): A review of the extant literature" focuses on evaluating the effectiveness of Mobile-Assisted Language Learning (MALL). While the current research focuses on exploring

issues and solution in Mobile Assisted Language Learning (MALL) in English education.

Furthermore, previous research was conducted by Choi & Lee (2008) "Current trends and issues in English Language Education in Asia". The article discusses current trends and issues in English education in Asia. The authors investigate the problems and opportunities faced by English teachers in Asia, including curriculum, teaching methods, evaluation, use of technology, and sociocultural factors that influence English language learning in Asia. The authors also discuss several English language education initiatives and programs adopted by Asian countries to improve the quality of their English education and prepare their students to participate in global society (Choi & Lee, 2008). Meanwhile, the current research investigates problems that focus on the Mobile Assisted Language learning approach in English education which only occurs in Indonesia.

Previous research related to the current research is explained above in order to provide an overview of differences and novelties. The current research discusses areas that have not been discussed by other researchers, therefore it is hoped that this research can contribute to provide theoretical knowledge in the field of English education.

B. Pertinent Ideas

1. Contemporary Issues Theory

a. The Definition of Issue

Issues are defined as problems or challenges that receive attention

and are the focus for overcoming (Kapsargina, 2020). It means, when an issue receives attention, it becomes the focal point for finding solutions or strategies to overcome it. It becomes an area of focus for individuals, organizations, or communities who recognize the importance of resolving the issue for the betterment of society or the achievement of specific goals. The attention given to an issue often leads to discussions, debates, and actions aimed at understanding the causes, implications, and potential solutions (Kapsargina, 2020). It may involve gathering relevant information, conducting research, engaging stakeholders, and developing plans or initiatives to address the issue effectively.

Issues can initially arise due to differences in perceptions among people who do not understand the issue clearly (Kapsargina, 2020). A problem can develop into an issue when the problem escalates and gets wider attention, so that it becomes a big problem and triggers debate in the community (Kapsargina, 2020). Issues often involve unanswered or uncertain questions, giving rise to debate among various interested parties (Kapsargina, 2020).

In general, issues refer to the existence of problems within an organization, institution, community group, or certain elements of society that require handling. Issues refer to the seeds of problems that arise and then trigger debates in the community (Kapsargina, 2020).

These issues often require in-depth understanding, careful analysis, and appropriate handling in order to be resolved properly.

b. The Definition of Contemporary

The word "contemporary" refers to something that is happening, existing, living, or coming into being during the same period of time (Merriam-Webster, n.d.). It means contemporary refers to something related to the time or period of time that is currently taking place. The term "contemporary" is used to describe something related to the present situations or present times. In a general sense, contemporary means things that are happening or relevant in this day and age (Browning et al., 1999). This implies a close relationship with the times and the current situation, capturing the spirit, changes and developments that are taking place in today's society and world (Browning et al., 1999).

c. The Definition of Contemporary Issues

Contemporary issues come from two words, namely issue and contemporary. Definition of contemporary issues is the problems or challenges in the present situations and present times that receive attention. Contemporary issues are also not a new term discussed in the context of education. In research by Sholeh, the term contemporary issue refers to the problems faced and have a high importance to overcome (Sholeh, 2020).

2. Mobile Assisted Language Learning (MALL)

a. Definition of Mobile Assisted Language Learning (MALL)

Mobile Assisted Language Learning (MALL) is part of Computer Assisted Language Learning (CALL) which focuses on learning via mobile devices (mlearning) and language learning. Mobile Assisted Language Learning (MALL) as an approach that helps and enhances language learning through the use of mobile devices (Kukulska-Hulme & Shield, 2008). MALL provides more opportunities to access applications spontaneously and continuously through diverse usage contexts (Kukulska-Hulme & Shield, 2008).

In the 1980s, the beginning of the development of Mobile Assisted Language Learning (MALL) can be traced to research conducted by Twarog and Pereszlenyi. They studied language learning using telephone technology, which is used to provide support and feedback to language learners in long-distance situations (Hashim, 2017). This research reflects pioneering efforts in the use of long-distance communication technology in language learning contexts, and is one of the early milestones in the development of more sophisticated MALL with modern mobile devices.

Trials of language learning applications that can be accessed via mobile devices began in 2001 by the Stanford Learning Lab. After that, Chinnery in 2006 and Kukulska-Hulme and Shield in 2008 reviewed and monitored further developments in MALL (Hashim, 2017).

Progress in the use of mobile phones as learning tools by students has been the subject of research in various countries, one of which is Japan, as explained by Thornton and Houser in 2005. This has led to Japan being identified as one of the countries with a "digital native" population. The younger generation in Japan has grown up and has a close relationship with computer technology, the internet, cellphones and social media (Thornton & Houser, 2005).

b. Objectives of Mobile Assisted Language Learning (MALL)

Based on Thornton & Houser (2005) the use of Mobile Assisted Language Learning (MALL) to achieve objectives, including:

- Increase motivation in learning through the use of technology that is familiar to students, such as smartphones and tablets.
- Provide more opportunities for students to develop communication skill including written comprehension and production, oral comprehension and production, auditory interaction, and oral and written mediation.
- Encourage the use of the target language as a unique means of communication.
- Helps the teaching process by exploring, analyzing, discovering and selecting meaningful activities in the real world.
- Increase interaction between real and virtual environments, both between students in the same class and with students in other classes inside and outside school.

- Encourages fun learning.

A commonly implemented model is the BYOD (Bring Your Own Device) model, an abbreviation for "Bring Your Own Device," which provides a solution to schools dealing with logistical infrastructure issues and do not have the ability to purchase mobile devices (Afreem, 2014). In this model, students are asked to bring their own devices, and all that is required is an internet connection. This model has several significant advantages for school units namely, reducing the cost of purchasing devices and maintenance costs.

c. Types of Mobile Assisted Language Learning (MALL)

There are several types of Mobile Assisted Language Learning (MALL) that can be implemented in the classroom to support language learning. The following are several types of MALL that are commonly used:

- Learning Apps: Use of special mobile apps designed to facilitate language learning. These apps can include language exercises, dictionaries, interactive lessons, as well as quizzes and games that support language learning (Arvanitis & Krystalli, 2021).
- Podcasts and Audio: Use of podcasts and audio in language learning. Students can listen to audio recordings that include dialogue, lectures, or narration in the target language. This helps improve listening comprehension and pronunciation (Arvanitis & Krystalli, 2021).

- Text messages: Using text messages or short messages (SMS) in language learning. Students can receive study materials, assignments, or quizzes via text message and respond to them with message text (Arvanitis & Krystalli, 2021).
- Camera and Video: Students can use their phone cameras to record conversations, make talking videos, or take pictures related to language learning. It helps in improving speaking skills and understanding visual context (Arvanitis & Krystalli, 2021).
- Social Media: Social media can be used as a platform to interact and communicate in the target language. Students can join study groups or language communities on platforms such as Facebook, Twitter, or WhatsApp (Arvanitis & Krystalli, 2021).
- Integrated Learning with Mobile Devices: This approach involves the use of mobile devices for access to online learning resources, such as e-learning platforms or digital libraries. Students can access course materials, assignments, and resources via their mobile devices (Arvanitis & Krystalli, 2021).
- Game-Based Learning: The use of games specifically designed for language learning in the form of mobile game applications. This game can help students convey language skills, grammar and speaking skills through aspects of the game (Arvanitis & Krystalli, 2021).

d. Advantages and Disadvantages of Mobile Assisted Language Learning (MALL)

The Mobile Assisted Language Learning (MALL) approach has advantages and disadvantages that need to be considered. there are some of both:

Advantages of Mobile Assisted Language Learning (MALL) by Sam & Shalini (2021):

- Time and Place Flexibility: One of the main advantages of MALLs is their flexibility. Students can learn languages anywhere and anytime according to their schedule and convenient place.
- Motivation: The use of mobile devices, which are familiar to many students, can increase their motivation to learn a language. Interactive learning applications and learning games can make learning more interesting.
- Access to Wide Range of Resources: Students can easily access a variety of learning resources, such as apps, videos, audio and texts in the target language through their mobile devices.
- Language Practice in Real Contexts: The use of mobile devices allows students to practice language in real-world situations, such as communicating with native speakers or composing text messages in the target language.

- Personalization of Learning: With customizable apps and resources, students can set the difficulty level and focus of learning to suit their needs

Disadvantages of Mobile Assisted Language Learning (MALL)

by Sam & Shalini (2021):

- Limited Access to Technology: Not all students have equal access to mobile devices and the internet. These limitations can create gaps in learning.
- Distractions and Addictions: The use of mobile devices in learning can also cause distractions and addictions, which can disrupt a student's focus.
- Content Quality: The quality of apps and learning resources may vary. Students and teachers need to choose wisely to ensure that the materials used are effective.

Lack of Human Interaction: Especially in the highly technology-centric approach of MALL, direct interaction with instructors and fellow students can be reduced. This can influence the development of speaking and social interaction skills in the target language.

3. Systematic Literature Review (SLR)

A “systematic review” or “systematic literature review” is an approach that seeks to systematically find, evaluate, and synthesize research evidence (Bettany-Saltikov, 2016). This approach follows established guidelines for conducting literature reviews. This comprehensive and methodical synthesis

of the literature focuses on pre-formulated research questions. Using this method, scientific research related to a specific topic including both published and unpublished research will be identified and synthesized by the researcher (Bettany-Saltikov, 2016).

A systematic review is an approach that comprehensively identifies, evaluates, and synthesizes research related to a specific research question (Khan et al., 2003). This approach includes organized, transparent, and repeatable procedures at every step of the process (Khan et al., 2003). This is important to minimize potential errors and biases that may arise when synthesizing research. Biases can arise in the initial research, publication process, dissemination and review of literature, and if not managed well, these biases can lead to erroneous conclusions (Bettany-Saltikov, 2016).

In a good systematic review, appropriate precautions will be taken to reduce bias. This includes steps such as a comprehensive and transparent search, the use of clear inclusion and exclusion criteria, and a critical assessment of the quality of the research conducted (Khan et al., 2003). The systematic review process typically begins by detailing a detailed process or plan that identifies the key objectives, concepts, and methods to be used. The steps in the systematic review process should be carefully documented so that readers can follow and evaluate the reviewer's methods. Good documentation also allows other researchers to replicate the results of systematic reviews.

Systematic review is a research method that aims to summarize primary research results with a systematic approach, so as to present more

comprehensive and balanced facts (Bettany-Saltikov, 2016). In systematic review, researchers can use meta-analysis techniques to synthesize statistical results from various studies that have been identified. This meta-analysis allows researchers to combine statistical data from these studies, resulting in more statistically robust results (Bettany-Saltikov, 2016).

Apart from that, in systematic review meta-synthesis techniques can also be used. Meta-synthesis is a qualitative approach used to synthesize qualitative findings from relevant studies (Bettany-Saltikov, 2016). This allows the researcher to combine qualitative findings from multiple studies to understand more deeply certain aspects of the research topic.

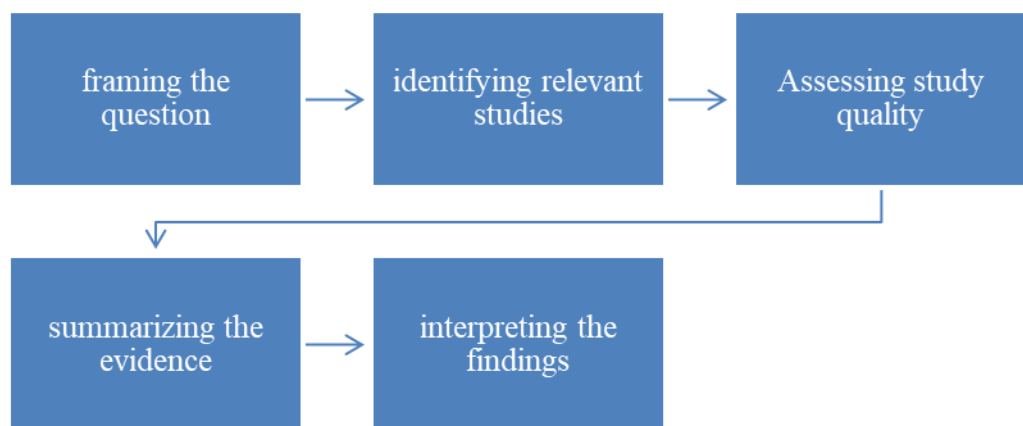
In essence, both meta-analysis (for statistical data) and meta-synthesis (for qualitative findings) are part of the systematic review method. The main goal of systematic review is to produce a systematic and objective research synthesis (Khan et al., 2003). This differs from traditional reviews which do not follow a standard approach, so they can be less structured and more subjective in their fact gathering and synthesis. Thus, systematic review offers a more structured and more objective approach to analyzing and presenting primary research result.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Type

This research is a systematic review research using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method. Systematic review is a type of scientific research that uses a systematic and structured method to collect, study, and synthesize relevant and up-to-date research results on a particular topic (Khan et al., 2003). The aim of a systematic review is to present a summary and thorough analysis of the existing evidence in the scientific literature on a particular research topic (Khan et al., 2003). In carrying out the systematic review, the researchers have referred to the steps suggested by Khan et al. (2003) as a writing guide.



Picture 3.1 SLR guidelines by Khan et al. (2003)

According to Khan et al. (2003) they suggest that there are five steps to carrying out a systematic review, namely framing research questions, identifying relevant studies, assessing study quality, compiling evidence summaries, and

interpreting research results. In this study, researcher will imitate the steps proposed by Khan et al. (2003). This type of research requires researcher to conduct research in a systematic and sequential manner.

1. Framing the Questions

Research questions are created based on the needs of the selected topic. In this research, the topic that will be discussed is contemporary issues in Mobile Assisted Language Learning (MALL) in English education. So, the research questions needed for this topic are “What are the contemporary issues being faced in Mobile Assisted Language Learning (MALL) in English education?”.

2. Identifying Relevant Studies

In this research, relevant studies were selected if they met the inclusion criteria, while studies that met the exclusion criteria were rejected. At the inclusion and exclusion criteria stage, inclusion and exclusion criteria are used to determine whether or not the data found is relevant for use in SLR (Systematic Literature Review) research. A study is declared relevant for use in research if it meets the following criteria (inclusion):

- a. The study was published in 2019-2023.
- b. The study is primary research. Primary research is a type of research that involves collecting new data through experiments, surveys, interviews, observations, or other research methods (Glass, 1976).
- c. The study can be accessed free of charge.

A study is declared not relevant for use in research if it meets the following criteria (exclusion):

- a. The study is written in other than English and Indonesian.
- b. The study did not clearly state the location, population and data collection methods.
- c. The study must be published in Indonesia.

3. Assessing Study Quality

The assessment of study quality was conducted to prevent drawing conclusions based on data that may not be reliable. The research's quality and relevance were rigorously evaluated using a checklist of criteria that align with the guidelines provided by Salleh et al. (2011).

| Items | Respons (yes/no/partly) |
|---|--------------------------------|
| Is the study cited?. | y/n |
| Is the research objective stated with clear?. | y/n/p |
| Are research participants or observation units describe adequately? | y/n/p |
| Is data collection carried out systematically? For example, a discussion of the procedures used for data collection, and how the research setting can influence the data collected. | y/n/p |
| Are potentially confounding factors adequately controlled for in the analysis?. | y/n/p |
| Are the analytical approaches and analytical formulations conveyed well?. | y/n/p |

| | |
|---|-------|
| Are the findings reliable? For example, the research is explained methodologically so that we can trust the findings. | y/n/p |
|---|-------|

Table 3.1 Checklist of criteria by Salleh et al. (2011)

4. Summarizing The Evidence

The studies found is summarized in the form of tables and charts, making descriptive analysis easier. Summarizing evidence in a Systematic Literature Review (SLR) involves synthesizing the main findings of selected research to provide a comprehensive picture of the state of knowledge on a particular research topic (Bettany-Saltikov, 2016). The result of this step will get data that is ready to be interpreted.

5. Interpreting the Findings

The data that has been summarized is then interpreted to answer the research questions that have been formulated.

B. Data Sources

This research is a Systematic Literature Review (SLR) research, as means that this research is a type of secondary research. Secondary research, also known as literature research is a type of research that collects, analyzes and synthesizes existing data or information from various sources (Glass, 1976). In this research, to be able to answer research questions, the data source used is scientific journal articles on the Google Scholar platform. The reason the Google Scholar platform is used is that it has wide coverage, has clear citation monitoring and provides many journals that are free to access.

C. Data Collection Technique

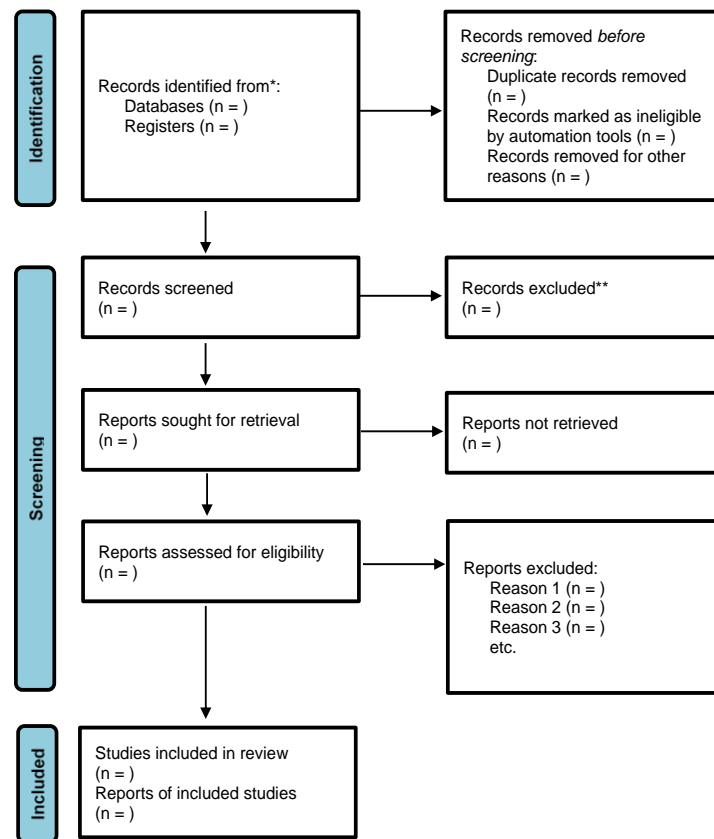
In the context of systematic review, data collection technique refers to the set of steps used to identify and select studies to be included in the analysis or review and these steps are known as the article selection procedure (Khan et al., 2003). The purpose of the article selection procedure is to ensure that the selected article are relevant, of good quality, and fit the purpose of the research or review being conducted (Wahyuddin, 2022). The procedure for selecting articles in this study was adapted from Wahyuddin's research with several modifications and adjustments (Wahyuddin, 2022). The following are the article selection steps:

- a. Perform a search using the search keywords. The keywords used in this research are "Mobile Assisted Language Learning/MALL/mobile learning/smartphone learning + English". To facilitate the process of searching for articles, Harzing's publish or perish software is used. Then copy the results to a data processing tool, such as Microsoft Excel.
- b. Filter out duplicate and unclear titles from the list, omitting those that do not pertain to the topic. To determine relevance, examine the title variable to assess its connection to the research problems.
- c. Review the abstracts of the candidate studies that have passed the second stage by applying several essential pieces of information, including problem statements, participant descriptions, research design specifications, and findings. Abstracts lacking crucial information can still be included in the list for further evaluation.

- d. Once the full texts of the candidate studies that passed the abstract evaluation stage are obtained, they will be subject to analysis. The analysis of the full texts involves a comprehensive examination of the content, methodology, results, and discussions presented in each study. studies that do not pass this stage will be excluded.
- e. In the final step of the selection process, the remaining studies from the final list that meet all the inclusion criteria and have no exclusion criteria will be used for data analysis in the systematic review. The eligible studies will undergo further processing to conduct data analysis.

D. Data Analysis

The results of all the processes that have been carried out in the search in this study are represented in the PRISMA Diagram. After that, the data analyzed by combining all data that met the inclusion criteria, and study quality assessment was carried out using a descriptive approach. The aim is to provide an overview that is appropriate to the problem posed in the research question.



Picture 3.2 PRISMA flow diagram 2020 (Page et al., 2021)

CHAPTER IV

FINDINGS AND DISCUSSION

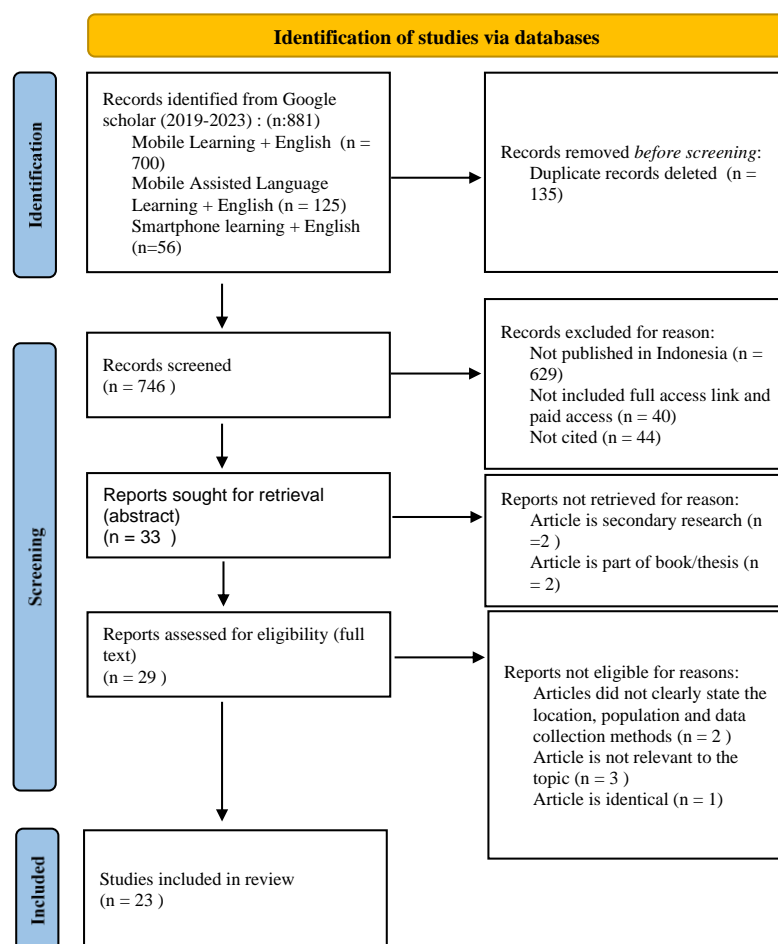
A. Findings

Based on the PRISMA flow, the search is carried out through 3 stages, namely identification, screening and included. The first stage is identification. In this stage, searching using the keywords found 881 articles. More specifically, using the keyword "mobile learning English" found 700 articles, using the keyword "mobile assisted language learning/MALL English" found 125 articles, and using the keyword "smartphone learning English" found 56 articles. After searching using keywords, duplicate articles are deleted. 135 duplicate articles were deleted leaving 746 remaining to proceed to the screening stage.

The screening stage is carried out first by selecting articles according to the inclusion and exclusion criteria, then assessing the quality of the articles according to the checklist criteria. A total of 746 articles underwent an inclusion and exclusion selection process leaving 33 articles. In more detail, 629 articles were excluded because they were not articles published in Indonesia, 40 articles did not provide full access to the text and were paid access. So that leaves 33 articles that went through article quality assessment.

Article quality assessment through a criteria checklist is carried out in two parts, namely sought for retrieval by analyzing the abstract and eligibility assessment by analyzing the full text. Through abstract analysis, there was 2 article that was not retrieved because it is secondary research and 2 article is part of book. Meanwhile, through eligibility assessing with full text analysis, 6

articles were not eligible for the following reasons: 2 articles did not clearly state the location, population and data collection method, 3 articles not relevant to the research topic and 1 article was identical to other articles. Therefore, 23 articles remaining to enter the included stage as the final result. The following is a PRISMA flow diagram of the three stages above :



Picture 4.1 PRISMA flow diagram

1. Data Extraction

Through the search process described above, produced 23 articles to be identified and coded to make identification easier, articles are coded with A1

to A23. Articles published in 2019 are articles with codes A2, A3, A6, and A20 . articles published in 2020 are articles with codes A5, A7, A8, A9, A11, A13, and A19. Articles published in 2021 are articles with codes A16, A22 and A23. Articles published in 2022 are articles with codes A4, A10, A12, A14, A15, A18 and A21. Meanwhile, articles published in 2023 are articles with codes A1, and A17..

| Article Code | Author | Title | Year | Journal | Research Design |
|---------------------|-----------------------------------|--|-------------|--|--------------------------|
| A1 | ML Al Halim, M Arifin | The Use Of Youtube As A Supporting Media For Learning English Through Mall (Mobile Assisted Language Learning) Approach During Limited Face-To-Face Learning | 2023 | JALIE; Journal of Applied Linguistics and Islamic Education | Pre-experimental |
| A2 | AP Sirait, A Munir | Development of Mobile Learning Application Android-Based for English Subject to Support Blended Learning Model in The Department of Guidance and Counseling | 2019 | ICONSEIR 4.0; International Conference OF SCIENCE EDUCATION ON INDUSTRIAL REVOLUTION 4.0 | Research and development |
| A3 | NWI Priyanti, MH Santosa, KS Dewi | Effect Of Quizizz Towards The Eleventh-Grade English Students'reading | 2019 | LEJU; Language and Education Journal UNDIKSHA | Quasy-experimental |

| Comprehension In Mobile Learning Context | | | | | |
|--|---|---|------|---|---|
| A4 | H Farros, A Shinta, Z Zaid, MP Al Bahy | Evaluating the Effect of EFL College Students' Intention To Utilize Mobile English Vocabulary in The Learning Process: A TAM Framework | 2022 | VOLES; Voices of English Language Education Society | Quantitative Cross- sectional survey |
| A5 | N Anggrarini, I Yulianawat i | Exploring Mobile Application And Their Usage In English Language Learning | 2020 | WEJ; Wiralodra English Journal | Case study |
| A6 | ND Inggita, FM Ivone, A Saukah | How is Mobile- Assisted Language Learning (MALL) Implemented by Senior High School English Teachers? | 2019 | JPH; Jurnal Pendidikan Humaniora | Case study |
| A7 | NA Solikhah | Improving Students' Motivation In English Vocabulary Mastery Through Mobile Learning | 2020 | Wanastra: Jurnal Bahasa dan Sastra | Classroom action research |
| A8 | MAM Putra, MH Santosa | Mobile assisted language learning in Intensive English Course for freshmen year students | 2020 | Journal of Education Technology | Qualitative descriptive; Interview |

| | | | | | |
|------------|--|--|------|---|---|
| A9 | E Darsih, NA Asikin | Mobile Assisted Language Learning: Efl Learners'percepti ons Toward The Use Of Mobile Applications In Learning English | 2020 | English Review: Journal of English Education | Mixed- method; questionnair e and semi- structured interview |
| A10 | B Badroeni, SF Nasrulloh, O suryaman | Mobile Learning VOCAPP:(Voca bulary Application) for English Vocabulary Learning | 2022 | English Review: Journal of English Education | Research and development |
| A11 | M Misdi, N Hartini, S Aisyah, ARS Tambunan | Mobile-assisted English learning in Indonesian high schools in the covid-19 outbreak: Do students feel empowered? | 2020 | AISELT; Annual International Seminar on English Language Teaching | Qualitative escriptive; survey |
| A12 | A Setiyanti, A Basit, S Suharsiwi | Observation and Improvement to Undergraduate Student Activities in English Skill Using Mobile- Assisted Language Learning | 2022 | ELIF; English Language in Focus | Action research |
| A13 | PS Hidayati, A Rosyid | Pembelajaran English Pronunciation Melalui Mobile Assisted Language Learning (Mall): Potensi Dan Hambatan | 2020 | Pedagonal: Jurnal Ilmiah Pendidikan | Case study |

| | | | | | |
|------------|---|--|------|--|--|
| A14 | S Prabandari | Pengembangan Media Pembelajaran Audio Matakuliah Bissiness English I Berbasis Mobile E-Learning Di Politeknik Lp3i Jakarta | 2022 | JURNAL LENTERA ICT | Research and development |
| A15 | IW Lestari, S Sa'idah, A Zumrudiana, M Fatoni | Pre-Service English Teachers'perceptions On The Integration Of Mobile Assisted Language Learning (Mall) During Virtual | 2022 | Elite Journal : International Journal of Education, Language, and Literature | Qualitative descriptive; Questionnaires, interviews, and reflective journals |
| A16 | MFR Khalik, NHPS Putro | Students' readiness in implementing mobile learning for English language learning purposes | 2021 | Script journal: Journal of Linguistic and English Teaching | Quantitative; Survey |
| A17 | A Rofi'i, SV Susilo | The Development of Teaching Materials Based on Mobile Learning in English Learning for Elementary Schools | 2023 | AL-ISHLAH: Jurnal Pendidikan | Research and development |
| A18 | AD Chaniago, Mariana | The Effect Of Cake Usage As Mobile Assisted Language Learning On Students'english Speaking Skill In | 2022 | ETERNAL | Quantitative descriptive; questionnaire |

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| | | | | | |
|------------|--------------------------------------|---|------|--|--|
| A19 | A Irawan, A Wilson, S Sutrisno | The implementation of duolingo mobile application in English vocabulary learning | 2020 | scope : Journal of English Language Teaching | Experimenta l |
| A20 | Y Nugrahini | The Influence Of MALL (Mobile Assited Language Learning) on English As Foreign Language Students Reading Comprehension | 2019 | LinguA LiterA; Journal of English Language Teaching and Literature | Quasy- experimental |
| A21 | U Mulyawan, NPA Resmayani | The Use of Mobile Assited Language Learning (MALL) In English Teaching for Hospitality Vocational Students | 2022 | JTEAL; Journal of Teaching English and Applied Linguistic | Qualitative; questionnair e |
| A22 | AH Nafa | The use of mobile assisted language learning in English learning of fourth semester English Department students at Iain Samarinda | 2021 | JTIK; Jurnal Tarbiyah dan Ilmu Keguruan Borneo | Qualitative descriptive; interview and documentati on |

| | | | | | |
|------------|---|---|------|----------------------------|----------------------------------|
| A23 | R Butarbutar, B Arafah, SMR Leba, Kaharuddin, AF Sauhenda, S Monika | Using mobile-assisted language to encourage EFL learning among Indonesian learners of English | 2021 | Linguistica ANTVERPIAN SIA | Experimental and control classes |
|------------|---|---|------|----------------------------|----------------------------------|

Articles that use a case study research design are articles with codes A5, A6 and A13. Articles that use a qualitative research design are articles with codes A8, A11, A15, A21, and A22. Articles that use a quantitative research design are articles with codes A4, A16 and A18. Articles that use an action research design are articles with codes A7 and A12. Articles that use an experimental research design are articles with codes A1, A3, A19, A20 and A23. Articles that use a mix-method research design are articles with code A9. Meanwhile, articles that use research and development design are articles with codes A2, A10, A14 and A17.

2. Analysis Data

The analysis of the 23 selected articles revealed four main issues namely effectiveness of MALL utilization, implementation of MALL, perception and readiness for MALL utilization, and development of MALL.

Table 4.1 Table of coding result

nine articles, namely A1, A3, A7, A12, A13, A18, A19, A20, and A23 focus on examining the effectiveness of MALL utilization. Two articles, namely A5 and A6 specifically discuss issues related to MALL implementation. Eight

articles, namely A4, A8, A9, A11, A15, A16, A21, and A22, discuss the topic of perception and readiness to utilize MALL. Finally, four articles namely A2, A10, A14, and A17 are dedicated to exploring issues related to MALL development. Detailed data on this can be found in the table.

| Main issues | Number of documents | Years of article | Article Code |
|--|----------------------------|--|--|
| Effectiveness of MALL utilization | 9 | 2019 (3), 2020 (4), 2021 (1), 2022 (2), 2023 (1) | A1, A3, A7, A12, A13, A18, A19, A20, A23 |
| Implementation of MALL | 2 | 2019 (1), 2020 (1) | A5, A6 |
| Perception and readiness for MALL utilization | 8 | 2020 (2), 2021 (2), 2022(3) | A4, A8, A9, A11, A15, A16, A21, A22 |
| Development of MALL | 4 | 2019 (1), 2022 (2), 2023 (1) | A2, A10, A14, A17 |

Table 4.2 Table of issue distribution

Four main issues that have been found, they divided into sub-issues. The issue of the effectiveness of MALL utilization divided into 3 sub-issues, namely the effectiveness of MALL in improving students' English skills (Al Halim & Arifin, 2023; Priyanti et al., 2019; Setiyanti et al., 2022; Irawan et al., 2020; Butarbutar et al., 2021), the effectiveness of MALL in addressing students' lack of motivation and involvement in English learning (Solikhah, 2020; Chaniago & Mariana, 2022); Priyanti et al., 2019), and factors inhibiting the effectiveness of MALL in English learning (Hidayati & Rosyid, 2020; Nugrahini, 2019).

The issue of implementation of MALL divided into 2 sub-issues, namely the process of implementing MALL in English learning (Inggita et

al., 2019; Anggrarini & Yulianawati, 2020) and selection of applications or MALL platforms that suit English learning needs (Anggrarini & Yulianawati, 2020). The issue of perception and readiness for MALL utilization divided into 2 sub -issues, namely perceptions of students and teachers regarding the utilization of MALL in English learning (Farros et al., 2022; Putra & Santosa, 2020; Darsih & Asikin, 2020; Misdi et al., 2020; Lestari et al., 2022; Mulyawan & Resmayani, 2022; Nafa, 2021) and readiness of students and teachers for the utilization of MALL in English learning (Khalik & Putro, 2021; Lestari et al., 2022). The issue of development of MALL divided into 2 sub-issues, namely MALL development process and integration of student needs in MALL development (Sirait & Munir, 2019; Badroeni et al., 2022; Prabandari, 2022; Rofii & Susilo, 2023).

| Main issues | Sub-issues | Authors |
|--|---|--|
| Effectiveness of MALL utilization | 1. The effectiveness of MALL in improving students' English skills. 2. The effectiveness of MALL in addressing students' lack of motivation and involvement in English learning. 3. Factors inhibiting the effectiveness of MALL in English learning. | (1): Al Halim & Arifin (2023); Priyanti et al. (2019); Setiyanti et al. (2022); Irawan et al. (2020); Butarbutar et al. (2021). (2): Solikhah (2020); Chaniago & Mariana (2022); Priyanti et al. (2019). (3): Hidayati & Rosyid (2020); Nugrahini (2019) |
| Implementation of MALL | 1. The process of implementing MALL in English learning. 2. Selection of applications or MALL platforms that suit English learning needs. | (1): Inggita et al. (2019); Anggrarini & Yulianawati (2020); (2): Anggrarini & Yulianawati (2020); |
| Perception and readiness for MALL utilization | 1. Perceptions of students and teachers regarding the utilization of MALL in English learning. 2. Readiness of students for the utilization of MALL in English learning | (1): Farros et al. (2022); Putra & Santosa (2020); Darsih & Asikin (2020); Misdi et al. (2020); Lestari et al. (2022); Mulyawan & Resmayani (2022); Nafa (2021) (2): Khalik & Putro (2021); Lestari et al. (2022) |

| | | |
|----------------------------|---|--|
| Development of MALL | 1. MALL development process | (Q1 & Q2): Sirait & Munir (2019); Badroeni et al. (2022); Prabandari (2022); Rofii & Susilo (2023) |
| | 2. Integration of student needs in MALL development | |

Table 4.3 Main issues and sub-issues

B. Discussion

At this stage, the researcher aims to provide an in-depth discussion of the findings obtained from the analyzed literature. The discussion is focused on four recurring key issues identified across the studies, which reflect the direction, challenges, and potential development of MALL within the context of language learning. The results of the analysis of 23 selected articles, it produces 4 main issues, namely effectiveness of MALL utilization, implementation of MALL, perception and readiness for MALL utilization, and development of MALL.

1. Effectiveness of MALL Utilization

a. The effectiveness of MALL in improving students' English skills

Improving students' English skills is not only considered a responsibility, but is also one of the main goals in English education (Setiyanti et al., 2022). Various efforts have been made by researchers to improve students' English skills, one of which is using the MALL approach. The Mobile Assisted Language Learning (MALL) approach is deemed effective when there is a discernible improvement in students' English language proficiency following its implementation. Enhanced English language skills are evident through elevated learning outcomes. The improvement in student learning outcomes following

the implementation of the MALL approach was substantiated by Al Halim & Arifin (2023).

After employing the MALL approach, students reported an enhanced comprehension in various areas, including vocabulary, pronunciation, speaking, listening, and writing. Additionally, Al Halim & Arifin elucidated that a notable disparity in average scores between the pre-test and post-test results was observed, indicating a substantial impact of MALL on the advancement of students' English language skills (Al Halim & Arifin, 2023).

The improvement in student learning outcomes following the utilization of the MALL approach is also corroborated by Priyanti et al. (2019). A comparison of average reading comprehension scores revealed that students taught using the MALL approach outperformed those taught through the conventional approach. Additional evidence from Setiyanti et al. (2022) demonstrated an increase in average scores for students' speaking, pronunciation, vocabulary, and grammar skills, although the increase was not statistically significant. Moreover, Butarbutar et al. (2021) expounded that the MALL approach holds significant potential in improving students' reading and listening abilities. Lastly, Irawan et al. (2020) highlighted, through their research findings, that the use of the MALL approach renders learning more effective, as evidenced by the heightened speaking and vocabulary skills of students.

In summary, the evidence presented through various studies supports the effectiveness of the MALL approach in improving students' English language skills. The proven improvements encompass a range of language competencies, including vocabulary, pronunciation, speaking, reading, writing, grammar, and listening.

b. The effectiveness of MALL in addressing students' lack of motivation and involvement in English learning

Student motivation and involvement in learning play crucial roles in determining the success of the learning process (Solikhah, 2020). Students who lack motivation and involvement often struggle to achieve mastery in their studies. Consequently, concerted efforts are necessary to enhance student motivation and engagement. The researchers propose the use of Mobile Assisted Language Learning (MALL) as a strategy to address the deficiency in student motivation and engagement. MALL provides interactive and enjoyable access, which is poised to stimulate student motivation and engagement effectively (Solikhah, 2020).

Based on Solikhah (2020), students demonstrate heightened learning motivation when utilizing mobile devices as a learning medium. Additionally, students become more actively engaged and interested in discussions and assignments. Furthermore, Chaniago & Mariana (2022) suggest that students' motivation and involvement in learning are positively correlated with their enjoyment of using mobile

devices as learning resources. Students also report feeling less pressured in their learning and experience a sense of autonomy, feeling they have full control over what they want to learn. This viewpoint is further supported by Priyanti et al. (2019), who elaborate that the utilization of enjoyable and innovative learning media significantly influences motivation and learning outcomes.

Therefore, employing the MALL approach proves effective in addressing students' lack of motivation and involvement in learning. This is attributed to the engaging and non-monotonous learning media offered by the MALL approach, distinguishing it from conventional methods. The MALL approach also presents an enjoyable learning resource, alleviates learning pressure, and grants students full control over their learning preferences.

c. Factors inhibiting the effectiveness of MALL in English learning

In using Mobile Assisted Language Learning (MALL) for English language learning, several factors are the main determinants of whether this approach is effective or not. First of all, the availability of access to smartphones (Nugrahini, 2019). Although most students have personal smartphones, it cannot be ignored that there are some students who do not own smartphones. Nugrahini (2019) explains that students who do not have a smartphone usually have at least one in their family. Therefore, at school, students who do not have smartphones can take

turns using their friends' phones, and at home, they can use one of their family members' phones.

Second, problems related to signals and internet access have a significant impact (Hidayati & Rosyid, 2020). Because many learning applications require an internet connection, signal and internet access problems are a big part of the obstacles faced by students. It is important to note that these obstacles are common in the use of internet-based technology and are not core to the MALL concept itself. Third, the readiness of storage capacity on smartphones is an important factor (Hidayati & Rosyid, 2020). If the storage capacity on the device is insufficient, this may hinder the installation and operation of learning applications.

Lastly, students' difficulties in understanding learning material (Hidayati & Rosyid, 2020). In the context of using the MALL approach, the teacher's role is not only as a facilitator, but also as an assessor and selector of applications that are suitable for students. Teachers need to be able to integrate application content with the applicable curriculum, so that learning objectives and outcomes can be achieved optimally.

2. Implementation of MALL

a. The process of implementing MALL in English learning

Based on the explanation of Inggita et al. (2019), implementing Mobile Assisted Language Learning (MALL) is one way to develop English teaching practices. In general, the implementation of MALL in

English learning can be divided into three degree, namely high, medium and low (Inggita et al., 2019). High degree refers to learning English at university, medium degree refers to learning English at high school level, and low degree refers to learning at junior high school level and below. Apart from that, the stages of MALL implementation can be divided into three, namely preparation, implementation and reflection (Inggita et al., 2019).

In the preparation stage, the activities that must be carried out by the teacher are preparing lesson plans and preparing learning materials (Inggita et al., 2019). Preparation of learning materials must be done carefully, especially in selecting the applications to be used. Application selection must be based on students' learning curriculum needs (Angrarini & Yulianawati, 2020). The next stage is implementation (Inggita et al., 2019). At this stage, the teacher carries out teaching and learning activities based on the application that has been chosen. Teachers can also give rules to students to create more conducive learning conditions, such as limiting the use of smartphones to only opening selected learning applications and dictionaries (Inggita et al., 2019).

The final stage is reflection, namely the stage where the teacher analyzes the advantages and disadvantages of the application used and identifies the challenges faced to find solutions (Inggita et al., 2019). For example, if many students experience distraction when a message

or call comes in (Anggrarini & Yulianawati, 2020). Teacher also need to provide students with an understanding that learning using mobile phone can be done anywhere, whether at school or at home, so it is hoped that students can learn independently without any orders.

b. Selection of applications or MALL platforms that suit English learning needs

Selection of applications that suit English learning needs is a crucial factor that supports the successful implementation of Mobile Assisted Language Learning (MALL) (Anggrarini & Yulianawati, 2020). The application must not only meet English learning needs but must also be in line with the curriculum to support the achievement of learning goals set by the government. The importance of choosing the right application demands that the application meets quality criteria before being recommended to students. According to Anggrarini & Yuliana (2020), the quality criteria for application selection can be found in the table below.

| No | Quality criteria of educational application |
|----|---|
| 1 | Cognitive value and pedagogic coherence |
| 2 | Content Quality |
| 3 | Capacity to generate learning |
| 4 | Interactivity and adaptability |
| 5 | Motivation |
| 6 | Format and layout |
| 7 | Usability |
| 8 | Accessibility |
| 9 | Visibility |

Table 4.4 Table of criteria of MALL application

3. Perception and Readiness for MALL Utilization

a. Perceptions of students and teachers regarding the utilization of MALL in English learning

Exploring students' and teachers' perceptions regarding the use of Mobile Assisted Language Learning (MALL) in English learning can provide in-depth understanding and insight from various points of view related to MALL (Putra & Santosa, 2020). Students' perceptions of the use of MALL include several aspects, including ease of use and flexible (Farros et al., 2022; Mulyawan & Resmayani, 2022), fun, interest and challenges (Putra & Santosa, 2020), usefulness and helping learning (Putra & Santosa, 2020; Darsih & Asikin, 2020; Nafa, 2021), as well as feelings less empowered (Misdi et al., 2020).

From this explanation, it can be concluded that students' perceptions of the use of MALL can be divided into two categories, namely positive and negative perceptions. Positive perceptions involve factors such as ease of use, flexible, usefulness, fun, interest, and benefits in learning. On the other hand, negative perceptions include feelings less empowered.

Meanwhile, teachers' perceptions regarding the use of MALL include aspects such as familiarity, feeling of benefit, ease and speed of access and uploading material (Lestari et al., 2022). Familiarity reflects

the extent to which teachers are familiar with mobile technology and technology-based learning environments. If a teacher is familiar and proficient in using mobile devices and related learning applications, this can increase their comfort and ease in adopting MALL. Teachers may have views about the extent to which the use of MALL can provide benefits in the learning process. These perceived benefits may influence teachers' attitudes and motivation to integrate MALL into their teaching. Ease of access includes the extent to which teachers find it easy to access learning materials or supporting resources using mobile devices. If teachers perceive its accessibility as easy, this may increase their likelihood of adopting MALL as a learning tool. Speed of access and upload of materials refers to the extent to which teachers feel that MALL provides an efficient process in obtaining learning materials and uploading new materials. If teachers assess that MALL can provide time efficiency in accessing and managing learning materials, this can influence their acceptance of the technology

b. Readiness of students for the utilization of MALL in English learning

Exploring students' readiness to utilize MALL (Mobile-Assisted Language Learning) can provide an understanding of whether students are ready or not. According to Kholik & Putro (2021), there are three factors that determine student readiness, namely mobile self-efficacy, optimism, and self-directed learning. Mobile self-efficacy can be

defined as a person's level of confidence in their ability to use a mobile device (such as a smartphone or tablet) effectively. This includes understanding how to use various features, applications, and functions on mobile devices.

Mobile self-efficacy can influence the extent to which a person feels comfortable and confident in using mobile technology for various purposes, including communication, productivity, and information access. The level of mobile self-efficacy can also impact technology adoption and the way a person interacts with an increasingly connected digital world (Kholik & Putro, 2021). Optimism is an attitude or outlook on life that is based on the belief that everything will go well or that things will develop well in the future. An optimistic person tends to see the positive side of situations, even in the face of difficulties or challenges (Kholik & Putro, 2021). Optimism can influence how a person responds to events, faces problems, and views the future. Self-directed learning is ability to manage learning independently in which individuals take the initiative and full responsibility for their own learning. In the context of self-directed learning, students play an active role in planning, implementing and evaluating their learning (Kholik & Putro, 2021). This means that learners have greater control over their learning process, including the selection of materials, learning methods, and assessment of progress.

Kholik & Putro (2021) explained that students have a high level of mobile self-efficacy and optimism. Meanwhile, students' level of self-directed learning is classified as moderate, this is influenced by students' lack of awareness in managing their own learning. In conclusion, students have high readiness in terms of the belief that using MALL can help improve their learning, as evidenced by high levels of mobile self-efficacy. High optimism also has a positive impact on students in facing difficulties and challenges in using MALL. However, in the realm of self-directed learning, students still need to be given an understanding so they can utilize their mobile devices to support learning, so that students are able to manage their own learning.

4. Development of MALL

a. MALL development process

The development of Mobile-Assisted Language Learning (MALL) becomes important in line with the increasing need for students to learn English more effectively and relevantly. Various studies show that the MALL development process involves several stages that can be arranged systematically. According to Sirait & Munir (2019), MALL development is carried out through several phases, namely analysis, product design, application development, implementation and evaluation. Badroeni et al. (2022) provides a view of the stages of MALL development through needs analysis,

prototyping, prototype revision, development, testing, and implementation. Another stages is presented by Prabandari (2022) who states that MALL development involves preliminary research, development planning, media production/development, as well as evaluation of production and final products. Meanwhile, according to Rofi'i & Susilo (2023), MALL development consists of planning, product development and evaluation stages.

Overall, various MALL development approaches emphasize the stages of needs analysis, product design or planning, application development, testing, and evaluation. The combination of these aspects is key to ensuring that MALL is not only effective in delivering English learning material, but also relevant to student needs and developments as well as changing technology.

b. Integration of student needs in MALL development

Analysis of student needs is the basis for developing Mobile-Assisted Language Learning (MALL) so that it can provide an understanding of students' difficulties, obstacles and potential. Students' difficulties with English learning materials, such as difficulties in understanding active and passive voices, present and past tenses, and modal auxiliaries, become a reference in selecting learning materials (Sirait & Munir, 2019).

Students' obstacles to learning, such as lack of motivation and limited learning time are taken into consideration in determining the

learning approach. The MALL approach was chosen because it offers interesting and fun learning, and provides wide accessibility, allowing learning to be carried out outside the classroom and at any time (Badroeni et al., 2022; Prabandari, 2022).

Students' potential in learning, such as the ability to use mobile in learning and student independence in learning, are considerations in the sustainable implementation of MALL (Rofi'I & Susilo, 2023). This potential allows the implementation of MALL to support continuous learning, where students can actively engage with their mobile devices and develop independent learning abilities.

C. Limitations

This research has several limitations. First, the scope of the research only covers articles published between 2019 and 2023, which means that the findings do not represent the development of MALL prior to or beyond this period. Second, the study focuses solely on the Indonesian context, thus the results may not be generalized to other countries. Third, this research relies exclusively on secondary data obtained from Google Scholar and is limited to open access publications, which may have excluded other relevant studies. Fourth, only articles written in English and Indonesian were included, leaving out potential research written in other languages. Furthermore, since this study applied the Systematic Literature Review (SLR) method, it did not involve primary data collection from teachers or students directly.

D. Recommendations for future research

Considering these limitations, several directions are recommended for future studies. First, researchers can adopt a mixed-methods approach by combining literature reviews with surveys, interviews, or experiments to obtain more comprehensive data. Second, future research can be conducted in various environments, such as comparing urban and rural areas or expanding to cross-country studies in Southeast Asia. Third, further research is needed on the negative aspects of MALL use, including potential distractions, device addiction, or reduced social interaction. Fourth, future studies can focus on developing locally-based MALL applications that align with the cultural and educational needs of Indonesian students. Finally, research should also consider contexts with limited infrastructure, such as remote or underdeveloped areas, to explore how MALL can be adapted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research through a systematic literature review regarding contemporary issues in Mobile Assisted Language Learning (MALL) in English education, four main issues have been identified, effectiveness of MALL utilization, implementation of MALL, perception and readiness for MALL utilization, and development of MALL. The issue of effectiveness of MALL utilization divided into 3 sub-issues, namely The effectiveness of MALL in improving students' English skills, the effectiveness of MALL in addressing students' lack of motivation and involvement in English learning and factors inhibiting the effectiveness of MALL in English learning.

The issue of implementation of MALL divided into 2 sub-issues, namely the process of implementing MALL in English learning and selection of applications or MALL platforms that suit English learning needs. The issue of perception and readiness for MALL utilization divided into 2 sub-issues, namely perceptions of students regarding the utilization of MALL in English learning and readiness of students for the utilization of MALL in English learning. Lastly, the issue of development of MALL divided into 2 sub-issues, namely MALL development process and integration of student needs in MALL development.

B. Suggestion

For Teachers:

1. Adapt the curriculum to MALL technology so that it can be integrated

effectively in English language learning.

2. Carry out continuous monitoring and evaluation of the effectiveness of using MALL in learning, by paying attention to student responses and learning outcomes.

For the Government:

1. Provide support in the form of technological infrastructure for schools so they can implement MALL optimally.
2. Provide training and professional development to teachers to improve their skills in integrating MALL into daily teaching
3. Collaborate with technology companies to develop MALL applications or platforms that suit English learning needs.

For Further Researchers:

1. Conducting research related to the topic of MALL and its negative side for students and teachers.
2. Conducting research on the issues, problems or challenges faced by students in learning English in areas without cellular networks in the use of learning technology such as MALL.

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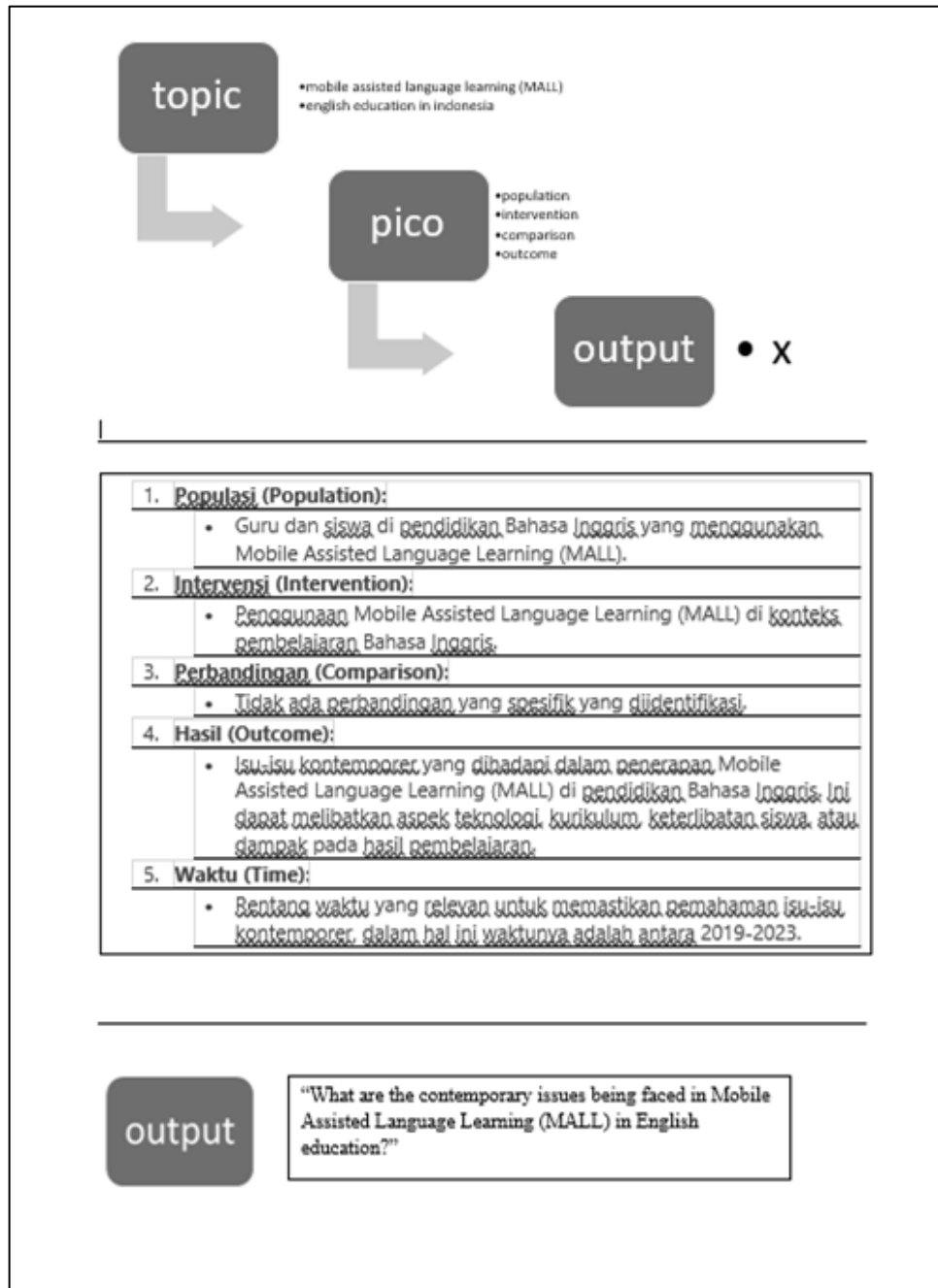
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APPENDIXES

Appendix I : Framing the question



Appendix II : Identifying relevant studies

Perform a search using keyword

The screenshot shows a search engine interface with a table of search results. The table includes columns for Cites, Per year, Rank, Authors, Title, Year, Publication, Publisher, and Type. The search terms are 'Book4.csv [2023-11-09 23:19:12]', 'smartphone learning english...', 'mobile assisted language learni...', and 'Mobile learning english [title]...'. The search date is 09/11/2023, and the cache date is 09/11/2023. The citation metrics on the right show 2019-2023 publication years, 4 citation years, 1221 papers, 5388 citations, 1347.00 cites/year, 4.41 cites/paper, 1.94 authors/paper, h-index: 35, g-index: 55, h2name: 23, h1annual: 5.75, hA-index: 21, and papers with ACC >= 1.2, 5, 10, 20: 410, 277, 121, 63, 22.

| Cites | Per year | Rank | Authors | Title | Year | Publication | Publisher | Type |
|-------|----------|------|------------------------|--------------------------------------|------|----------------------------------|----------------------------|------|
| 36 | 12.00 | 1 | C Nuraeni, I Caroli... | Mobile-Assisted Language Learn... | 2020 | Journal of Physics ... | iopscience.iop.org | |
| 112 | 28.00 | 1 | MM Elaiish, L Shui... | Mobile English language learning... | 2019 | Educational ... | Taylor & Francis | |
| 10 | 10.00 | 2 | R Metruk | Smartphone English language lea... | 2022 | SAGE Open | journals.sagepub.com | |
| 35 | 11.67 | 2 | E Darshik, NA Astuti | MOBILE ASSISTED LANGUAGE LE... | 2020 | English Review: Journal of ... | journal.uniku.ac.id | |
| 16 | 16.00 | 2 | Z Yu, W Yu, P Sulj... | Motivation, learning strategies, ... | 2023 | The Asia-Pacific Educatio... | Springer | |
| 16 | 8.00 | 3 | R Metruk | The use of smartphone English la... | 2021 | Sustainability | mdpi.com | |
| 12 | 12.00 | 3 | MM Elaiish, L Shui... | Mobile English language learning... | 2023 | Computer Assisted ... | Taylor & Francis | |
| 5 | 5.00 | 3 | C Teng, T Heydarn... | Mobile assisted language learnin... | 2022 | Frontiers in ... | frontiersin.org | HTML |
| 5 | 5.00 | 4 | N Annamalai, MK ... | Smartphone apps as a motivatin... | 2022 | Indonesian Journal of ... | pdfs.semanticscholar.org | PDF |
| 68 | 22.67 | 4 | NPL Naryanti, NPA... | EFL Pre-Service Teachers' Percept... | 2020 | International Journal of La... | ERIC | |
| 73 | 36.50 | 4 | D Zhang, P Perez... | Chinese postgraduate EFL learner... | 2021 | Computer Assisted Langu... | Taylor & Francis | |
| 3 | 1.50 | 5 | KE Gael, DS Elmiana | Mobile-Assisted Language Learn... | 2021 | English Language Teac... | academia.edu | PDF |
| 43 | 14.33 | 5 | J Nie, C Zheng, P ... | Using the theory of planned beha... | 2020 | Computers & Education | Elsevier | |
| 15 | 5.00 | 5 | SD Siregar, SM Sar... | Using Application Based on Smar... | 2020 | English ... | jurnal.lain-padangsidi... | |
| 46 | 11.50 | 6 | GI Hwang, TC Hsu... | Impacts of different smartphon... | 2019 | International Journal of HL... | Taylor & Francis | |
| 9 | 9.00 | 6 | R Khodabandelou... | A comprehensive analysis of the ... | 2022 | ... international journal of ... | emerald.com | |
| 9 | 4.50 | 6 | S Solihin | Using mobile assisted language l... | 2021 | VELES (Voices of English L... | e-journal.hamzanwadi.ac.id | |
| 17 | 5.67 | 7 | MAM Putra, MH S... | Mobile assisted language learni... | 2020 | Journal of Education Tech... | ejournal.undiksha.ac.id | |

Filtering using MS. Excel based on inclusion and exclusion criteria

The screenshot shows a Microsoft Excel spreadsheet with a filtered list of search results. The columns are Cites, Authors, Title, Year, Source, Publisher, and ArticleURL. The data is filtered to show results for 'mobile learning english', 'mobile assisted language learni', and 'smartphone learning english'. The total number of results is 29.

| Cites | Authors | Title | Year | Source | Publisher | ArticleURL |
|-------|---|---|------|---|---------------------------------|----------------------|
| 1 | A Akhtar | ...and Students' Attitude towards the Use of Mobile Assisted Language Learning (MALL) in ... | 2019 | | | |
| 3 | A Akhtar | ...and Students' Attitude towards the Use of Mobile Assisted Language Learning (MALL) in ... | 2019 | | | |
| 5 | Mulastaningrum, A Nugroho | ...-based mobile assisted language learning application in higher vocational education in I ... | 2021 | | | |
| 6 | O D Regina, VA Devi | Computer Assisted and Mobile Assisted Language Learning in Vocabulary Learning to De ... | 2022 | ECS Transactions | iopscience.iop.org | https://iopsci... |
| 7 | O D Regina, VA Devi | Computer Assisted and Mobile Assisted Language Learning in Vocabulary Learning to De ... | 2022 | ECS Transactions | iopscience.iop.org | https://iopsci... |
| 8 | C Sariang | Deductive Learning Method in Mobile Learning Environment on English Learning Achiev... | 2019 | Journal of Education Studies | digital.cer.chula.ac.th | https://digital.c... |
| 9 | O Triambamariam | ENGLISH LANGUAGE CLASSROOMS: STUDENTS AND TRAINEE TEACHERS REFLECTIVE VIEWS OF ... | 2019 | Ethiopian Journal of Business and Social ... | survey.amu.edu.et | https://survey.a... |
| 10 | I Sa'idah | ENGLISH LANGUAGE TEACHERS PERCEPTIONS ON THE INTEGRATION OF MOBILE ASSISTED LAN ... | 2021 | repository.unugiri.ac.id | repository.unugiri.ac.id | https://reposito... |
| 11 | M Sanchez, A Masegosa | for English-Medium Instruction and Multilingual Education at University: Recent Tools fo... | 2020 | | IGI Global | |
| 12 | M Sanchez, A Masegosa | for English-Medium Instruction and Multilingual Education at University: Recent Tools fo... | 2020 | | IGI Global | |
| 13 | I ASAVAD | IMPACT OF MOBILE-ASSISTED LANGUAGE LEARNING IN ENHANCING STUDENTS' VOCABULARY I ... | 2019 | | archives.univ-biskra.dz | http://archives... |
| 14 | I ASAVAD | IMPACT OF MOBILE-ASSISTED LANGUAGE LEARNING IN ENHANCING STUDENTS' VOCABULARY I ... | 2019 | | archives.univ-biskra.dz | http://archives... |
| 15 | MS A Fah, MA Asis, NSE Putri, | Learning MALL Exploration: Implementation in Extensive Reading subject for English Ete... | 2023 | Sinemat: Jurnal Pendidikan ... | journal.lumpur.ac.id | https://journal... |
| 16 | C Tang, T Heydarnjad, MK Hasan, A Omar, | ...learning in learning English through social networking tools: An account of Instagram fee... | 2022 | Frontiers in ... | frontiersin.org | https://www.fr... |
| 17 | ML Al Halim, M Arifin | ...MEDIA FOR LEARNING ENGLISH THROUGH MALL (MOBILE ASSISTED LANGUAGE LEARNING) AP... | 2023 | JALIE: Journal of Applied Linguistics ... | ejournal.unkafa.ac.id | https://ejourna... |
| 18 | ML Al Halim, M Arifin | ...MEDIA FOR LEARNING ENGLISH THROUGH MALL (MOBILE ASSISTED LANGUAGE LEARNING) AP... | 2023 | JALIE: Journal of Applied Linguistics ... | ejournal.unkafa.ac.id | https://ejourna... |
| 19 | PP Justiana | ...NEGERI 1 MENGGWI ENGLISH TEACHERS AND STUDENTS IN UTILIZING MOBILE ASSISTED LANG... | 2021 | | repo.undiksha.ac.id | https://repo.un... |
| 20 | PP Justiana | ...NEGERI 1 MENGGWI ENGLISH TEACHERS AND STUDENTS IN UTILIZING MOBILE ASSISTED LANG... | 2021 | | Springer | https://link.spr... |
| 21 | S Kavoskian, S Ketabi, M Tavakoli, ... | ...Network Sites Utility Perceptions Inventory (MUPII) and exploration of English as Foreign I... | 2020 | Education and Information ... | Springer | https://link.spr... |
| 22 | A Anshori | ...OF SMARTPHONE AS MEDIA OF MOBILE ASSISTED LANGUAGE LEARNING AT ENGLISH LANGUA... | 2020 | | Universitas Muhammadiyah Malang | |
| 23 | OM ATHUKKE | ...OF STUDENTS AND TEACHERS ON THE BENEFITS OF MOBILE PHONES IN TEACHING AND LEARNING OF E... | 2020 | | Universitas Muhammadiyah Malang | |
| 24 | NTA Nhu, NVQ Nhu | ...OF THE 4TH YEAR ENGLISH PEDAGOGY STUDENTS AT HUE UNIVERSITY OF FOREIGN LANGUAGE ... | 2021 | TAP CHI KHOA HỌC NGÔN NGỮ VÀ ... | tapchinhvh.huflit.edu.vn | http://tapchinh... |
| 25 | H Al-Samirani | ...of using a mobile learning environment based on interactive infographics in developing t... | 2019 | Journal of the Islamic University of Gaza | | |
| 26 | H Al-Shahid | ...of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Academ... | 2021 | English Language Teaching: Canadian Center of ... | | |
| 27 | YH Zhang, L Li | ...on the Influence of 'FIF Oral Training System' on Non-English Majors' Oral English Learnin... | 2019 | Modern Linguistics | pdf.hanspub.org | https://pdf.han... |
| 28 | YH Zhang, L Li | ...on the Influence of 'FIF Oral Training System' on Non-English Majors' Oral English Learnin... | 2019 | Modern Linguistics | pdf.hanspub.org | https://pdf.han... |
| 29 | A Anshori | ...ON THE USAGE OF SMARTPHONE AS MEDIA OF MOBILE ASSISTED LANGUAGE LEARNING AT ENK... | 2020 | | Universitas Muhammadiyah Malang | https://pdf.han... |

Appendix III : Assessing study quality

1. The Use Of Youtube As A Supporting Media For Learning English Through Mall (Mobile Assisted Language Learning) Approach During Limited Face-To-Face Learning

| Items | Respons (yes/no/partly) |
|---|-------------------------|
| Is the study <u>cited?</u> | Y |
| Is the research objective stated with <u>clear?</u> | Y |
| Are research participants or observation units <u>describe</u> adequately? | Y |
| Is data collection carried out systematically? For example, a discussion of the procedures used for data collection, and how the research setting can influence the data collected. | Y |
| Are potentially confounding factors adequately controlled for in the <u>analysis?</u> | Y |
| Are the analytical approaches and analytical formulations conveyed <u>well?</u> | Y |
| Are the findings reliable? For example, the research is explained methodologically so that we can trust the findings. | Y |

21. The Use of Mobile Assisted Language Learning (MALL) In English Teaching for Hospitality Vocational Students

| Items | Respons (yes/no/partly) |
|---|-------------------------|
| Is the study <u>cited?</u> | Y |
| Is the research objective stated with <u>clear?</u> | Y |
| Are research participants or observation units <u>describe</u> adequately? | Y |
| Is data collection carried out systematically? For example, a discussion of the procedures used for data collection, and how the research setting can influence the data collected. | Y |
| Are potentially confounding factors adequately controlled for in the <u>analysis?</u> | p |
| Are the analytical approaches and analytical formulations conveyed <u>well?</u> | p |
| Are the findings reliable? For example, the research is explained methodologically so that we can trust the findings. | Y |

Appendix IV : Studies included

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| ML Al Halim, M Arifin | The Use Of Youtube As A Supporting Media For Learning English Through Mall (Mobile Assisted Language Learning) Approach During Limited Face-To-Face Learning |
| AP Sirait, A Munir | Development of Mobile Learning Application Android-Based for English Subject to Support Blended Learning Model in The Department of Guidance and Counseling ... |
| NWI Priyanti, MH Santosa, KS Dewi | Effect Of Quizizz Towards The Eleventh-Grade English Students'reading Comprehension In Mobile Learning Context |
| H Farros, A Shinta, Z Zaid, MP Al Bahy | Evaluating the Effect of EFL College Students' Intention To Utilize Mobile English Vocabulary in The Learning Process: A TAM Framework |
| N Annggaranini, I Yulianawati | Exploring Mobile Application And Their Usage In English Language Learning |
| ND Inggita, FM Ivone, A Saukah | How is Mobile-Assisted Language Learning (MALL) Implemented by Senior High School English Teachers? |
| NA Solikhah | Improving Students' Motivation In English Vocabulary Mastery Through Mobile Learning |
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| E Darsih, NA Asikin | Mobile Assisted Language Learning: Efl Learners'perceptions Toward The Use Of Mobile Applications In Learning English |
| B Badroeni, SF Nasrulloh, O suryaman | Mobile Learning VOCAPP:(Vocabulary Application) for English Vocabulary Learning |
| M Misdi, N Hartini, S Aisyah, ARS Tambunan | Mobile-assisted English learning in Indonesian high schools in the covid-19 outbreak: Do students feel empowered? |
| A Setiyanti, A Basit, S Suharsiwi | Observation and Improvement to Undergraduate Student Activities in English Skill Using Mobile-Assisted Language Learning |
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| S Prabandari | Pengembangan Media Pembelajaran Audio Matakuliah Bissness English I Berbasis Mobile E-Learning Di Politeknik Lp3i Jakarta |
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| U Mulyawan, NPA Resmayani | The Use of Mobile Assisted Language Learning (MALL) In English Teaching for Hospitality Vocational Students |
| AH Nafa | The use of mobile assisted language learning in English learning of fourth semester English Department students at Iain Samarinda |
| R Butarbutar, B Arafah, SMR Leba, Kaharuddin, AF Sauhenda, S Monika | Using mobile-assisted language to encourage EFL learning among Indonesian learners of English |

CURRICULUM VITAE



Rohmad Riyadi was born in Desa Kuo, Kecamatan Pangale, Kabupaten Mamuju Tengah, West Sulawesi. He is the fourth child of four siblings, born to Mr. Mashuri and Mrs. Purmini. He began his formal education at TK Kartini in 2005 and graduated in 2007. In the same year, he continued his study at Sekolah Dasar Negeri INPRES Kuo and completed it in 2013. After that, he pursued his education at Madrasah Tsanawiyah Miftahul Mardiyah Kuo and later continued to Madrasah Aliyah Awaluddin Ma'rifatullah Kuo, from which he graduated in 2019. In the same year, he enrolled at Sekolah Tinggi Agama Islam Negeri (STAIN) Majene, majoring in Tarbiyah and Teacher Training, with a concentration in English Education (Tadris Bahasa Inggris). Throughout his academic journey, he has shown dedication to developing his knowledge and competence in the field of English language teaching and education.