Mobile Learning in the EFL Classroom: A Case Study of Teacher Perspectives and Student Experiences

Desliana[1]; Ivan Achmad Nurcholish[2]

[1]Universitas Muhammdiyah Bengkulu, email: deslianaScell@gmail.com
[2]Universitas Muhammdiyah Bengkulu, email: ivanachmadm@umb.ac.id

Abstract

This research aims to explore teachers' perspectives regarding the use of mobile learning (m-learning) in English classes. The method used in this research is qualitative with a case study design to explore the use of mobile learning (m-learning) in English classes. Data collection was carried out through 1. Semi-structured interviews. 2 Class Observations 3 Questionnaires were distributed to students to collect data about perceptions, 4. Relevant documentation, such as lesson plans, digital learning materials, technology-based assignments, and evaluation reports, was analyzed to complement the data obtained from interviews and observations. The results of research conducted on teachers' perspectives regarding the use of Mobile Learning in the Classroom can be concluded that the majority of teachers have a positive view of the integration of technology in teaching and learning activities. They feel technology can help create a more interactive, interesting and efficient learning environment. Technology is considered to facilitate access to various learning resources and facilitate collaborative communication between students and teachers.

Keywords: *Mobile Learning. Teacher Perspectives, EFL Classrooms. Student Experiences*

INTRODUCTION

In the ever-evolving digital era, technology has become an integral part of various aspects of life, including education. With advancements in information and communication technology (ICT), the traditional boundaries of learning are continuously being redefined. One of the key innovations that has emerged from this technological development is mobile learning (m-learning). M-learning refers to the use of mobile devices such as smartphones, tablets, or other portable devices as learning media (Munir & Wanti, 2022; Pane & Geroda, 2023; Purba & Hwang, 2022). It represents a paradigm shift in education, providing students and educators with unprecedented flexibility and accessibility in learning processes.

M-learning enables students to learn anytime and anywhere, transcending the constraints of physical classrooms and traditional schedules. This makes it a particularly promising approach in foreign language learning, especially in the context of English as a Foreign Language (EFL) (Huang, 2022; Purba & Hwang, 2022; Saraswati & Yuliana, 2020). The ability to integrate digital resources, interactive tools, and engaging content through mobile devices has the potential to revolutionize the way students acquire and

practice language skills. The benefits of m-learning are vast and multifaceted. Students can access learning materials without time or location constraints, granting them greater autonomy in managing their study schedules. Mobile devices offer diverse resources, such as language learning applications, multimedia content, educational games, and online platforms that facilitate interaction and collaboration among learners. Additionally, m-learning fosters a more engaging and interactive learning experience, which can significantly enhance students' motivation and confidence in learning English. This is particularly valuable in EFL contexts, where opportunities for immersion and authentic language use may be limited.

As education adapts to the demands of the Fourth Industrial Revolution (Industry 4.0), learning paradigms are shifting to embrace digitalization and personalization. This transition necessitates changes not only in teaching methods but also in students' learning styles (Abror et al., 2022; Fatimah et al., 2024; Ilman et al., 2022). Mobile learning aligns with these trends, offering innovative solutions that align with contemporary educational needs. However, the adoption of m-learning is not without its challenges.

Infrastructure limitations remain a significant barrier, as not all schools or institutions have access to stable internet connectivity, sufficient devices, or technical support. Furthermore, the readiness of educators to embrace m-learning technology poses another critical challenge. Many teachers lack the necessary training or experience to integrate mobile tools effectively into their teaching practices. This gap in readiness can hinder the full realization of m-learning's potential. Additionally, unequal access to technology among students, particularly those from economically disadvantaged backgrounds, exacerbates the digital divide and creates disparities in learning opportunities (Barnett & Jung, 2020; Nehe et al., 2023).

Despite these challenges, the potential of m-learning to transform EFL education cannot be overlooked. By offering flexible, engaging, and resource-rich learning environments, m-learning holds promise as a tool to enhance language acquisition and communication skills. However, its effective implementation requires careful planning, adequate infrastructure, teacher training, and strategies to address issues of equity.

This research aims to understand teachers' perspectives on the use of mobile learning in EFL classrooms. Specifically, it seeks to explore how m-learning technology is applied in EFL instruction, the perceived benefits of its integration, and the challenges faced during its implementation. By examining these perspectives, the study provides valuable insights into the opportunities and limitations of m-learning in enhancing English language learning. Moreover, it aims to inform educators, policymakers, and stakeholders about strategies to optimize m-learning practices and address the barriers hindering its adoption in EFL contexts.

LITERATURE REVIEW

Mobile learning (m-learning) has been widely recognized as a flexible and accessible tool for language learners, offering significant opportunities for enhancing the learning experience. Smartphones and other mobile devices serve as platforms that allow students to explore new knowledge independently, which in turn improves the effectiveness of their learning processes (Biantoro, 2020; Gael & Elmiana, 2021; Khodabandeh, 2023; Triarisanti et al., 2022). Internet-connected devices enable learners to access a vast array of global resources, ranging from e-books, articles, and videos to interactive applications. This accessibility encourages independent and creative learning practices, making the EFL learning process more efficient and engaging. For example, Fuady & Sadikin (2023) and Nehe et al. (2023) highlight how readily available online materials promote self-directed learning, allowing students to take control of their

educational journey. Additionally, Pertiwi (2023) and Purwanti & Rusmanayanti (2021) emphasize that such resources help students simplify complex language concepts while enriching their overall learning experience.

Traditional teaching methods in EFL education are gradually being replaced by innovative approaches that integrate mobile technology. This shift reflects broader societal transformations influenced by rapid technological advancements. Both students and teachers are adapting to these changes by embracing mobile-based learning as a means to develop language skills using interactive and engaging tools (Delfiana et al., 2023; Prasuci Nanda Minova et al., 2022; Setiawati et al., 2020). M-learning enables students to engage with the target language through various mobile applications, games, and online resources specifically designed for language acquisition. These tools increase motivation, foster participation, and provide opportunities for personalized learning experiences. Research by Prasuci Nanda Minova et al. (2022) demonstrates that students who use gamified language-learning applications exhibit higher levels of engagement and retention compared to those relying solely on traditional methods. Similarly, Setiawati et al. (2020) found that interactive exercises available on mobile platforms encourage collaborative learning and enhance students' confidence in using the target language.

Despite its numerous advantages, the implementation of m-learning in EFL education is not without challenges. Infrastructural limitations, such as insufficient internet connectivity and outdated devices, hinder the seamless adoption of mobile-based learning in many educational settings (Abror et al., 2022). Additionally, a lack of teacher training on the effective integration of mobile technology into pedagogical practices creates barriers to fully utilizing m-learning's potential. Fatimah et al. (2024) note that many teachers are unfamiliar with advanced m-learning tools, which reduces their ability to guide students effectively. Unequal access to technology also remains a critical issue, particularly in regions with limited resources. Ilman et al. (2022) argue that the digital divide between urban and rural areas must be addressed through targeted investments in infrastructure and educational resources.

Overcoming the challenges of m-learning implementation requires collaboration among educators, policymakers, and stakeholders. Efforts should focus on improving infrastructure, providing comprehensive training programs for teachers, and ensuring equitable access to technology. Moreover, understanding teachers' perspectives on the benefits and limitations of m-learning is essential for developing strategies that maximize its effectiveness. Fatimah et al. (2024) emphasize that teachers play a pivotal role in shaping students' experiences with mobile-based learning. Therefore, their insights should inform the design of educational policies and programs aimed at integrating technology into EFL education.

M-learning has emerged as a transformative tool in education, offering flexibility, accessibility, and innovative ways to engage students in language learning. While it has the potential to revolutionize EFL education, its success depends on addressing the technological and pedagogical challenges associated with its use. By examining the experiences and perspectives of both teachers and students, future research can contribute to the development of more effective strategies for integrating mobile technology into language learning environments.

METHOD

This study adopts a qualitative approach with a case study design to explore the use of mobile learning (m-learning) in English as a Foreign Language (EFL) classrooms. The qualitative approach was chosen to deeply understand teachers' perspectives and students' experiences in a specific context. The case study design enables an intensive

and detailed exploration of the phenomenon within its real-life setting (Sinaga, 2020). This study focuses on how m-learning is integrated into teaching and learning activities, the challenges encountered, and its impact on learning outcomes.

Four primary methods were used to collect data. First, semi-structured interviews were conducted to explore teachers' perspectives on implementing m-learning, its perceived benefits, technical and pedagogical challenges, and its impact on students' learning outcomes. Interviews were conducted using a set of open-ended questions, allowing the researcher to probe further into responses as needed. Topics discussed included reasons for adopting m-learning, experiences with using mobile devices as teaching tools, challenges faced (both technological and pedagogical), and evaluations of m-learning's effectiveness in enhancing students' understanding.

Second, classroom observations were carried out to document how mobile devices are used by teachers and students during teaching and learning activities. The researcher observed classroom sessions as a non-participant, carefully noting the interactions between teachers and students and the usage patterns of mobile devices during various learning activities. The focus of observations included technology-based learning activities, such as using m-learning applications, students' level of engagement in the lessons, and interaction dynamics between teachers and students while utilizing mobile technology.

Third, questionnaires were distributed to students to gather data on their perceptions, experiences, and challenges related to mobile technology-based learning. The questionnaire included both open-ended and closed-ended questions, allowing students to express their views freely and rate their experiences on a scale. Topics covered in the questionnaire included the ease of using m-learning applications, students' perceptions of how m-learning affected their understanding of lessons, and technical challenges, such as internet connectivity issues or difficulties in using devices.

Lastly, document analysis was conducted to complement the data from interviews and observations with written evidence related to the implementation of m-learning. The documents analyzed included lesson plans (RPP) mentioning the use of mobile technology, digital learning materials prepared by teachers, mobile-based assignments given to students, and evaluation reports on students' learning outcomes.

The use of multiple data collection techniques ensures data triangulation, enhancing the validity and richness of the findings. Interviews provide an in-depth understanding of teachers' perspectives, observations capture the real-life application of m-learning in classrooms, questionnaires give direct insights into students' experiences, and document analysis offers objective supporting data to strengthen other findings. By employing these methods, the study provides a holistic view of m-learning implementation in EFL classrooms, addressing technical, pedagogical, and user perception aspects.

RESULT AND DISCUSSION

Learning is an educator's effort or effort to facilitate students to achieve mastery of knowledge, skills and attitudes. Learning can also mean a process to condition the learning atmosphere that is most suitable for students by the teacher in order to achieve the learning goals that have been set. As mentioned above, there are three main components in learning, namely; educators/teachers, students and learning resources. Learning can be said to be a system, where the three components interact with each other to produce an interdependent and interconnected relationship.

Learning cannot take place without interaction between these three components. Therefore, good cooperation between these three components is needed so that the

learning process can run effectively and efficiently. The application of mobile learning through the use of smartphones can support student learning based on various smartphone features. Internet access as a smartphone feature that is often used by teachers greatly facilitates the learning process by getting fast access to online resources. The teacher's desire to use mobile learning is implied by the statements "I want to integrate mobile learning in distance learning apart from face-to-face meetings" and "mobile learning is an alternative to web-based learning" which is easily agreed upon.

This research reveals various findings related to the use of mobile learning (m-learning) in English as a Foreign Language (EFL) classes based on teacher perspectives and student experiences. The research findings can be summarized as follows.

1. **Teacher Perspective**
   Benefits of M-Learning in Teaching
   a. Teachers state that m-learning increases the effort involved in learning, allowing students to access material anytime and anywhere. Mobile-based learning applications, such as digital dictionaries, grammar practice platforms, and learning video applications, make it easier for teachers to enrich teaching materials. Mobile technology supports interactive teaching, such as bold discussions, app-based quizzes, and virtual group collaboration. As stated by a teacher "I can access various learning resources such as videos, interactive applications, and other online materials. This allows teachers to enrich their teaching and adapt materials to suit students' learning styles. Apart from that, encouraging student involvement by utilizing familiar technology, mobile learning can increase student involvement. Teachers can use applications or platforms to make learning more interactive and interesting."
   b. Teachers integrate mobile devices in tasks such as information retrieval, listening practice through audio applications, or the development of speaking skills through video recordings. Utilizing platforms such as Google Classroom or language learning applications makes it easier to distribute assignments and provide direct feedback. "With mobile learning, teachers can easily access various learning resources such as educational videos, interactive applications, and e-learning platforms"
   c. More Efficient Monitoring and Evaluation: Mobile learning allows teachers to provide real-time feedback to students and measure their progress more accurately. This can increase efficiency in the evaluation and monitoring process. As stated by subject teachers "teachers share that platforms such as Google Classroom and Quizlet allow them to monitor student performance instantly"
   d. Facilitates Collaboration and Project-Based Learning: Mobile learning can facilitate collaboration between students in group projects, online discussions, or other project-based learning activities. As expressed by the teacher "Flexibility in Learning. Mobile learning gives teachers the freedom to present learning material outside the classroom, allowing them to use their time more effectively. Teachers can give assignments, distribute learning materials, or hold discussions outside class hours." The teacher's desire to use mobile learning is implied by the statements "I want to integrate mobile learning in distance learning apart from face-to-face meetings" and "mobile learning is an alternative to web-based learning" which is easily agreed upon.
   e. Collaborative Learning: Mobile learning allows teachers to promote collaborative learning among students, for example by using apps for group projects or online

discussions. This can increase social interaction and student involvement in the learning process.
f. Evaluation and Monitoring: The use of mobile learning also allows teachers to carry out formative evaluations more quickly and efficiently. They can use this platform to provide direct feedback to students or measure their progress in real-time.

2. Use of M-Learning in the learning process

Based on information obtained from interviews, it can be stated that the majority of teachers routinely or often use digital media in the learning process. This is because most teachers use it to help convey lesson material in a more interesting and interactive way by using things like animated videos and educational applications. The majority of teachers only occasionally or only occasionally use digital media in learning. This is motivated by several factors, such as limited technological facilities in some classrooms or laboratories and there are still some teachers who are still more comfortable using traditional teaching methods such as using blackboards or printed books.

3. Challenges for Teachers in Using M-Learning

The use of M-Learning (Mobile Learning) in the world of education presents many opportunities, but is also accompanied by various challenges for teachers. Here are some challenges

a. Technology Gap
- Device Accessibility: Not all students have adequate devices (smartphones/tablets) to participate in M-Learning based learning.
- Internet Connection: Limited internet access, especially in remote areas, is a major obstacle in implementing M-Learning.

b. Teacher Technology Capabilities
- Many teachers have not fully mastered the technology or applications supporting M-Learning, so they have difficulty maximizing their potential.
- It takes time and special training to improve teachers' digital competence.

c. Changes in Learning Methods
- Teachers must adapt from conventional methods to technology-based methods, which requires re-planning curriculum and learning strategies.
- Lack of appropriate guidance or learning models for M-Learning can be an additional challenge.

d. Disorder and Discipline
- The use of mobile devices during learning can divert students' attention to applications or social media.
- Difficulty controlling student activities outside the learning context.

e. Content and Resources
- Not all subjects have content or applications suitable for M-Learning.
- Teachers often have to create or adapt their own materials, which takes time and effort.

f. Student Motivation and Readiness
- Not all students have sufficient motivation or self-discipline to participate in learning Independently through M-Learning.
- Students' readiness to understand and use technology also varies.

g. Policies and Support

Lack of support from educational institutions or government to provide adequate infrastructure, training and equipment. There is no clear policy regarding the integration of M-Learning into the formal curriculum. To overcome this challenge, cooperation is needed between the government, educational institutions, teachers, parents and students. Teacher training, device subsidies for underprivileged students, and improving digital infrastructure are important steps to support a more effective implementation of M-Learning.

4. Benefits of M-Learning for Students

Students feel more motivated and involved in learning because the m-learning approach feels interesting and relevant to their daily lives. Language learning apps help students improve basic skills and grammar in a more practical way. Students stated that m-learning allows independent learning, so they can learn at their own pace and needs. As stated by students, "The experience of using the learning mobile application was very positive. The apps I use most often are Duolingo and Grammarly. Duolingo because of its interactive and fun learning method, and helps in understanding things step by step. Grammarly is very helpful in correcting grammar and essay writing by providing real-time corrections"

The benefits of using mobile learning are; (1) provide flexible learning, (2) provide variations in conventional learning, (3) make the learning process more interesting, (4) support literacy, numeracy and language learning, (5) facilitate individual and collaborative learning experiences, (6) helps young learners to stay more focused for longer periods, (7) helps increase self-confidence and self-assessment in education.

5. Assess the Effectiveness of Using Mobile Learning

Students' efforts to understand the material decrease because they tend to rely on the internet to get answers to assignments. On the other hand, students' frequent use of cell phones can be used to attract their interest in learning, making learning more effective and efficient. Digital media is very effective in attracting students' interest in learning because it provides more interesting learning variations than traditional textbooks, especially in Indonesia where reading literacy is still low. Digital learning makes the teaching process easier and more practical, although sometimes teachers only read material from presentations without additional explanation. Obstacles such as limited school fees and unstable network access also affect the effectiveness of digital learning. However, technology allows flexible access to a variety of learning resources, helping students learn independently and reducing paper use. Even though there is potential for misuse of technology by students, significant benefits such as ease of finding information and educational materials still dominate. The effectiveness of learning really depends on the conditions and ability of the teacher to use digital media well.

6. Challenges Experienced by Students

Based on the interview results, it can be concluded that the majority of students have experienced difficulties in integrating technology in their learning. Students still have various kinds of obstacles in using applications that they have just learned about due to a lack of understanding in the operation of certain applications or media. Not all students have adequate access to mobile devices or internet connections, which creates a digital divide between them.

Some students find it difficult to stay focused while using mobile devices. As stated by students, "One of the challenges faced is the limited content available in several applications. Additionally, reliance on stable internet access can be problematic." The gap in access to a stable signal is also one of the obstacles for students in using technology. The devices that students have are also an obstacle for them because the devices that students have are inadequate, resulting in a gap between students who have adequate devices and those who don't.

Gaps in the use of technology for learning. According to respondents, many of them said that the presence of technology in learning could create economic and social disparities. The economic gap they say is due to the limited budget they have, while the social gap is what they say is because there is a gap in the brand of cellphone they have. Furthermore, limited network access and inadequate school facilities for learning using technology, this is where gaps arise between students and the technology they have.

CONCLUSION

Based on the results of research conducted on teachers' perspectives regarding the use of Mobile Learning in the Classroom, it can be concluded that the majority of teachers have a positive view of the integration of technology in teaching and learning activities. They feel technology can help create a more interactive, interesting and efficient learning environment. Technology is considered to facilitate access to various learning resources and facilitate collaborative communication between students and teachers. Some students also stated that there were challenges and potential negative impacts. One of them is social inequality which can cause disparities and limitations in terms of ownership of technological devices or internet access. In addition, students' preferences for the type of technology used in learning vary. Some students prefer the use of technology in the learning process using learning videos or interactive media.

Some suggestions that can be made are that schools need to provide adequate technological infrastructure such as stable internet access, adequate devices and appropriate software to support technology-based learning. In addition, efforts need to be made to increase digital literacy and awareness of the responsible use of technology among students. This can be done through special education programs or extracurricular activities that focus on wise use of technology. And the final suggestion is that there is a need for training and professional development for teachers to ensure they have adequate skills and knowledge in using technology to support effective learning.

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