

**Exploring Teachers Perceptions Of Mobile Assisted Language
Learning (Mall) Adoption In Teaching English Vocabulary: A
Study At An Elementary School In Banda Aceh**

THESIS



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**FAKULTAS TARBIYAH DAN KEGURUAN
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It has been defended in *Sidang Munaqasyah* in front of the board of the
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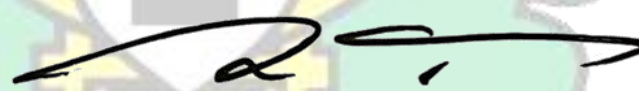
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DECLARATION OF ORIGINALITY

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Hereby sincerely declare that the thesis entitled:

" Exploring Teachers Perceptions of Mobile Assisted Language Learning (MALL) Adoption in Teaching English Vocabulary: A Study at an Elementary School in Banda Aceh"

Is entirely my own work, except for all quotations and references which have been properly cited. Should there be any mistakes or inaccuracies within, I take full responsibility for them. Thus, I hereby make this declaration truthfully.

Banda Aceh, 1 Agustus 2025

Which declares,



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ABSTRACT

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Keywords : *Mobile Assisted Language Learning (MALL); English vocabulary; student motivation; teaching challenges; elementary school students*

The rapid advancement of digital technology has significantly influenced the education sector, particularly in language learning. Mobile Assisted Language Learning (MALL) emerges as one of the innovative approaches that integrates mobile technology into teaching practices, especially for English vocabulary acquisition among young learners. This study aims to explore teachers' perceptions of adopting MALL in vocabulary teaching and to identify the challenges and strategies involved in its implementation. The research was conducted at Al-Azhar Cairo Elementary School Banda Aceh, employing a qualitative approach with semi-structured interviews involving two English teachers who have an experience in teaching by using MALL in classroom as a participants and lasted for one hour. The findings reveal that teachers hold positive perceptions of MALL, regarding it as a fun, engaging, and effective tool to support students' vocabulary mastery. Teachers acknowledged that MALL enhances students' motivation, confidence, and creativity by incorporating interactive activities such as games, videos, and digital tasks. Moreover, MALL enables teachers to integrate the four language skills listening, speaking, reading, and writing simultaneously, while also providing flexibility and wider access to teaching resources. However, some challenges were identified, including difficulties in managing students' short attention spans, building effective communication with parents, and maintaining focus during lessons. To address these issues, teachers adopted varied strategies such as designing creative activities, using interactive applications, and establishing communication channels with parents. In conclusion, MALL has the potential to transform English vocabulary learning for young learners by making the process more enjoyable, interactive, and effective. Despite several challenges, the study highlights the importance of teachers' adaptability and parental involvement in maximizing the benefits of technology in the classroom. These findings are expected to provide valuable insights for educators and researchers in developing more effective language teaching practices in the digital era.

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(In the name of Allah, the most Gracious most Merciful)

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not appear in this document, please know that your contribution has not gone unnoticed and remains deeply appreciated.

Moreover, I hope that the findings of this thesis can serve as a practical reference for teachers in designing and implementing more effective learning strategies in the classroom. This work is far from perfect, as I am still in the early stages of my academic journey. The limitations in my experience and knowledge may have led to gaps or weaknesses in this thesis, for which I take full responsibility. Therefore, I sincerely welcome any constructive feedback and suggestions from readers. Such input will not only help improve this paper but also support my continued growth as a learner and researcher.

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CHAPTER I

INTRODUCTION

A. Background of the Study

The use of digital information technology is expanding very quickly in Indonesia as it enters the information era. Behind this technological journey lies the fact that technology has already played a significant role in creating and sharing knowledge, as well as information, in the educational sector. In the classroom, technology can help increase students' learning motivation.

People's desire to live in a more modern world is increasing day by day, and technology is developing quickly in response to this situation (Yenilmez & Karakus, 2008). Therefore, the use of various technologies has become inevitable in solving educational problems (Cankaya & Karamete, 2008). Technology has been widely used in networked education to improve student-student, teacher-student, and student learning in the field of English language learning for several decades (Goodyear, 2000).

Mobile-based teaching has been successfully used to motivate learners, replacing traditional book-based methods or experiences. Elaish *et al.* (2019) combined inviting technology with an educational component to create a mobile application that can improve students' skills and their motivation to learn the English language. Technology can help teachers develop innovative teaching strategies by providing engaging activities and helping students improve their competence.

Students can effortlessly update and access information with the help of technology, making it easier to search for materials online and enhance their skills through educational technologies provided on their mobile devices or gadgets. It is very general for the students to have a got their materials before the teachers explain it in the classroom, Teachers' perceptions are generally considered the primary factor influencing the use of technology in teaching English vocabulary in the classroom, as they are important and likely to impact how teachers utilize technology in their classrooms.

According to Atkins and Vasu (2000), teachers' attitudes and concerns play a pivotal role in determining the extent to which computers and other digital technologies are integrated into classroom instruction. If teachers perceive technology as beneficial, manageable, and aligned with their instructional goals, they are more likely to adopt it in their daily teaching practices. This highlights the importance of addressing not only technical proficiency but also psychological readiness when promoting the integration of educational technologies.

Similarly, Lam (2000) stresses that teachers' personal beliefs about the value of technology in language teaching significantly shape their instructional decisions. Teachers who view digital tools as enhancing language acquisition through multimedia resources, interactive exercises, or real-time communication are more inclined to incorporate them meaningfully into their curriculum. On the other hand, those who doubt the pedagogical advantages of technology or question its relevance to language learning may resist its use, even when resources are available.

Adopting mobile technology in teaching English language classroom not only provides the invaluable benefits for the students, but also helps students develop soft skills by adding audio-visual component, providing students awareness, etc. Kim (2002) points out that critical factors affecting the successful integration of technology into the classroom are associated with teachers themselves, such as teachers' perceptions and attitudes.

A teacher must be able to effectively utilize mobile technology or devices. Furthermore, many students have examined various aspects of electronic learning (e-learning) and the technological development of mobile learning (m-learning) in English education from the learner's perspective. Since then, research has primarily focused on digital natives as students (Lei, 2009). Nowadays, teaching in schools is beginning to incorporate technological developments.

Educators have noted that today's technology users use the technology differently than their parents and teachers, especially those of the non-digital native generation (Prensky, 2001). Lei (2009) noted that the current research trend is to focus on digital natives as professionals in education. This trend encompasses research aimed at understanding how teachers perceive and utilise technology, as well as their perceptions of the benefits for students who use it in the classroom.

This then requires an additional step, as teachers must find ways to incorporate technology into their teaching, which provides overall engagement and involvement in the teaching process (Warschauer, 2007). Suppose language teachers have a variety of positive experiences in using mobile devices for

teaching and learning. In that case, the student will likely be more confident and skilled in implementing mobile-assisted language learning (MALL) in their classroom.

In the effective integration of technology into education, learners' perception of technology also plays a role in addition to using it effectively (Celik & Kahyaoglu, 2007). For this reason, determining the prospective teachers' perception of technology is important for developing strategies that provide successful technology education and for leading and strengthening the teacher education curriculum, as they will need to use these technologies effectively in the future. Also, in Teo and Lee's study, it was found that the perception of prospective teachers' already present attitude towards technology that they would use in their classrooms strongly influenced their future perception and their willingness to use technology in their teaching situations (2010).

The advent of teaching through mobile technologies has revolutionized the educational landscape by introducing new opportunities and challenges for both teachers and students. Students are now able to learn at their own pace, revisit materials as needed, and engage with content in a way that aligns with their learning preferences. For educators, this shift requires adapting to new pedagogical strategies and developing digital literacy to effectively integrate mobile tools into their teaching practices.

Mobile applications and platforms often incorporate gamification elements such as badges, levels, and rewards which can boost student motivation and engagement. These features make learning not only more enjoyable but also more

effective, as students are actively involved in the learning process. Nevertheless, these advancements also demand that teachers remain agile, continuously updating their knowledge to harness mobile technologies responsibly and effectively in the classroom.

A complex shape influences teachers' perceptions of mobile technology adoption in EFL learning. The most common reasons for not using computers included limited class hours, the inconvenience of using computer facilities, and technical problems such as slow internet connections. Chung and Guo (2024) argued that Teachers are expected to be active participants in the learning process, rather than passive receivers because they can control their own learning in a technology-enhanced learning environment.

Based on Ishaq and Abid (2021), Arini and puwatiningsih (2023), and Munawwarah (2022), Most previous studies on MALL have employed various theories and involve multiple stages, including acceptance, usage, and confirmation. However, the challenges faced by teachers in adopting MALL can vary significantly based on local context, which are technological infrastructure, cultural attitudes toward mobile learning, and specific educational needs in a high school and this thesis will examine and investigate how teachers' perception and their method adoption of MALL could provide insight into improving educational practices, especially for young learners and also this thesis would like to help teachers by giving the specific solution from teaching students in using MALL adoption, especially for young learner students.

B. Research Question

The present research seeks to answer the following questions:

1. How do Al-Azhar Elementary English teachers perceive the use of MALL in teaching English vocabulary to young learners?
2. What challenges do English teachers face when implementing MALL in teaching English Vocabulary?

C. The Present Study Aims:

1. To find out how teachers perceive the use of MALL when teaching English vocabulary to young learners.
2. To find out the challenges of English teachers in the learning process and the strategies they used to solve it.

D. Significance of The Study

The findings of the present study can be potentially significant in the following aspects:

1. Theoretical Significance

- a. The results of this study can potentially provide additional insights into teachers' perceptions and strategies for teaching English vocabulary to young learners.
- b. The results of this research provide an informative overview for any future research that aims to examine the same case, making this study

a valuable source of information and a helpful reference for future studies.

2. Practical Significance

a. For Teachers

This research is expected to motivate English teachers to enhance their skills in using Mobile device and try to adapt their teaching methods in modern ways, especially for teaching English language.

b. For Students

This research is expected to provide an understanding of the variety of mobile applications and enhance learners' various skills, including vocabulary acquisition, reading comprehension, and speaking abilities, thereby making students more independent learners through technology that supports self-directed learning.

c. For Researchers

The research potentially highlight how mobile technology can utilize for daily learning to learners and could accommodate different learning styles and prove that mobile technology significantly improves various aspects of language learning, including vocabulary acquisition, reading comprehension, and speaking skills and the result of this study is hoped to be are reference or foundation for other researchers in conducting relevant or more complete research.

E. Limitation of The Research

This research explores how EFL teachers perceive language teaching using mobile technology at Al-Azhar Kairo Banda Aceh. It also examines how EFL teachers incorporate MALL into the classroom. The data were collected through interviews with EFL teachers from Al-Azhar Kairo Banda Aceh, particularly those who have been conducting online classes and teaching English using mobile technology.

F. Terminology

1. Teachers' perception

McDonald (2012) stated that perception is the way someone sees the world. Additionally, perception refers to the way someone interprets their feelings and information based on their personal experiences, beliefs, and emotions.

Demuth and Marian Spajdel (2012) discussed perception, which refers to how people recognise and understand something based on their own experiences and senses.

Conversely, teachers are considered professional educators who lead the students in formal or informal education. The teacher has a principal duty to teach, guide, educate, train, direct, and assess students (Riyanto & Sayer, 2022).