

## **MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN ENGLISH TEACHING AND LEARNING PROCESS ON A DESCRIPTIVE STUDY**

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### **ABSTRACT**

*This research deals with the use of mobile phone in English teaching and learning process at FKIP UMSU. The objective of this research is to find out students' perceptions about the use of Mobile Phone in English teaching and learning process and to describe how do students use mobile phone in English teaching and learning process. The research was descriptive qualitative research. The data collected by interviewing 20 students. In this study the researcher collected the data by using interview that consist five question. The findings that students had different perceptions, namely: mobile phone is very help ful in English teaching and learning process, mobile phone is important in English teaching and learning process and mobile phone has advantages and disadvantages. In English teaching and learning process, students take advantage of their mobile phone by using several applications, including: Google Translate, WhatsApp, Google Classroom, Gmail, U-Dictionary, Google, Camscanner, Oxford Dictionary of English, English Thesaurus, English Grammar, Irregular and Regular Verb, Offline Dictionary, My Dictionary.*

**Keywords:** *MobileAssistedLanguageLearning, MobilePhone*

## INTRODUCTION

English is an international which is one of the subjects that must be mastered and studied by students in Indonesia, both from primary school to college. By mastering the correct English, we will find it easily to communicate and even establish relationships with strangers. Learning English now is an obligation for us so that in any condition we are required to master the language. In this modern era, learning English is very easy with the help of technology.

The rapid development of technology in the current era of globalization can no longer be avoided by its impact on the world of education. Global demands require the world of education to always and constantly adapt technological developments to efforts to improve the quality of education, especially in the learning process. One of the information technology that is often used in teaching and learning process is mobile phone. Mobile phone can be used as simple learning media. Even now, the use of mobile phone in the world of education is increasing. Students are very happy and often look for references to lecture materials by mobile phone rather than by reading books. Especially since the Covid 19 pandemic has forced us to implement social distancing policies, or in Indonesia it is more recognized as physical distancing to minimize the spread of Covid 19. So, this policy is strived to slow down the spread Corona virus in the community. The Ministry of Education and Culture (Kemendikbud) responds with learning policies from home through online learning. Therefore, during this pandemic we took advantage of the use mobile phone to continue the

teaching and learning process. The mobile phone have many features such as internet connection, text / message service, video player, music player, camera and last but not least the last application. The existence of mobile phone has its own phenomenon for the world of education, especially for students. Its presence offers sophistication to be able to access all information across the world very quickly, easily and inexpensively.

Mobile phone really support teaching and learning process, one of which is through Mobile Assisted Language Learning (MALL) . MALL is a new model in learning English both inside and outside the classroom. In this learning concept that can be accessed at any time. MALL is part of e-learning, but MALL is more inclined to use the sophistication of mobile phones.

MALL is personal learning that is carried out anywhere and anytime by mobile devices. MALL has many advantages, including emphasizing collaborative learning, increasing mobility, saving time, being environmentally friendly, interactive and inexpensive because it uses the latest technology. MALL is replacement way in possible learning students to be told to use the device private mobile outside the classroom (Wang & Higgins, 2006; Kukulska-Hulme, 2009; Kukulska-Hulme & Bull, 2009). MALL is additionally considered potentially provide the context during which style learning is individual, realistic and autonomous (Kukulska-Hulme, 2009).

Based on the explanation above, the researcher was interested in analyzing students' perceptions about the use of mobile phone in English teaching and learning process. The researcher wanted to know how students' think about the

use mobile phone in English teaching and learning process and how students use mobile phone in English teaching and learning process. Thus in this thesis the researcher wanted to study further by conducting research with the title: "A DESCRIPTIVE STUDY ON MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN ENGLISH TEACHING AND LEARNING PROCESS"

## REVIEW OF LITERATURE

### Mobile Assisted Language Learning (MALL)

Mobile learning in the field relatively new language and the concept of MALL in define by some experts as follow, Kukulska-Hulme & Shield (2008:273) defines, MALL in terms of "usage personal devices, portable ones enabling new ways of learning, emphasize that internet access sustainability or spontaneity and diverse uses". "Learning language with cellular assistance (MALL) is branch of enhanced learning technology that can be implemented in various forms including face to face, distance remote or on-line mode" (Baleghizadeh & Oladrostam, 2010:04)

Palalas (2016) says that MALL offers to all various learners possibility of learning that has never been happened before that developed outside traditional study room boundaries. Use mobile device learning personal can be involved in meaningful learning through increased access to human resources, linguistic model activities and other learning support. Innovative cellphone enabling communicative activities and task authentic language, cemented by assessment tools adopted can

facilitate practice language both inside and outside the classroom.

MALL is defined by Chen (2013) as "Formal and informal learning foreign languages with the help of devices mobile". This has also been explained and defined as the use of "Technology mobile in language learning, especially in situation where the device is portability offer certain advantages" (Kukulska-Hulme, 2013).

The researcher can define MALL as a model or a new way of English teaching and learning outside and inside classroom that use an application in a cell phone so that students can learn various English topics anywhere and anytime through mobile phones.

### Advantages OF MALL

There are some advantages of Mobile Assisted Language Learning (MALL) including:

#### Flexible in Learning

With this tool, learning activities are no longer limited to place and time. Students can also access various contents (text, picture and videos) so that learning is more interesting and interactive.

#### Learn Faster

Learning objectives will be more easily and quickly achieved. The content available on mobile means is generally small and compact in size. With a short amount of time, student can access content, complete assignments with the help of futures and start the next topic.

#### Collaboration between Students

Students will find that collaborating online will be more effective with mobile devices. The learning process is usually interrupted by a lack of collaboration. This is where the advantages of mobile learning can be used to make it easier for students to interact and

work together quickly without to meet face to face.

#### Be More Involved in Learning Activities

Besides being able to be done anywhere and anytime, mobile learning also offers personalization functions that can make it easier for students to follow the learning agenda. This can increase student's sense of involvement and motivation.

#### Learn with More than One Device

One of the most significant benefits of mobile learning is multi-device. The same material is available on various devices (computers, laptop, tablets and smartphone).

#### Mobile Devices Support Learning Performance

Positive learning can be facilitated using mobile devices. Especially when students can find and retrieve information quickly and easily.

#### The Learning Flow is Supported by Technology

Applications such as reminder and calendar are integrated into mobile learning tools. Anytime anywhere, students can get notifications and updates about their lessons. Feedback in the form of constructive assessments or comments from the teacher can be easily accepted by students, teachers can also monitor student academic progress and learning paths are easier to monitor.

MALL emphasizes mobility, meaning that it can be done anytime and anywhere learning take place, MALL as a learning platform has several preconditions in the form of access to the internet, elements of ubiquity and contextual nature (Sharples, et al., 2009). Integration of smartphone and the internet in teaching and learning activities

requires a lot of investment to be developed in the world of education (Johnson, et al 2011). The advantages of smartphone devices compared to laptop and other devices in the process of supporting learning is the aspect of mobility (Sharples, et al 2009).

According Sarrab, Elgamel and Aldabbas (2012:34) one the main benefit of MALL is possibility to increase student productivity by making knowledge and learning ones available anytime and anywhere, that allows learners to participate in activities learning without space restrictions and time. There are five advantages of MALL among others, users can access learning content from anywhere including quizzes, journals, games and others, learning can be done at any time in real time, use of books is replaced with RAM that can organize and connect learning, learning is designed to be used on mobile devices and learning combined with games will be fun.

Some of the advantages of MALL compared to other learning are can be used anywhere at any time, most tools mobile has a relatively lower price than the price of a desktop PC, smaller and lighter than desktop PC, is estimated to be include more learners because MALL makes use of technology commonly used in everyday life. (Ali Sadikin, 2012).

#### **Disadvantages of MALL**

There are some disadvantages of Mobile Assisted Language Learning (MALL) include:

##### Cost Issue

Cost is one of the big drawbacks of mobile learning. Mobile learning devices cost around Rp. 1.000.000 like android up to Rp. 8.000.000 like a tablet or iphone. Besides, technology is changing very fast. Students must upgrade the device.

Apart from the device, there are monthly data charges from the mobile phone providers, so downloading large files is not only time consuming but also costly.

#### Device Size

The size of the gadget is not only beneficial but also has disadvantages. Due to their small size they are even so small that they can be lost or stolen easily. In addition, screens that are too small can cause damage to those who use them for long periods of time if not careful. Also, on a very small screen, only a small amount of information can be displayed.

#### Battery Life

Most gadgets only have 2 to 4 hours of productivity. After the battery runs out, students must recharge. Mobile learning can no longer be used when the battery is empty.

#### Compatible between Platforms

Although this technology is still developing, what we have today is still limited. The gadget has limited storage in that it stores large or multiple files. A student has to spend more to have more storage space, and it comes back to the first drawback of mobile learning, namely cost. Also, there are several different operating systems or platforms and the content is not all the same. So, if their Apple user students use iOS, if their Android users can only use Android it is not interchangeable.

#### Usability

Some mobile devices are difficult to use because they have small buttons. They can be tricky to use, even for a student. Even though a removable keyboard is available today, it costs a lot of money. However, this does not seem to be the case.

#### Mobile Learning

HU (2011, pp. 140-141), indicates that Geddes (2004), indicates that

mobile learning is that the acquisition or learning of any new knowledge, information and skill via the utilization of mobile technologies during which they can be used anywhere and anytime, that the behavior may be changed. Enders (2013) indicates that mobile learning is about the activities, which permit students to be more productive. That is by using the digital portable devices inside or outside the category.

As the epoch has emerged, mobile learning is undergoing rapid evolution. Having been recognized in the 2000s, it's now become the most popular learning activity. O'Malley et al. (2003) in Kukulska-Hulme & Traxler (2005: 18) have defined mobile learning as happening when the learner is not at a set, predetermined setting or when the learners are acquiring benefits of learning chances presented by mobile technologies. According to Kukulska-Hulme & Shied (2012: 3), mobile learning refers to an activity of learning that uses small-size devices which can be brought and available anytime and anywhere as the media.

#### Mobile Phone

Based on Cambridge Dictionary.org, mobile could be a phone that is connected to the communication system by radio instead of by a wire and can be used anywhere its signals are going to be received. Trinder (2005 in Kukulska-Hulme & Traxler, 2005: 7) states that probably the foremost famous and widely owned handheld device is that the mobile phone. Some factors like lightweight, small sized, portability, accessibility and built-in features like camera, music player, video player, bluetooth, short message service, multimedia message service and internet

connectivity are the foremost reasons of its popularity among another mobile device.

Mobile phone has been proven to grant benefit for faculty kids. They will access educational content or e-book and textbook through their portable anywhere and anytime. It's remarkably possible that mobile phone has the flexibility to encourage the so-called ubiquitous or autonomous learning. Students in university can learn anywhere and anytime as long as they bring their mobile devices that they operate and access for learning and it goes without saying that this promotes the trend of autonomous learning (Lee, Lee, & Kweon, 2013).

### **Components of Teaching and Learning**

Consist with Brown (2000:7), teaching is guiding and facilitating learning, enabling the learners to be told and setting the condition for learning. Meanwhile, he also states that learning is acquiring or getting or knowledge of a topic or a skill by study, experience, or instruction. Supported the definition above, teaching learning involves the teacher and the students to require and provides the knowledge.

There are some components which is incredibly important. These components are necessary to be ready to make teaching learning possible. Nguyen et al (2014:1-3) mention the components of teaching learning as follows:

#### **Goals**

In pedagogy, the goal is develop learners' communication competence. Within the macro skills in English, there are two categories of goals. These are vocal (listening and speaking) and (reading and writing) written language.

### **The Role of Teacher**

Teacher should help students build up enough classroom language. They will understand the teachers' instruction, choose group techniques appropriate for learners, plan group work, monitor tasks, and help debrief students to begin the activity. Uzer (2005:11) states that the role and competence of the teachers in teaching learning process involves many things as follows:

#### **Teacher as Demonstrator**

Teacher as demonstrator means teacher should master the material or material to be taught and continually develop or improve their knowledge ability, because it will determine the learning outcomes achieved.

#### **Teacher as Classroom Manager**

Teacher as manager of the category should be ready to manage a conducive classroom environment. The environment is regulated and supervised to make sure that learning activities directed to educational purpose.

#### **Teacher as Mediator and Facilitator**

As a mediator, teacher should have sufficient knowledge and understanding of media education to create teaching and learning process more effectively. As a facilitator, the teacher should be able to look for useful learning resources additionally on support the achievement of the goal of teaching and learning process.

#### **Teacher as Evaluator**

Teacher as evaluator of learner learning outcomes should constantly follow the training outcomes achieved by learners from continually. Teacher obtains the data to be evaluated from feedback on teaching learning process. This feedback are going to be used as

start line to boost and increase the teaching learning process further.

Bhatia (2007:6) states that teacher is additionally is a motivator. The teacher should train the scholars to figure on the strengths and never surrender, instead keep trying as failures always teach us what doesn't work.

#### **The Role of Learners**

The learners take a task as negotiator between themselves, the learning process and therefore the object of learning. It emerges from and interacts with the role of joint negotiator within the group undertakes. Learners in an exceedingly classroom is students. They are those who seek receive are used as indicator how the goal of the lesson is achieved.

#### **The Use of Material**

Material are forms of instructional resources that provided a stimulus of learning. Good materials is also within the varieties of interesting text, enjoyable activities and may give students opportunities in using knowledge and skills. The use of teaching materials incorporates a major impact on the activity of pedagogy.

#### **Method**

Method is a very important thing to realize the goal of teaching learning process. It's the way in delivering the prospect to the scholars to get information. It had better if the teacher varies method used in teaching so as to forestall boredom feeling of the scholars.

#### **Media**

According to Santyasa (2007:3), media could be a tool which may use for transferring learning material there by it can stimulate attention, interest, thought and students' feeling in learning process in gaining the aim of learning. In teaching learning process, media is far needed. Media

failed to only send learning message but also sometimes make student easy in learning. Media is called as a tool for delivering information and it expects someone who receive the data will understand.

#### **Evaluation**

According to Bloom in Daryanto (2005), defines that analysis is the systematic collection of evidence whether of course certain changes are going down the learners additionally on determine the quantity or degree of change in individual students.

This research concentrates about a descriptive study on Mobile Assisted Language Learning (MALL) in English teaching and learning process. Mobile Assisted Language Learning (MALL) is an alternative model that will motivate students to learn, especially in the middle of covid 19 pandemic, which allows students to study at home and take advantage of the use of sophisticated tools such as mobile phones as learning media.

#### **METHOD OF RESEARCH**

This research was conducted qualitative research. The researcher was conducted the descriptive qualitative research. This method is chosen in order to give further description and explanation on the use mobile phone as the part of Mobile Assisted Language Learning in English teaching and learning process. Therefore, the descriptive study enable the researcher to study the particular students in attempt to understand the case of using mobile phone in English teaching and learning process.

## RESULT

### **Mobile Phone is Very Helpful in English Teaching and Learning Process**

They believed that with a mobile phone it can be used as a learning medium. The use of mobile phone in KBM certainly helps us in learning, especially for English, it also needs Google Translate. And if the material delivered by the lecturer is not understood, I usually use my mobile phone again to search for material taught by the lecturer. So the use mobile phone actually facilitates learning, only those that are rather difficult if the network is sometimes rather annoying. In English teaching and learning process, cellphones or mobile phones really help students in the learning process, get important information from lecturers and work on assignments given by lecturers.

### **Mobile Phone is Important in English Teaching and Learning Process**

Based on the results of data from students answers, it can be seen that four students answer that mobile phones were very important in the teaching and learning process because with mobile phone.

*In my opinion the use of mobile phones in the teaching and learning process is very important especially learning English because with our mobile phones as beginners who are learning to speak English in particular can be helped by using an app that we can download on their mobile phone, for example, one such as a dictionary English, where if we want to talk and we don't know what in English we will say we can look for it using the app on our own mobile phones.*

### **Mobile Phone has Advantages and Disadvantages**

Based on the table above, it can be seen that nine students stated the use of mobile phones in teaching and learning has advantages and disadvantages. The advantage was that it can help them to search for material in depth from various sources through the internet network and during the covid 19 pandemic this can make easier for them to make mobile phones as one of media to continue the process of teaching and learning English online. But, besides that there were also disadvantages such as network and limited internet quota.

*In my opinion the use of mobile phones in English teaching and learning process for now is very necessary because we have no other way to do the learning process other than online learning. Of course online learning requires a mobile phone. But, learning through mobile phone in my opinion is not effective. Because the learning material obtained is not fully conveyed clearly. For example there are some materials that are less understood, because there is no direct interaction between students and lecturers. Not yet difficult signal in each area.*

### **How Students Use Mobile Phone in English Teaching and Learning Process**

Based on the results of the interview, it is known that students use several applications on their mobile phones to support the teaching and learning process of English. Which is Google Translate, Zoom, WhatsApp, Google Classroom, Gmail, U-Dictionary, Google, CamScanner, Oxford Dictionary of English, English Thesaurus, English Grammar, Irregular and Regular Verb, Offline Dictionary, My Dictionary. With these applications, students believed that these applications can make it easier

for them to find the meaning of difficult English words, add vocabulary, looking for lecture material, where the learning process takes place during the Covid 19 pandemic and also to improve their English speaking skills. Further explanation were as follows:

**Google Translate, U-Dictionary, Oxford Dictionary of English, Offline Dictionary and My Dictionary**

The most application that was owned by students was dictionary apps. With the dictionary apps can made them easier to find the meaning of difficult English words by typing alone without having to search manually. From the interviews, there were 18 students who used the online dictionary or offline dictionary applications. The following will describe some answers from them:

*Usually use Google Translate to find difficult words and their translations.*

*I use U-Dictionary and Google translate. If U- Dictionary to translate sentences or words from Indonesian into English or vice versa.*

*The application that I use to support learning activities in English is Google translate the application helps me find new pronounce a word.*

**Zoom, WhatsApp, Gmail and Google Classroom**

Besides the dictionary application, other applications that were generally owned by students are zoom, whatsapp, gmail and google classroom. Especially since the covid 19 pandemic that requires us to do the teaching and learning process at home so that they used mobile phones as medium for learning at home that was by using some of these applications to keep the learning process going.

*During Covid 19, I used Zoom, WhatsApp, Google Classroom, Gmail.*

*During this corona often use applications like Google Classroom, Zoom, WhatsApp Group. If Google Classroom is usually used when lecturers provide material and also gather assignments. Zoom is usually for KBM via video call. Usually the lecturer explains the material directly through zoom. WhatsApp Groups sometimes presentation using voice messages and sometimes are absent via WhatsApp, as well as information from lecturers usually from the WhatsApp group.*

*During this pandemic we study online using Google classroom or other online media. Google classroom is only making online classes during a pandemic and doing assignments from lecturers.*

**Camsanner**

The next application that is often used by students is CamScanner. CamScanner is an android application that serves to facilitate students in scanning files, book covers or whatever suits their need easily and practically without having to go to an internet cafe. Especially in the midst of today's pandemic, everything is completely online, so that sometimes lecturers give assignments and require them to send assignments by scanning first.

**English Thesaurus**

The next application is English Thesaurus. Thesaurus application to support her English learning activities. This application is useful to make it easier to find antonyms in an English word. Here are the answers from these students:

*I often use Oxford Dictionary of English with English Thesaurus. English Thesaurus to find synonyms and antonyms of an English word.*

### ***English Grammar & Irregular and Regular Verb***

The next applications are English Grammar & Irregular and Regular Verb. In learning English, both orally and in writing, students must master grammar. From the data above, it can be seen that there is one student who used the application to help him master grammar to support him in English teaching and learning process.

#### ***Google***

The last application that is often used by students in English teaching and learning process is Google. They believed that with Google it could be easier for them to increase knowledge about the material in a lesson especially English lesson.

sources through the internet network. But, besides that there were also disadvantages such as 67 network and limited internet quota.

2) In English teaching and learning process, students take advantage of their mobile phone by using several applications, including: Google Translate, WhatsApp, Google Classroom, Gmail, U-Dictionary, Google, CamScanner, Oxford Dictionary of English, English Thesaurus, English Grammar, Irregular and Regular Verb, Offline Dictionary, My Dictionary.

### **CONCLUSION**

Based on the data, it can be seen about students' perceptions about the use of mobile phone and it can be seen about how students use their mobile phone in English teaching and learning process. From the results of the above analysis, it can be concluded that:

Students had different perceptions, namely:

a. There were 7 students said that mobile phone is very helpful in English teaching and learning process because mobile phones can help them to find various information about learning material.

b. There were 4 students said that mobile phone is important in English teaching and learning process because with mobile phone, they can download several applications that can support their teaching and learning process.

c. There were 9 students said that mobile phone has advantages and disadvantages. The advantage was that it can help them to search for material in depth from various

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