

References

- Alvin, W (2021). A survey study: the use of internet-based media used by high school english teachers in batu.
- Abbasy, M.B., and Quesada, E.V. (2007). Predictable influence of IoT (internet of things)in higher education.
- Ahmad, Jameel,. (2012). *English language teaching (ELT) and integration of media technology*.
- Al-Asmari, A. M. (2005). *The use of the Internet among EFL teachers at the colleges of technology in Saudi Arabia* (Doctoral dissertation, The Ohio State University).
- Arsyad, A. (2011). *Media pembelajaran. Jakarta : PT Raja Grafindo Persada*.
- Ary, D., Jacobs. L. C., Sorensen. C & Razavieh. A (2010). *Introduction to Research in education. Wadsworth Cengage Learning*.
- Bajracharya, Biju., Blackford, Cody., Chelladurai, Jeyaprakash. (2018). *Prospect of internet of things in education systems*.
- Cephe, P. T., & Balçıkanlı, C. (2012). Web 2.0 tools in language teaching: What do student teachers think. *International Journal on New Trends in Education and Their Implications*, 3(1), 1-12.
- Ceyhun Yükselir, (2015). English foreign language (efl) instructors' and teachers' perceptions towards the integration of internet-assisted language teaching(ialt) into efl instruction, Yükselir C. - *ERIES Journal* vol. 9 no. 1

- Creswell, J. W. (2014). *Research design. (4th ed.)*. SAGE Publications, California.
- Dudeney, Gavin and Nicky Hockly. (2007). *How to teach English with technology. Edinburgh Gate Harlow Essex : Pearson Education Limited.*
- GAGNÉ, R. B., & Briggs, L. L.(1975):“*Principles of Instructional Design*”.
- Gerlach, V. S & Ely, D. P. (1971). *Teaching and Media. A. Systematic Approach. Englewood cliffs: Prentice-Hall, Inc.*
- Gerlach, V. S., Ely, D. P., & Melnick, R. (1971). *Teaching and media: A systematic approach. Englewood Cliffs, NJ: Prentice-Hall.*
- Graddol, D. (1997). *The future of English. London : British Council*
- Gul, et al. (2017). *A survey on role of internet of things in education.*
- Hadi, Sofian. (2015). *Penggunaan media dalam proses pembelajaran Bahasa inggris.*
- Hamalik. Oemar. 1992. *Psikologi Belajar Mengajar*. Bandung: Sinar Baru.
- Hilbert, M., & López, P. (2011). *The world’s technological capacity to store, communicate, and compute information. science, 332(6025), 60-65.*
- ITU. (2019). *Global ICT developments.*
- James, L. (2014). The integration of a computer-based early reading program to increase english language learners’literacy skills. *Teaching english with technology, 14(1), 9-22.*

Jose, J., Abidin, Z., & Jafre, M. (2015). *Application of information and communication technology tools for English language teaching in an Omani context. Arab World English Journal (AWEJ) Special Issue on CALL, (2).*

Jose, Jayaron., Jafre, M. Z. A. (2015). *Application of information and communication technology tools for English language teaching in an Omani Context.*

Khalaf, Jassim A. (2018). *The effectiveness of using internet in TEFL Learning.*

Lee, Chyntia, George Jor and Eva Lai. (2005). *Web based teaching and English language teaching : a hong kong experience. Hong Kong : the Chinese University press.*

Mahdum, M., Hadriana, H., & Safriyanti, M. (2019). Exploring teacher perceptions and motivations to ict use in learning activities in indonesia. *Journal of Information Technology Education, 18.*

Marpaung, S. (2017). *Pengunaan media dalam pembelajaran Bahasa inggris di sekolah menengah atas.*

McShane, S. L., & Glinow, M. A. V. (2008). *Organizational behavior.* New York: McGraw-Hill.

Medin, M. (2002). *A study of Hispanic EFL students learning English within CALL classroom : student introspection on learning, technology, and community*

Mollaei, F and Javad, M, R. 2013. Teachers' Perceptions of Using Technology in Teaching EFL. *International Journal of Applied linguistics and English Literature*

Moore, Fahmeena .O. (2016). *Qualitative vs Quantitative*

Motteram and Sharma (2009) state that the internet as a learning resource provides a positive impact on costs where the process does not require a fee or free of charge

Mrabet, Hicham., Ait, Abdelaziz. A. (2017). *Smart classroom environment via iot in basic and secondary.*

Rohani, (2019). Media pembelajaran.

Sabar, K., & Rahman, A. (2016). *Penggunaan Web (E-Learning) dalam Proses Pembelajaran Bahasa Inggris di Briton International English School Makassar. KAREBA: jurnal ilmu komunikasi, 1(4), 444-456.*

Septiana, M. M., Suryani, N., & Musadad, A. A. (2019). *Effectiveness of Local History Module Based on Inquiry to Improve the Learning Achievement of High School Students. JPP (Jurnal Pendidikan dan Pembelajaran), 25(1), 1-7.*

Shin, Hee-Jae and Son, Jeong-Bae. (2007). *EFL teachers' perceptions and perspective on internet-assisted language teaching. Computer-Assisted Language Learning Electronic Journal (CALL-EJ), 8 (2). ISSN 1442-438X*

Singhal, M., (1997). *The internet and foreign language education : benefits and challenges.*

Sudartini, S. (2010). *Internet and English language teaching*

Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif dan R&D. Bandung : Alfabeta.*

Syahrudin, D. (2010). *Peranan Media Gambar Dalam Pembelajaran Menulis*. *EduHumaniora| Jurnal Pendidikan Dasar Kampus Cibiru*, 2(1).

Thienthong, A., Lian, Andrew. (2015). *The use of internet resources and applications for language instruction*

Toyoda, E. (2001). *Exercise of learner autonomy in project-oriented CALL*.

Trilling, B., & Hood, P. (1999). Learning, technology, and education reform in the knowledge age or "we're wired, webbed, and windowed, now what?". *Educational technology*, 5-18.

Utari, A. A., & Hidayatullah, S. P. (2019, February). Manfaat ict sebagai media pembelajaran di sd dharmajaya palembang. In *prosiding seminar nasional program pascasarjana universitas pgri palembang* (Vol. 12, No. 01).

Wijayanti, L. (2018, October). Peningkatan kompetensi guru dalam kurikulum 2013 dan kerangka pembelajaran abad 21. In *prosiding seminar nasional pendidikan dasar 2018*. Stkip bina bangsa getsempena.

Yang, S. C., & Chen, Y. J. (2007). Technology-enhanced language learning: A case study. *Computers in human behavior*, 23(1), 860-879.

Yunus, M.Y, Hashim, H., Embi, M.A and Lubis, M.A. (2010). *The utilization of ICT in the teaching and learning of English : Tell Me More*.

Questionnaire

Section 1: EFL teachers' attitudes toward the use of mobile phones for language learning/teaching

Items	Strongly disagree	Disagree	Agree	Strongly agree
1. The use of mobile phones will facilitate the process of language learning				
2. Portability is an important property of mobile devices				
3. The use of mobile phones can create interactive learning environments				
4. The multimedia used in mobile phones is useful for EFL learning				
5. Scaffolding can be provided for each learner through the use of mobile phones for language teaching				
6. Mobile phones can be used to teach/learn different language skills				
7. The use of mobile phones for language teaching/learning is cost-effective				
8. The use of mobile phones for language teaching/learning is time-efficient				
9. Mobile phones can be connected to the Internet at any time				
10. Mobile phones provide learners with ubiquitous language learning opportunities				

Section 2: EFL teachers' perspectives on the challenges to the use of mobile phones for language learning/teaching

Items	Strongly disagree	Disagree	Agree	Strongly agree
1. The small screen size of mobile phones				
2. Slow Internet speed				
3. Internet connectivity problems				
4. Students' non-use of mobile phones				
5. High costs of mobile phones				
6. High cost of connectivity to the Internet				
7. Students' lack of skill/knowledge to use mobile phones for academic purposes				
8. Incompatibility of the use of mobile phones with language teaching/learning				
9. Students' resistance to the use of mobile phones for academic purposes				
10. Lack of language learning mobile-based software and activities				

Section 3: EFL teachers' perceptions of the current use of mobile phones for their EFL courses

Items	Never	Rarely	Sometimes	Frequently	Always
1. How often do you use mobile phones for your teaching practices?					
2. How often do students use mobile phones for their learning in your classes?					

Section 4: EFL teachers' perceptions of their ability to use/develop MALL activities and software

Items	Not proficient	Fairly proficient	Undecided	Proficient	Very proficient
1. Designing MALL activities					
2. Ability to adapt your teaching styles/techniques to MALL					
3. Ability to evaluate MALL software tools					
4. Your ICT literacy to use mobile phones for language teaching					
5. Ability to use MALL software tools					