

## TEACHERS' PERSPECTIVES ON THE USE OF MOBILE APPLICATIONS FOR LEARNING ENGLISH

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**Abstract:** This study aimed to discover the strategies used by English teachers in online learning using a mobile application and the challenges they face when using it. This research was conducted in a qualitative case study with an open-ended questionnaire and interview. The participants are 16 English vocational high school teachers in Jakarta. It was revealed that most teachers use Google Classroom, Google Forms, Google Meet, and Zoom Meeting. The teachers consider using the application as the optimal method for online English learning. The challenges teachers encounter are the internet network and less supportive devices. The findings of this research can be used as a guide for teaching methods that include mobile applications in teaching-learning activities. The current study is also expected to contribute to stakeholders involved in the education process and to gain the quality of education in the upcoming process while using mobile applications for teaching.

*Keywords:* EFL Teaching, Mobile Application, Online Learning

### INTRODUCTION

There have been changes in human behavior patterns in social interactions due to the COVID-19 pandemic. One of them is the field of education. The COVID-19 pandemic has had an impact on the global education system, causing all schools around the world to close. Advancements in technology have facilitated operations, enhanced the creation of realistic communities, and increased accessibility through smartphones. This has effectively interconnected all nations worldwide, contributing to the progression of globalization and facilitating economic growth and business operations. Almost every facet of human life can be streamlined, improved in reliability, and accelerated through technological innovations, reducing challenges in certain areas while presenting challenges in others.

Technology offers language learners infinite tools (Bull & Ma, 2001). Language plays a crucial role in shaping international communication activities. To attain proficiency and effective communication, students utilize diverse elements of English language skills, including listening, speaking, reading, and writing (Grabe & Stoller, 2013). Ahmadi (2017) highlights that the approach employed by teachers in their classrooms is among the most critical factors influencing language learning. Computers are deemed a crucial instructional tool in language classes where teachers have proper access, adequate education, and some autonomy in the program (Alsied, 2019; Becker, 2000). Many educators see computer technology as a fundamental element in delivering high-quality education. Furthermore, Harmer (2007) contends that computer-based language behavior enhances cooperative learning among learners. As a result, from the initial planning of learning opportunities to the culmination of the teaching and learning process, technology has become an integral aspect of acquiring knowledge and a primary concern for teachers (Eady & Lockyer, 2013).

Moreover, teachers should mold the significance of technology within the classroom, enabling students to cultivate practical applications of technology in language learning (Costley, 2014; Murphy, DePasquale, & McNamara, 2003). Consequently, technology serves as a beneficial tool for the teaching process and fosters more effective collaboration among students. Cooperation is recognized as one of the paramount tools for learning, with students collaborating to create assignments and gaining insights from their peers through the examination of classmates' work (Uzunboylu, Keser, & Ozdamli, 2011). This transformation, driven by technological advancements, allows students to access details from anywhere using a mobile device.

However, mobile applications have several problems and challenges, especially in EFL online learning. A study by Atmojo and Nugroho (2020) suggested several problems experienced in EFL online learning. Firstly, the unstable internet network could make it difficult for teachers to transfer material in learning. Secondly, the low level of digital literacy should be taken into account since there were students and even some teachers who still need help with mobile applications because these mobile applications are rarely or never used as a learning medium. Third, there is difficulty in making learning materials using mobile applications due to a lack of facilities, knowledge, or experience in operating mobile applications, especially for online learning. Fourth is the difficulty of teachers in providing instructions through online mobile applications, so students need help understanding what is being instructed by the teacher, which can interfere with the teaching and learning process. In addition, the difficulty for teachers in providing personal feedback to students in the learning process and through the assignments could also be a problem due to time problems and students who are sometimes late in collecting assignments. Furthermore, the absence of adequate facilities for high-technology integration is also considered another problem because, without good facilities, teachers cannot deliver online learning interactively. Additionally, the lack of preparation in online learning may be another problem if online learning has never been planned and prepared beforehand. Lastly, the problem could be seen in the difficulty of strengthening emotional relationships and building communication and interaction between students and teachers, such as face-to-face learning interactions, so the relationship between students and teachers is not optimal.

While COVID-19 impacted almost every part of Indonesia, the online learning guidelines are intended to replace face-to-face learning in the classroom by encouraging students to study at home and teachers to work from home. According to Alsied (2019), mobile devices like cell phones are very useful in online learning because they are autonomous resources that should be incorporated into educational settings to make online learning simpler, quicker, and more enjoyable. Online learning is inextricably linked to using an application that facilitates and supports the process. In this case, online learning via mobile technologies is inextricably linked to mobile apps. Mobile apps are needed to support mobile technology in language learning. Teachers use a variety of mobile applications to promote online learning events, including YouTube, WhatsApp, Zoom Meeting, and others. According to Hockly (2015), mobile apps have proven popular among many users and have become essential in promoting online learning through mobile technologies.

Online learning is more attractive to students because content delivery is more innovative and immersive. There are two forms of online learning, according to Nursalina and Fitrawati (2021) partially online learning and utterly online learning. Online learning combined with offline learning is referred to as partially online learning. Learning is usually done in a classroom, but the resources offered and the sources of the materials used are accessible online or in non-print formats, such as e-books and others that use certain aspects of online learning, such as the use of

internet networks. Meanwhile, utterly online learning refers to learning that takes place entirely online. To put it another way, non-face-to-face learning and all learning takes place online. There have been some studies that are doing research related to mobile applications in EFL learning. For instance, a study by Basal et al. (2016) that investigated the effectiveness of mobile applications in vocabulary teaching used a quasi-experimental research design with a pretest and post-test of 50 students from the English Language Teaching Department at the State University in Turkey that consisted of 25 students in experimental class and 25 in the control class. The results of this study show that regardless of the activity type used in their respective groups, both the control and experimental groups substantially increased their knowledge of the target idioms. As a result, using a mobile application to teach is useful.

Moreover, a study carried out by Kacetl and Klímová (2019) delved into the efficacy and advantages of employing mobile applications for acquiring English as a second language. The researchers conducted a thorough examination of published English studies between 2015 and April 2019 to assess the potential benefits and effectiveness of utilizing mobile apps for language learning. The results suggest that mobile learning is increasingly becoming a prominent aspect of education. It offers significant benefits for foreign language learners, including improving cognitive abilities, encouragement to study in formal and informal settings, autonomy, trust, personalized learning, and assistance for low-achieving students. Another study conducted by Xodabande, Pourhassan, and Valizadeh, (2022) who examine the mobile-assisted learning and its impact on vocabulary acquisition among high school students. The research compared the effectiveness of traditional paper flashcards versus mobile application flashcards in improving English vocabulary over a year. The study involved 55 participants and utilized pre- and post-tests to measure vocabulary gains. Results showed that both groups improved their vocabulary knowledge, but the group using mobile applications demonstrated significantly better performance in post-tests. This suggests the long-term benefits of mobile-assisted vocabulary learning and highlights its potential for English language teaching programs.

Moreover, Klimova (2019) study explored how vocabulary, supported by a mobile app, was learned and retained in a practical English class at the Faculty of Informatics and Management of the University of Hradec Kralove, employing an experimental research design. The findings confirm mobile apps' positive impact on foreign-language vocabulary acquisition. However, it also highlights the crucial role of teacher encouragement, primarily through various methods like feedback or notifications, which are essential for motivating students to use mobile applications and study new words and phrases. A study by Kim and Kwon (2012) aimed to investigate the effectiveness of smartphone applications in facilitating mobile-assisted language learning. The study reported its findings through an in-depth review of 87 ESL mobile apps. Initially, the research proposed evaluation criteria for ESL applications designed for mobile devices. Subsequently, the selected applications were scrutinized based on their overall features and functions and categorized into content and design, L2 approaches, and technology. According to the research findings, ESL apps appear to successfully provide a personalized and learner-centered learning experience, offering widely accessible and versatile activities. However, there is room for improvement in ESL apps, particularly in recognizing mobility as a more situated factor. The practical design and utilization of ESL mobile applications should continue to be explored, aiming to guide Mobile Assisted Language Learning (MALL) in the right direction. However, there are some differences between this research and other researchers. The differences between the previous research from Basal et al. (2016) and this study are in the subject matter,

which is for English teachers, and the fact that this research is focused on online learning at the high school level.

In contrast, the previous study focused on traditional learning (face-to-face) at the university level. The research from Klimova (2019) with this study has differences in its application where the application of mobile apps in research from Klimova focuses on learning vocabulary development while this research only focuses on the application of mobile applications in the context of EFL learning.

Therefore, the current study aimed to (1) see how far teachers should be able to choose the typical mobile applications used in the classroom on their own, and (2) examine whether difficulties of using mobile applications in online learning can cause disruptions in EFL class instruction. This condition needs some improvement for the study's target to be met. A greater understanding of how to use a mobile application will help the teaching-learning process run smoothly. Hence, the current study addresses two research questions to fulfill the objective as the following:

1. How do teachers use the mobile application in online learning?
2. What are the challenges faced by English teachers using the mobile application?

Theoretically, this study may assist teachers in obtaining information about the mobile applications they use and their strategies for using them. In practice, the findings of this study can be used as a guide for teaching methods that include using a mobile application in the teaching-learning process. The current research is also expected to contribute to stakeholders involved in the education process and to improve the quality of education in the upcoming process while using mobile applications for teaching-learning.

## **METHOD**

This research used qualitative research with questionnaires and interviews. Case studies are used to identify and describe the strategies used by teachers in EFL online learning using a mobile application. This research involved 16 teachers who teach EFL online classes in a vocational high school in Jakarta. All the participants were required to respond an open-ended questionnaire and five teachers were interviewed.

### ***Data Collection***

As the first phase of data collection, an open-ended questionnaire consisting of 10 items was used to collect questions about a topic or a group of issues the respondent must address. The data was gathered by initially sending out an online survey to participants through WhatsApp using Google Forms. Google Forms offers cost-effective data collection and reduces data processing time by storing information in a centralized data center (Nugraha & Susilastuti, 2021) and coding was conducted by writing each item selected. The survey was created based on various factors concerning mobile devices in online education. Some of these factors, such as usefulness, challenges, and strategies, were also examined by Mohammadi, Sarvestani, and Nouroozi (2020). Additionally, this study investigated additional factors like profiling and screening. The second data collection phase was conducting structured interviews to obtain information directly from the participants regarding the application and mobile application use. The interview was conducted to clarify and complete the data obtained from the questionnaire. In conducting interviews, researchers prepared several questions related to the topic to be asked.

**Data Analysis**

The first step was to transcribe the items' questionnaire responses by getting the data down on the paper for analysis. The second step started by analyzing the data obtained from the questionnaire. The answers to the questionnaire were analyzed according to the research questions in the current study. Then, the interpretation of the data obtained in the questionnaire after coding and analysis will be presented, and the results of the data processing will be presented in the form of a conclusion (Heigham & Croker, 2009). Continually there are several steps in collecting the data from interviews. The first is transcribing the data from audio and sound files into writing form. After that, the researcher analyze, transcribe, and code the interview results into a systematic arrangement. Then, the researcher starts to interpret the results clearly and finally presented the final thoughts (Heigham & Croker, 2009).

**FINDINGS AND DISCUSSION**

**Teachers utilize mobile applications in online learning**

Based on the results of the questionnaire distributed by the researchers, it was found that most teachers used a mobile application in the form of Google Classroom in their online English learning. In addition, the teachers also use mobile applications in the form of Google Meet, Google Forms, and Zoom Meeting. This can be seen from the following diagram below:

**Figure 1: Types of mobile applications**

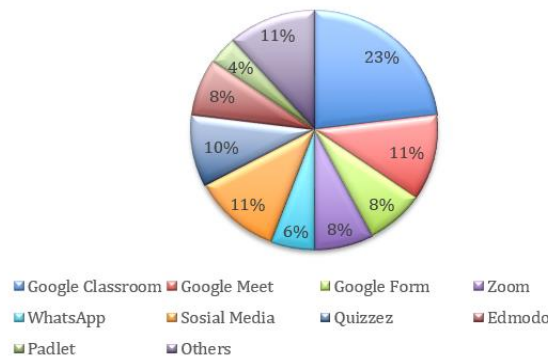


Figure 1 above shows the percentage data from several mobile applications utilized by teachers in teaching English online. In addition, the mobile application teachers use is not only one but also combined with several other mobile applications.

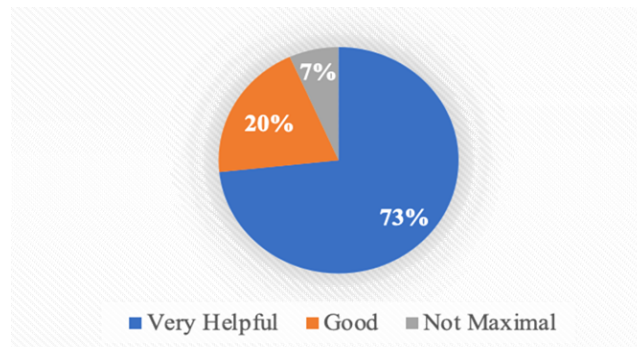
*Teacher 1: "Oh, so during this COVID pandemic, the PJJ often uses Google Classroom and GCR, and sometimes, it is interspersed with Quiziz as well as coordination; yes, this is often with WhatsApp groups."*

*Teacher 2: "Yes, as usual, Google Classroom, Zoom Meeting, Google Meeting, it is nothing more than that because I think that application is the best, right.... WhatsApp for sure, yes, because that is the point; that is where the point is in WhatsApp. Then we moved Google Classroom, Google Meeting, Zoom Meeting, that is all."*

*Teacher 3: "So far, I have been using Google Classroom, sometimes Zoom meetings too, sometimes assignments via WA."*

The reason for the teachers to use the mobile application is that it benefits teachers in online learning today. This can be seen from the diagram below:

**Figure 2: The use of mobile applications in English online learning**

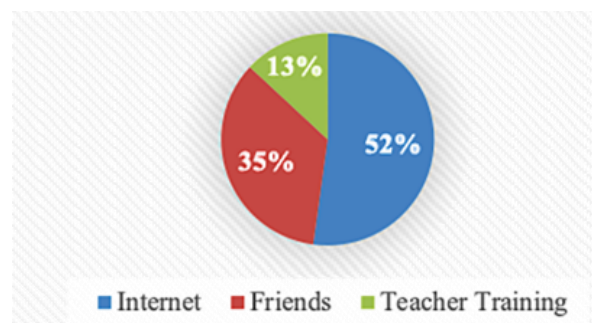


However, some teachers say that the use of mobile applications in online learning has yet to be maximized. This is supported by the results of the researcher's interview with one of the teachers:

*Teacher: "Eh.. sometimes students find many difficulties too, sometimes students do not have a quota, and the signal is also difficult, and sometimes there are children who honestly say that their parents are taking their cell phones with their parents, so we have to be patient in dealing with this.."*

According to the results of the interview, many students encountered difficulties in its application, such as not having a quota, unsupported signals, or their cell phones brought by their parents, which interfered with the child's learning process in online learning and required the teacher to be patient in this situation. Teachers began seeking and obtaining knowledge before implementing a mobile application in online English learning through various activities, including teacher training, sharing information with colleagues, and browsing the internet via Google and YouTube.

**Figure 3: Source of information usage of mobile application**



According to the questionnaire results, the internet is the most extensively utilized source by teachers for finding information about the usage of mobile applications. Teachers can also get information via discussing and sharing information with peers and engaging in training. This is also confirmed by the findings of interviews with various teachers about their search for information about the most accessible online learning media to integrate and the types of mobile applications to utilize.

*Teacher 1: "Yes, it was early during the pandemic, so we were looking for this, looking for learning media that was easy to apply and easy to learn. At first, we knew from friends, and then we googled the tutorial."*

*Teacher 2: "For the first Google Classroom, we teach from school how to use Google Classroom, and then we are also assisted by the operator. Then, we were also given a class link from the respective school operator for Zoom meetings, so it has been there for a few hours. That's the allotment for our class, for example, like that, so we have been informed of the schedule, and the links for the Zoom meeting already have their codes."*

*Teacher 3: "OK, the first one is actually from a colleague because we as teachers don't have to update; maybe there is information, please pass it on to us, right or information from the school, it must be in service groups or MGMP groups, right? Is that school, or is it friends or colleagues? The point is that we shouldn't be monotonous people who are introverts, so we're not open to innovations that exist."*

*Teacher 4: "OK, the first one is actually from a colleague because we as teachers don't have to update; maybe there is information, please pass it on to us, right, or information from the school, it must be in service groups, right or MGMP groups Is that school or is it friends or colleagues, the point is that we shouldn't be monotonous people who are introverts, so we're not open to innovations that exist."*

*Teacher 5: "Is it open or what, just browsing? What is this? What is this? I'll see how to use it, but if, for example, Canva, I get this information from training on Seameo, I have a certificate for training infographics for my comics, and I also do training in How to Make Readtheory comics. I'm in a group of teachers who use technology for learning. There, we share a lot of applications that can be used in this lesson, and we can exchange them with each other, so it's fun. They tell each other this, you know."*

Derived from the outcomes of the interviews mentioned above, teachers acquire information about the utilization of mobile applications in online learning by conducting internet searches, namely by finding what methods are effective and then applying them in learning. In addition, the teachers also discuss with their fellow teachers the use of mobile applications that are suitable for this online learning through discussions among teachers in the same school and English teachers who are members of the MGMP. Regarding user interface and time utilization, the teachers consider that the mobile application they use is satisfactory, attractive, easy, and effective but simple. This can be seen in the diagram below:

**Figure 4: User interface feature on mobile application**

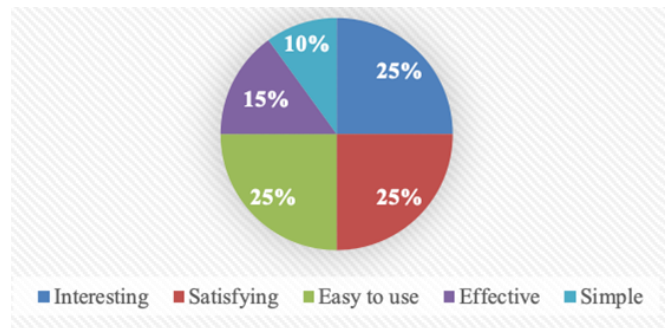
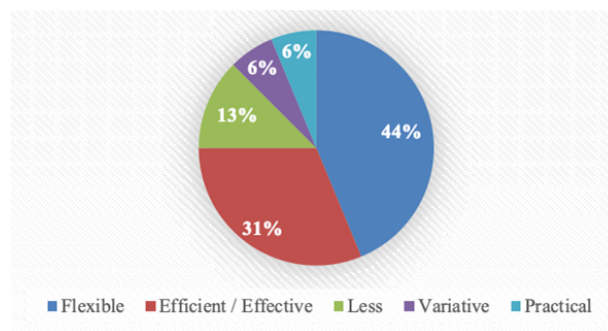


Figure 4 above shows that the teachers consider the user interface features in the mobile application to be attractive, satisfying, and easy and easy to use. Some teachers also argue that the user interface feature is very effective in its use in online lessons and looks simpler so that it does not make it difficult for users, teachers, and students.

**Figure 5: Use of time and place**



Based on the diagram above, the results explain that teachers consider mobile applications very flexible regarding time and place because they can be done anywhere and anytime. In addition, the mobile application is also regarded as adequate, varied, and practical in terms of the use of time and place. However, some teachers think the time given is lacking for several reasons. This is supported by the results of interviews between researchers and teachers as follows:

*Teacher 1: "The time and place are very flexible. Yes, they can be anywhere at any time because if I give them an assignment, for example, I don't use it, for example, I use 2jp 2jp, what is it called for, what kind of knowledge building will we learn, and the final result will be? What do you do? So it's rare for this task or project to be completed at this hour, so now is the hour that is used for building knowledge; they are looking for ideas and ideas, they know their function and what I have to do, how will the completion of the task arrive tomorrow 2 3 days even up to 2 weeks depending on the complexity of the task."*



Teacher 2: "We use our time at the GCR, for example, what do we want to call it, share the material, we can adjust the deadline..... there is an agreement with the students; we can arrange the deadline."

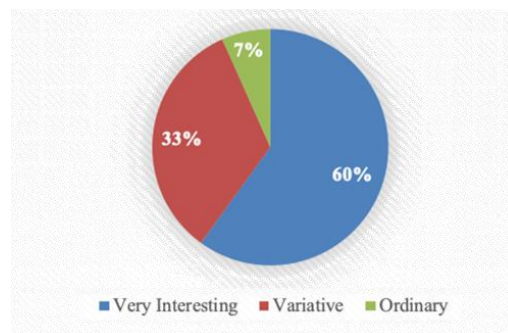
Teacher 3: "The time and place are appropriate; wherever, whenever I want, I can apply my learning through the mobile application, right for example, okay, Miss, Today we are going to a Zoom meeting. Okay, I want to today at this hour; you guys must be ready. You must be ready to join us..... sometimes via WA, telegram, and Instagram. It makes it easier for us, right? The time and place are by my wishes as a teacher, and they as students just like that."

Teacher 4: "If I say that, for example, online is better, it's easier to access, Mom, wherever and whenever we as teachers, for example, give materials, or give assignments, don't collect them at that time, so it's easier for you to do what important, please collect it, for example, we ask him tomorrow if he wants to work at night, it can be easier in the afternoon."

Teacher 5: "For that time, the time provided is limited, yes, because we will study in one day, so many classes. So actually, the time is, for example, 90 minutes, but since the children have not finished, yes, there is a grace period until it is finished until the child collects it; sometimes time is not limited, and sometimes it is also limited so that the children can fish. Come on, add the value first."

Based on the results of the interviews above, the teachers consider the use of mobile applications very flexible because it can be done anywhere and anytime, primarily since it is based online so that it can be implemented anywhere. This is also in accordance with the wishes of teachers and students towards the use of time and place that is flexible and can change. In addition, some teachers determine the time to arrange other activities and adjust the time to the students. However, some teachers feel that the time provided is insufficient, so they give a grace period until the children finish their assignments. The limitation of time aims to provoke children to try as hard as possible to use learning time so that nothing is wasted. It was revealed that so far, students have responded positively to the use of mobile applications in online English learning. Most students are very interested in the application. This can be seen from the results of the questionnaire in the following diagram:

**Figure 6: Students interest in the application of mobile apps in online learning**



Based on the students are very

diagram above, it shows that interested in implementing

mobile applications in online learning. However, there are some students who quite like it, and there are also those who consider it normal. This is supported by the results of interviews from several teachers:

*Teacher 1: "It's normal, because this is what it's called, sometimes there are students, if for example a mobile application is a Mobile application, how come they are more interested in mobile applications but not for learning but like games, that's why I said it was normal."*

According to the findings from the interview, Teacher 1 suggests that students view the use of mobile applications in learning as commonplace. This perception arises from their more significant interest in applications unrelated to educational purposes, such as gaming apps.

*Teacher 2 expresses a similar sentiment, "emphasizing the importance of maintaining an engaging experience. They highlight the need to limit the content and suggest editing quizzes in alignment with the taught material, with attention to regulating duration and avoiding excessive frequency."*

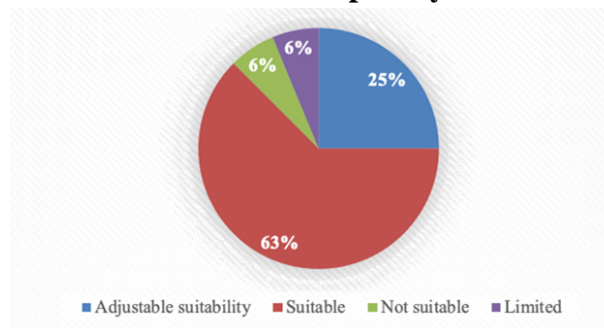
*Teacher 2: "I'm interested, uh huh, instead of taking notes or answering this question, what is this question like? For example, we send a question, take notes, and then take a photo."*

Meanwhile, teacher 2 argues that merging and combining one application with another interests' students and makes learning using mobile applications interesting.

***The challenges faced by teachers by using the mobile application***

In the application of online learning using a mobile application, the teachers will experience some adjustments and challenges in their application to online English learning. Teachers must adjust the application of learning using a mobile application with material from the lesson plan or syllabus. Based on the results of the questionnaire, the material prepared by the teacher on the application of learning English using a mobile application is in accordance with the material contained in the lesson plans and syllabus.

**Figure 7. The suitability of the material in the mobile application with the lesson plan/syllabus**



Based on the questionnaire results in the diagram above, the suitability of the material provided in the mobile application is in accordance with the material prepared in the lesson plan

or syllabus. However, several obstacles are faced, so there is no compatibility between the material provided in the mobile application and the material in the lesson plans and syllabus. In addition, some teachers experience limitations in adjusting the material so that it becomes a challenge in itself. This is also supported by the results of teacher interviews as follows:

*Teacher 1 mentions that "the current teaching approach aligns with the established syllabus and lesson plans. Communication with other teachers helps coordinate the material to be covered each day. They sometimes deviate from the planned sequence to maintain student engagement, such as introducing interesting topics like application letters ahead of schedule. Despite these adjustments, the overall content remains consistent with the syllabus and lesson plans."*

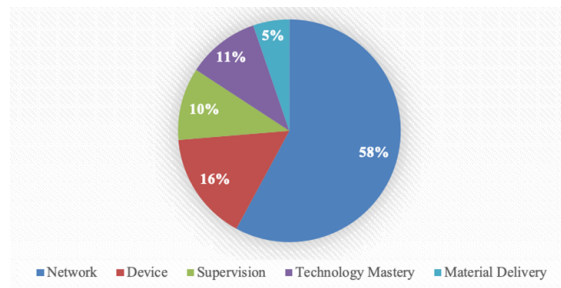
*Teacher 2: "Yes, first, before giving it to the children, I did the quizzes. Likewise, we can look for the material and then edit it first, so we also know what the essential lesson plans are that we want to teach; then, we look for the material on the quiz and edit it. Finally, minimize the discrepancy like that."*

*Teacher 3: "Okay, we as teachers have a lesson plan...: how do we make a lesson plan, and look at the syllabus, what's the objectives, how do we have to match the existing competencies, then we enter the SKL, the graduate competency standards, then we enter the indicators, then we combine them with what material should we teach students. Oh yes, for example, I teach about narrative text, which means I have to find a video about narrative text on mobile applications. Is there a definite or not?"*

According to the interview findings, teachers modified the content in their lesson plans and syllabi to incorporate mobile applications in English learning. Each teacher follows a lesson plan with specified basic and core competencies. Before creating learning materials using mobile applications, they ensure alignment with the lesson plan and competencies. Collaboration with fellow subject teachers is also undertaken to make the material engaging and prevent monotony, aiming to foster student interest and comfort in learning.

However, several challenges arise during implementation, particularly in adapting materials to match the lesson plans and syllabi. The questionnaire results revealed that teachers need help with the internet network and insufficiently supportive devices when implementing mobile applications for online English learning. This information is depicted in the diagram below:

**Figure 8. Challenges in implementing mobile applications in online learning**



According to the questionnaire results, teachers encounter significant challenges, with network issues ranking as the foremost difficulty. Following closely are devices-related problems, particularly for students and teachers who may lack the proficiency or suitable tools to use mobile applications effectively. Moreover, using these applications demands vigilant oversight to ensure students actively participate in the online teaching and learning process. Additionally, requisite technological proficiency is essential to facilitate a smooth implementation of mobile applications, enabling effective communication of the intended educational material to students. This observation aligns with insights gathered from interviews with teachers.

*Teacher 1: "Certainly, there are challenges; sometimes, because we are far away to collect this in one class, it also takes time, so collecting 1 class takes time. Students' internet access is also an obstacle. Not all students have wi-fi, and not all have an internet data package. They don't just learn English, so they need a lot of Internet for distance learning."*

*Teacher 2: "The first challenge is that we know that children are in Indonesia, especially those in state schools, not all of them have quotas like that, the quota problem. The second problem is the type of cellphone that sometimes has specifications that cannot be used. It's just like that, Mom, if I find it all this time, you know."*

Based on the results of the interviews above, teachers experience challenges on the internet network, which often experiences interference. Students who do not have internet quotas hampered the teaching and learning process. In addition, factors such as students' cell phones are inadequate for running the applied mobile application students and are somewhat difficult to collect due to limited internet access and cell phones that hinder the teaching and learning process. After facing several obstacles and challenges, the teachers began to develop strategies to reduce or overcome the difficulties and challenges faced.

*Teacher 1: "The strategy is so we wait, for example, like Miss Entar, yes, the quota is running out, so we wait, and then we have also suggested and have provided a quota from the school. Hopefully, it can be used as well as possible, and we also advise that the package given by the school It's only used for studying, not for playing games and stuff like that."*

*Teacher 2: "Yes, maybe they can't join the Zoom meeting, and they are only given assignments, or sometimes I just call them voice calls, I give them an answer right away, sometimes on video calls, they answer right there, it's okay to seek help from people others or you Google or not, that's my assessment, if the self-assessment is like that."*

*Teacher 3: the strategy means we look at the essential competencies first; what are the basic competencies? What is the purpose of this learning? Then how much time is there if we don't give examples from the industrial world or the world of tourism or the world of work that we can use examples from the general public but as much as possible, maybe the use of learning is in the world of work, for instance, offering and helping because we are not from the tourism business but the management business, so what we present or what we display and what we do is providing help for business activities, not tourism or other activities outside in our department"*

Based on the results of the interviews above, the teachers made several strategies, including suggesting the school provide internet quota to students who had exhausted their internet quota. Some teachers call their students via video calls to ask questions about the material given during learning so that no students are left behind.

This research aims to find out how teachers use mobile applications in online learning and the challenges faced by English teachers using mobile applications. It was revealed that Most use Google Classroom, Google Forms, Google Meet, and Zoom meetings. The teachers consider using the application the best way to learn online. The application is beneficial for teachers in teaching and learning. In addition, the teachers also believed that students needed help using mobile applications in the online English learning process. Students' difficulties. Students' difficulties include the lack of internet network quota and the need for their devices or cell phones to be more adequate for running mobile applications.

When using the mobile application, teachers search for information via the internet and discuss it with fellow teachers. So, teachers can get information regarding what mobile applications are best used in online English learning and how to apply them and adapt them to the available materials. The mobile application English teachers use is exciting and satisfying, making the teaching and learning process more comfortable. In addition, the mobile application's easy, effective, and simple operation makes it easy for teachers to apply it in schools so that the online English learning process can run smoothly. In addition, the mobile application used by the teachers is flexible so that it can be used anywhere and anytime and can make learning English more effective and practical. However, there are several obstacles faced by some teachers, including the need for more time, so they have to take up some of the agreed time, which can interfere with learning English online. The students themselves gave a positive opinion and considered the use of mobile applications exciting because of the many types and attractive appearances that made students interested in the mobile applications they used. However, some students think it is a normal thing and consider it a part of everyday life, considering that in today's era, many people live with modern technology. This is in line with research from Klimova (2019) and Xodabande et al., (2022), indicating that mobile application users have a positive impact on online English learning, particularly in enhancing students' vocabulary and improving their motivation to learn.

Moreover, in implementing the mobile application, the teachers feel that the English learning materials using the mobile application are in accordance with the material in the lesson plans and syllabus. The teachers adjust it by looking at the lesson plan, essential competencies, and core competencies in the lesson plans and syllabus so that the existing materials can be adapted using a mobile application to make online English helpful learning. Therefore, the current study's findings agree with the results of research from Basal et al. (2016), which says that the use of mobile applications in teaching is beneficial. The challenges and obstacles experienced by teachers in implementing mobile applications in online English learning are mainly network problems that are sometimes disrupted. The internet quota runs out, and students' and teachers' cell phones cannot run mobile applications. This problem is the problem found by Atmojo and Nugroho (2020), who said that the problems and challenges in using mobile applications in online learning, one of which is the internet network. To overcome this, the teachers made several strategies, including contacting the students directly to give questions and answers about the material and the teachers voicing the school to provide internet quota assistance to students so that the online English learning process could run smoothly.

## CONCLUSION

In conclusion, this study has illuminated how teachers utilize mobile applications in online English learning and the challenges they face. The majority of teachers use applications like Google Classroom, Google Forms, Google Meet, and Zoom meetings as integral parts of their online teaching. These apps enhance teaching and learning, offering flexibility and convenience. However, students encounter obstacles such as limited internet quotas and device capabilities, hindering their engagement.

Teachers rely on various sources to gather information on effective mobile applications, which are intuitive and user-friendly. Challenges remain, particularly aligning materials with lesson plans. Connectivity issues pose significant barriers, leading educators to implement direct communication channels and seek institutional support. The study underscores the importance of mobile applications in modern education. Teachers perceive them as vital tools, especially during the COVID-19 pandemic. Despite benefits, challenges persist, requiring proactive strategies to address. Moving forward, collaborative efforts are needed to enhance mobile application usage. Diversifying app usage, providing technical support, enhancing teacher training, promoting collaborative learning, and addressing diverse student needs are essential. Flexible learning policies can accommodate students facing connectivity issues or device limitations, ensuring equal opportunities for success. By implementing these suggestions, schools and educators can maximize the benefits of mobile applications in online English learning while addressing challenges and barriers encountered by both teachers and students. Collaborative efforts, ongoing training, and responsive policies are crucial for creating inclusive and effective online learning environments.

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